

Revised Report of the Ad Hoc Committee  
On the Four-Year B.A. (General) Degree

November 1981

## PREFACE

The responses of the Arts Faculty departments to the preliminary report on a curriculum for the proposed four-year B.A. (General) were in the majority favorable to the overall concept of a more tightly structured program along the lines suggested. There were, of course, many reservations about the particulars of the proposal and it was clear that while all wished the Committee to whip up a good omelet, nobody wanted his particular eggs broken. Fortunately, we think that the flexibility given by the combination of the move to a more structured program with the addition of an extra year has allowed us to accommodate the most urgent reservations of most departments in our final suggestions.

The departmental responses have also enabled us to set bounds to what this Committee may be expected to achieve in the limited time available. It is desirable that the Arts Faculty proposal should be ready to pass to GFC, etc. at about the same time as the similar proposal of the Faculty of Science, which is sometime this Fall. Departments cannot be expected to have worked out the details of possible required new courses or curricula by that time. It is also not desirable that this Committee should usurp the functions of the Curriculum Committee and the Academic Planning Committee in approving the detail of new courses and programs. It has been our intent, then, to produce an overall curriculum description that may be acceptable to the Arts Faculty as a whole; to specify particular courses where this can be done immediately; and to specify types of courses elsewhere, with the details to be worked out by departments concerned and vetted by the Curriculum Committee and the Academic Planning Committee in the usual ways, while the overall proposal is going forward for approval by the other levels of the University.

In devising a Core Program for the junior years, the Committee examined programs offered elsewhere in order to gain an understanding of the generally agreed-upon essentials of a core program in the Liberal Arts. We also referred back to the APAC Report, in which this Faculty set forth its own understanding of the objectives of a general degree program. And, of course, we have now added to these guides the responses of departments to our preliminary report. From these responses, it

appears that a fault of our preliminary report was too close adherence to the particular categories of the APAC Report and that the positions of the various departments may be better accommodated by rearranging the core areas while continuing to adhere to the spirit of the APAC Report. In order to respond adequately to the concerns of departments, a junior Core Program has been proposed with no specified options in the first two years. This is much less inflexible than may at first appear. There is a great deal of choice among disciplines within the required areas and it is possible to free some slots by deferring requirements to Third Year. Students who do not defer core requirements should be much better prepared than at present to enter the upper years and will be able to take advantage of options available in those years.

Several departments have acknowledged that the proposed curriculum will require some restructuring of courses and course levels, and have indicated readiness to proceed with this work as an expected part of the move to a four-year degree. The committee has been reluctant to suggest a 100- 200- 300- 400-structure, with its invitation to a downgrading of our offerings in the hurried introduction of 100-level courses. The decision to keep the first two years as a unified core and to permit the selection of 300-level courses in Second Year should be a workable alternative. The introduction of a system of advising for all students should help make sure that they choose a suitable level of courses at each point in their programs. The requirement of 400-level courses in two areas should encourage departments to use this level to set up a genuinely senior year of studies for their students. It is anticipated, however, that experience with the four-year degree may require reconsideration of this matter at a future point.

We have found that a more precisely identified Humanities Area Core accommodates departmental responses more adequately than some of the divisions we had suggested in the preliminary report. The final report continues the present separation of Fine Arts from Humanities and divides the latter area between specified foundation courses and other disciplines of the Humanities division. It should be pointed out, perhaps, that the

specified courses are regarded as foundations, not just for the Humanities division, but for the entire structure of a Liberal Arts education.

Some departments questioned the number of disciplines included under Social Sciences in the preliminary report; others questioned the omission of certain disciplines. The final report has restructured the Social Sciences into a Group A, listing departments that may be considered as offering courses in social sciences per se, and a Group B, listing all disciplines offering courses presently designated by the Faculty as belonging to the Social Sciences area. It is not within the terms of reference of our committee to alter area divisions established by the Faculty and we have no wish to do so. However, the Executive Committee has been made aware of this difficulty and will refer this matter to the Curriculum Committee.

As indicated in the Canadian Component item, we did not sense enough agreement in departmental responses to make a specific recommendation in this area, but we include a suggestion from the Canadian Studies Committee and append a list of courses approved by them, in case someone wishes to test this issue on the floor of Council.

As our preliminary report indicated, we do not regard the proposed curriculum requirements as "monuments of unaging intellect." We do believe that they will give the basis on which the four-year program may be initiated without compromising the academic principles upon which the Faculty has endorsed the change. But we expect that, as always in this Faculty, the new curriculum will be a living creation subject to growth and change according to practical experience with the four-year degree program, if approved.

The Committee wishes to express its appreciation of the work of departments in responding to the preliminary report. For the present, it will help make discussion of the enclosed report as fruitful as possible if departments will prepare reasoned amendments for changes that they still regard as necessary in the proposed curriculum.

*Time has branded them and fettered they are lodged in  
the room of the infinite possibilities they have ousted.  
-- James Joyce (after Aristotle)*

The Academic Principles and Aims Report endorsed by the Faculty of Arts in 1973 opens with the statement that "The Purpose and Function of a Faculty of Arts is to seek, contemplate, create, preserve and disseminate knowledge in the fields of studies known as Fine Arts, Social Sciences and Humanities." There may be many ways of achieving these ends and in preparing this report the ad hoc Committee has been aware that the choice of a curriculum consists partly of the ousting of admirable alternatives. We have also seen before us the great gulf that is fixed between the acceptance of desirable general principles and the embodiment of those principles in the concrete particulars of curriculum requirements acceptable to the Arts Faculty as a whole. The bridge we have thrown over that gulf may seem to some a flimsy affair with missing planks and to others a cast iron edifice, too rigidly complete, but we have seen it as a structure adequate to the special needs of the near future: neither swaying too much in the breezes of fashion nor too inflexible to allow necessary movement.

In making our choice of a curriculum proposal for this Faculty, we have had the guidance of the APAC Report; of departmental responses to the original questions of the Curriculum Committee; and of departmental responses to the Preliminary Report of this Committee.

The Committee has sought to devise a program that will achieve the following objectives:

1. A degree structure that will justify the decision of the Arts Faculty to move to the four-year program, by achieving more satisfactorily the goals of the B.A. (General) as agreed upon by the Faculty in its approval of the principles of the APAC Report.
2. A structure that will adequately supply the judicious combination of breadth and depth long agreed to be the objective of a B.A. (General) education.

The object of the general degree was understood as being not to produce specialists in a narrow sense, but to produce graduates who have the capacity to make themselves competent in any area in which they find themselves working-- often between fields or between specialists and non-specialists. We are not seeking to produce ersatz Business Administration Graduates or Engineering Graduates, but those with the now much rarer skills of literacy, self-understanding, and understanding of others that is not merely knowledge of manipulative human engineering techniques. They should have broad general knowledge and the ability to extend that knowledge, grasping without confusion the written and spoken word and expressing the knowledge acquired with clarity and force. They should have minds that are both open and critical, aware of the need to complete knowledge by judgement, both ethical and aesthetic, knowing when value judgements are called for and understanding the necessary connection between the intellectual and the ethical. But while seeking these objectives we should not erect unnecessary barriers between the B.A. (General) graduate and specialized study at the post-graduate level, so the four-year general degree should take over from the B.A. (Special) the APAC Report objective of assisting the student to develop a special area of competency.

We have looked at many other B.A. programs in Canada and the United States, including some of the much-publicized recently revised programs, and find that the effort to achieve breadth and depth in generalist programs most often consists of the combination of one or more areas of concentration with a substantial general education requirement of courses selected from specified core areas. For example, the most widely discussed revised general program-- that of Harvard University-- requires a "Core Curriculum" selected from the following specified areas:

- Literature and the Arts
- Historical Studies
- Social Analysis
- Moral Reasoning
- Science
- Foreign Cultures

But from within this "core" students may select from about a hundred courses. This constituted a reduction from the previous range of choice but still does not offer a true core of studies upon which the instructors of courses outside the core may make assumptions. It is probably impossible at this stage in the history of higher education to revert to a pure Core Program such as the "Great Books" curriculum of St. John's College, Annapolis-- and it is unlikely that such a reversion would serve the needs of students in the 1980s. But the entirely loose structure which, for example, permitted Harvard students before 1979 to choose their eight required general education courses from more than eight hundred, has now been generally called in question in both Canada and the United States. As Mortimer Adler has argued, the revised Harvard curriculum can be seen "as some check on the indigestible smorgasbord of the elective system, but it can hardly be defended as a restoration of the truly general education." It is apparent that the supportive structure of core areas serves here as a corset rather than skeleton, hiding a continuing formlessness under a deceptively shapely exterior. Our conclusion has been that a curriculum that combines reasonable freedom of movement with desirable shape can be built around a structure of core areas and subjects through a controlled range of requirements (specified required courses); semi-requirements (courses chosen from a limited range of options within a required area); broad-area requirements (courses chosen from a wider range of options within a required area); and free options. This structure may be put to best use by having a clear distinction between a general education function for the first two years and a combination of specialization and options for the two senior years.

*PROPOSED CURRICULUM*

## I First Two Years

The Foundations of a Liberal Arts Education

<u>Required Core Subject Areas</u>	<u>Full-Course Equivalents</u>
Composition and Critical Reading	1
Second Language	1
Humanities Area, Groups A and B (see page 7)	2
Social Sciences Area, Groups A and B (see page 8)	2
Fine Arts Area	1
Natural Sciences and Formal Studies	2

First-Year Requirements

Composition and Critical Reading	1 FCE
Second Language	1 FCE
Humanities Area, Group A	1 FCE
Social Sciences, Group A	1 FCE
Another core subject	1 FCE

Second-Year Requirements

Core Requirements remaining from First Year	4 FCE
Faculty of Arts Option	1 FCE

Deferment of Core Requirements

If the student wishes to take one or more options, or extra courses in the area of concentration, in the first two years, a limited number of core subjects may be deferred as follows:

One Full-Course Equivalent from each of these areas may be deferred to Third Year:

- Humanities Group B
- Social Sciences Group B
- Natural Sciences and Formal Studies

Junior Courses and Out-of-Faculty Options

As at present, normally no more than seven Full-Course Equivalents at the 200-level or below may be taken for degree credit. Special conditions may apply to Language Majors, as specified later in this Report. The present limitations on courses taken outside the Faculties of Arts and Science shall continue to apply.



II Third and Fourth Years  
Intensive Study in Chosen Areas

1. Deferred First- and Second-Year core requirements to be completed in Third Year.

2. Major concentration:

Minimum 5 Full-Course Equivalents

Maximum 7 Full-Course Equivalents

Only courses at the 300-level or above are to be counted in the Major Concentration(except in Third- and Fourth-Year language studies).

At least two Full-Course Equivalents at the 400-level must be included in the Major Concentration.

3. Second Subject: At least one Full-Course Equivalent at the 400-level is to be taken in a subject outside the Major Concentration.

*DESCRIPTION OF REQUIRED CORE-SUBJECT AREAS*I Composition and Critical Reading

Preliminary Note: The Faculty of Arts has formally affirmed that "it is the responsibility of all members of the Faculty of Arts to encourage the practice, exercise and continued development of the student's ability to write (AFC Minutes, September 17, 1974).

Note: It is not the intention that courses offered in this area should be remedial writing courses. The following area requirements are based on the understanding that English 210 will continue to devote at least thirty percent of instruction time to composition.

## Area Requirements:

A. English 210: English Literary Forms

OR

B. English 200: A Survey of English Literature  
from the Middle Ages to the  
Twentieth Century

## II Humanities Area Requirement

### Area Requirements:

Two Full-Course Equivalents to be selected from Group A and Group B listed below. One course is to be chosen from Group A and the second course is to be chosen from Group A or B.

#### Group A Philosophy 240

History 2XX

(To be a full-year course in World History, covering material and a period regarded as useful and manageable by the departments of Classics and History.)

#### Group B Classical Studies

Comparative Literature

Literature courses including literature in translation

Religious Studies

Each department in Group B is to supply for approval by Arts Faculty Council a short list of courses suitable for an introduction to the Humanities. (See General, Section H). One Full-Course Equivalent in this area may be deferred until Third Year.

### III Social Science Area Requirement

#### Area Requirements:

Two Full-Course Equivalents to be selected from Group A and Group B listed below. One course is to be chosen from each group.

The courses in Group A are offered by departments which are engaged in the systematic study of some broad category of human conduct. They are 200-level introductions to specific social science disciplines and will be taken in First Year. The courses in Group B include all areas presently designated as social sciences by the Faculty of Arts. (See General, Section H). Each department in Group A and Group B is to supply a short list of courses for approval by Arts Faculty Council.

#### Group A Anthropology

Economics

Geography (except courses listed in the Faculty of Science)

Political Science

Psychology (except courses listed in the Faculty of Science)

Sociology

#### Group B Anthropology

Classical Studies (\*specified courses)

Economics

Geography (except courses listed in the Faculty of Science)

History (\* specified courses)

Linguistics (\* specified courses, except those listed in Science)

Linguistics in language departments (\* specified courses)

Political Science

Psychology (except courses listed in the Faculty of Science)

Religious Studies (\* specified courses)

Sociology

One Full-Course Equivalent may be deferred until Third Year.

\* To include only those courses which satisfy meaningful criteria (such as those satisfied by courses in Group A) for being classified as Social Science.

IV Fine Arts Requirement

## Area Requirement:

One Full-Course Equivalent in Fine Arts (including Film Studies).

The intent of this area requirement is to encourage the growth of aesthetic appreciation and judgement through study of the Fine Arts, either by active participation in the arts of the chosen discipline(s) or by study of the artistic creations of these discipline(s). Fine Arts departments are to recommend suitable courses to the Curriculum Committee.

V Second Language Requirement

## Area Requirement:

One Full-Course beyond Senior Matriculation (30-level in High School; 100-level in university) to the First-Year University level in the language of matriculation or a year of study at the 100-level or above in a language other than the language of matriculation.

Note

Special conditions applying to Language Majors are specified in the description of upper-year requirements.

VI Natural Sciences and Formal Studies Area Requirement

## Area Requirements:

Two Full-Course Equivalentents as recommended in the Report of the ad hoc Committee to Examine the Science Requirement for the Four-Year B.A. (Appendix I, attached). Course requirements are to be as follows:

- a) One Full-Course Equivalent within one field of science, from a list of courses to be provided by the Faculty of Science. In its determination of courses as "science" courses, the committee from the Science Faculty will provide and apply consistent criteria. The Arts Faculty Curriculum Committee shall accept courses, including courses from the Faculty of Arts, which meet these criteria.
- b) One Half Course in "formal studies" such as logic, mathematics, statistics, computing science or formal linguistics, the course to be chosen from a list of approved courses within these areas.
- c) One Half Course in one of the following:
  - i) A further Half Course in an approved field of science.
  - ii) A further Half Course in formal studies to be selected from an approved list.
  - iii) A further Half Course in the history, methodology, and philosophy of science and technology.

One Full-Course Equivalent in this area may be deferred until Third Year.

*DESCRIPTION OF THIRD AND FOURTH-YEAR REQUIREMENTS*

Given the broad foundation of the proposed Core Program, students should be better prepared for upper years than they have been in the past. The upper-year requirements may be divided into three groups:

1. A single concentration with enough substance to give familiarity in some depth with one discipline, returning to the traditional concept of a genuine "major" subject:

Major concentration:

Minimum 5 courses at the 300-level or above

Maximum 7 courses at the 300-level or above

To include at least two Full-Course Equivalents at the 400-level. Individual departments are to be allowed to set program requirements in the area of concentration.

2. To replace the present second subject, with its minimum requirement of three courses, none of which need be a senior course, by a simple requirement that at least one Full-Course at the 400-level is to be taken in a subject outside the major area. Since the student may only have to take one 300-level course before the 400-level one in the subject chosen, this requirement is more flexible as well as ensuring acquaintanceship at a senior level with another discipline:  
Second subject:

At least one Full Course at the 400-level is to be taken in a subject outside the major area. The distinction here should be similar to that presently used in the definition of primary and secondary concentrations.

Special Conditions Applying to Language Majors

Because of the special nature of language studies the following modification of the requirements should apply to Language Majors:

1. That an additional junior-level course be permitted to Language Majors taking more than one language other than English.
2. That Language Majors be permitted to include more than one language in the same department in their major concentration.
3. That courses below the 300-level in a second or third language (and in the principal language where that language is not readily available at the matriculation level in Alberta schools) other than English in the same department (i.e., a third or fourth language) may count towards the major and that where more than one language other than English is being taken in the same department in the major concentration, the maximum number of courses permitted may be nine (including additional junior level courses) rather than seven.
4. That it should be possible to take two languages in the First Year, deferring a First-Year Year Requirement, other than Composition and Critical Reading, in order to do so.



*GENERAL*A. Sequential Development

The total number of courses taken at the 200-level or below is normally to be limited to a maximum of seven over the total degree program, as at present. Students in their fourth year are not be permitted to take courses at the 200-level or below, except in the case of one language beyond the second language.

In order to make a distinction between 300- and 400-level, departments are to be asked to devise a prerequisite structure for 400-level courses, with an alternative of "or consent of the Department" to cover students who may have satisfactory prerequisites in other disciplines, or who may have special experience. The Calendar is to warn students to prepare for the prerequisites of their second 400-level subject. With these safeguards, a reasonable level of ordered progression should be assured in each student's program.

The 300-level should serve as a more flexible, multipurpose grouping of courses, including mid-level specialist courses and substantial generalist courses (with the two being the same wherever the discipline will allow)--and open to Second-Year and Fourth-Year, as well as Third-Year, students. It should give junior students the opportunity to stretch their abilities and senior students the opportunity to explore and fill in gaps of knowledge in a more satisfying and demanding way than 200-level introductory courses.

B. The B.A. (Special)

When the B.A. (Special) was devised, it was recommended to and accepted by Arts Faculty Council on the following terms:

that the Four-Year B.A. General B.A. program proposed below be approved, but only as an interim and transitional measure; and that, at the earliest possible opportunity, the Faculty standing committee of the preceding recommendation should provide the Faculty with the information and directives necessary to create a four-year B.A. program in keeping with this Faculty's view of itself and its work in the University as a whole and in society. (Moore Committee Report, May 1970).

If the proposed new program is approved, there will be no point in retaining the B.A. (Special), which shares the same weaknesses of lack of structure as the B.A. (General). With an adequate four-year program, the degree should be simply a B.A., with the B.A. (Honors) as the special degree.

#### C. Special Programs

However, the provision for special multidisciplinary and interdisciplinary programs should be retained on the present basis of individual approval by the Curriculum Committee and the Academic Planning Committee. A separate section of the Calendar headed "Special Studies" should describe these programs and their degrees should be identified by specialization, e.g., B.A. (Canadian Studies); B.A. (Criminology), etc. These programs presently accommodate the area requirements of the B.A. (General) and they should also be able to accommodate as far as possible the proposed Four-Year B.A. (General) curriculum, subject to negotiation with the Curriculum Committee. It should be possible, for example, for the Canadian Studies Program to specify Canadian content courses for the Humanities, Fine Arts and Social Science requirements and for the Criminology Program to modify the Group A and Group B Social Sciences requirements to accommodate their program.

#### D. The B.A. (Honors)

As a four-year degree with its own curricula and requirements, the B.A. (Honors) should remain a specialist degree. With a four-year general degree some of the difficulties of transferring between the programs should be lessened. The Curriculum Committee and the Honors Committee should work out the acceptable details of a transfer system which has as much flexibility as possible, as at present.

#### E. Canadian Component

There was no consensus in the departmental responses on the desirability of a Canadian content requirement. The majority of those favoring such a requirement did not see it as part of the Core Program but rather as a co-ordinate requirement usually of one Full-Course Equivalent. Accordingly, it is recommended that there be a Canadian content co-ordinate requirement of one Full-Course Equivalent to be chosen from an approved list.

#### F. Values

The Committee has found itself somewhat sceptical about the fashion for specifying "Moral Reasoning" (Harvard) or "Values" (Northwestern) as a separate area, with its implication that requiring students to take one course (usually a semester course), with more or less relationship to ethical studies, will give them an adequate conception of general ethical judgement. We believe that values should not be regarded as the exclusive territory of one or two disciplines with the associated danger that they may be regarded as irrelevant to other disciplines. If the Faculty considers writing competency to be a proper concern of all disciplines, surely ethical judgement as it concerns each discipline must be considered of equally universal importance. We do accept, however, that not all courses are equally suitable for the consideration of values in a general way. The final form of our proposal for the Humanities area should ensure that all students will come in touch with some consideration of values in the broader sense. The encouragement to take Philosophy will lead students towards some study of values in a philosophical context. But we refuse to accept that members of any of our disciplines are incapable of introducing students to the ethical dimensions of their particular disciplines. The Committee recommends that values should be regarded as a necessary component of all disciplines in the same manner as writing competency.

#### G. Cross-Disciplinary Studies

The task of the Committee would have been made easier in some ways if it had been possible to recommend with confidence the requirement of multidisciplinary courses that would compress the introduction to several disciplines into single courses. Indeed, APAC Report #2 called for the introduction of cross-disciplinary courses in each division of the Faculty. The exploration of the practicality of

actually implementing such courses resulted in the approval by Arts Faculty Council of the unanimous recommendation by the Curriculum Committee: "THAT the introduction of generally integrative courses within each division of the Faculty not be mandatory." (August, 1977). The reports of the various sub committees at that time and the analyses of programs elsewhere suggest that the design, maintenance of long-term vitality, and administration of large-scale multidisciplinary courses are matters of extreme difficulty. The sine qua non of such courses is generally agreed to be the ongoing enthusiasm of exceptionally well-qualified instructors. The larger the course enrolment and the more distant its administrative centre is from the classroom, the more difficult is it to maintain such enthusiasm.

As an alternative to large-scale required cross-disciplinary courses with their difficulties of staffing, budget and coherence, departments should continue to be encouraged to initiate smaller-scale cross-disciplinary courses which fit a perceived need and respond to actual instructor interest. To aid in improving the contact between departments which may stimulate that interest, we propose the encouragement of an informal network of exchange teaching, including an information exchange centre in which faculty members may place notification of their willingness to give guest lectures in a particular field. Furthermore, we propose that such activity should be considered for merit both as scholarly interchange on a level as important as the presentation of on-campus talks and seminars for colleagues and as evidence of extra teaching interest and activity. Such activity should not only inform students in a highly positive way of the best in various disciplines, but also help mitigate the isolation from one another of faculty members in different departments. Overall control would be retained by the instructor of the particular course involved and the contribution from any other discipline would be introduced at the point where it would best illuminate the course discipline, while giving a sense of its own approaches. Successful experiments have already been made with such exchange at the initiative of individual instructors, in the Departments of English and Religious Studies,

for example. Departments in the Faculty are encouraged to co-operate in the development of such cross-disciplinary offerings to be included in the Core Program.

#### H. Introductory Generalist Courses

Where Core Program courses are not described as having a specific content (as in expository writing or, by implication, second-language courses), it is essential that each discipline should devise specific core courses (or specify suitable existing courses) for the areas in which it participates. Such courses should not be rapid surveys of the discipline, but, rather, designed to introduce students to the value of each discipline, its central content and methods, and its most rigorous modes of thought. In this way, students should gain a positive introduction to a wide range of disciplines while being acquainted with different kinds of knowledge and with divergent ways of thinking about similar kinds of knowledge.

It is not possible for a Core Program with reasonable breadth to ensure absolute uniformity of knowledge, but a principal intention of such a program must be to guide the student towards the acquisition of an essential range of skills and knowledge that will give some frame of reference to instructors in upper-year courses and in tangential disciplines. This purpose will clearly be defeated if each department offers numerous 200-level courses in its areas of the Core Program.

#### I. Generalist Senior Courses

It is not the intention of this Report that all courses in the Core Program should be 200-level courses. In fact, the proposed retention of the limit of seven junior courses would prevent this. Presumably the five courses of the First Year would all be at the 100- or 200-level, but core requirements carried over to the Second Year or later might well be satisfied by 300-level courses. We believe that a student who has successfully completed the area requirements of the First Year should be well able to cope with properly-designed 300-level

generalist courses in the same or other areas in the Second Year. To this end, Departments should examine their 300-level listings and either create new 300-level generalist courses or redesign existing courses so that they may correctly be designated as generalist courses. We propose that such courses be identified in some way in title or description. Students should be permitted and even encouraged to take up to 3 1/2 such courses as part of their Core Program. As much as possible, senior students choosing free options should be encouraged to take 300-level generalist courses rather than junior courses. A side-effect of these proposals should be a measurable shift in enrolment from junior to senior courses, with a mitigation of the effect on staffing of the change to a four-year program.

As an aside on this subject, it should be pointed out that the Faculty, in voting on APAC Report #2 (1974), has already approved much of the spirit of this section.

#### J. Advising

A mandatory and comprehensive Faculty-wide network of student counselling is recognized as being of crucial importance to the educational objectives of this new program. The organization of a suitable system of advising should be undertaken by departments in consultation with the Arts Faculty Academic and Program Advising Committee.

#### K. Advanced Standing

It is the opinion of the Committee that the current provisions for advanced standing, advanced placement, and credit by special assessment (as amended in Arts Representative Council Meeting, September, 1981) will remain satisfactory for the four-year general degree.

L. Mature Students and Preprofessional Programs

The four-year B.A. (General) should have no annual load requirement or maximum time for completion. Students should continue to have the benefit of relaxed admission requirements in recognition of maturity and experience.

Admission requirements for the Faculty of Law already allow for admission upon completion of three years of a four-year degree (and in certain circumstances upon completion of two years). The Committee recommends that the Academic Planning Committee examine the relationship between the proposed new program and admission requirements for Professional Faculties.

M. Transition Period

Students already enrolled in the present program at the time of the changeover should be given a period of grace under which they may complete the degree according to the present requirements. The Calendar presently accords similar grace to students enrolled prior to September, 1979 (43.1.2: Note 3).

Respectfully submitted,

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Report of the ad hoc Committee to Examine the  
Science Requirement for the Four-Year B.A.

General Observations

It is the understanding of the Committee that until approximately five years ago, the science requirement for the General (three-year) B.A. was three full courses in the Faculty of Science. At that time, the requirement was reduced to one full course. The Committee believes in light of the obvious impact of science, technology, and computers in present society, the science component of the General Arts degree should not be further reduced, relatively speaking, as it would be if it should remain at one full course, while the total requirement for the degree is increased to twenty full courses.

The Committee believes, further, that it would be a mistake to permit the "science" requirement to be fulfilled by taking a full-year course in philosophy and methodology of science. While the Committee agrees that a course of the latter sort would be a valuable addition to the General Arts degree, it also believes that such a course ought not to replace a "hard" science requirement. Under the proposal presented to the committee, it appeared it would be possible for an Arts student to fulfil his "science" requirement without taking a single course in the Faculty of Science. We believe that it is no more appropriate for an Arts student to fulfil his science requirement by taking courses designed and implemented by the Faculty of Arts, than it would be for a Science student to fulfil his arts requirement by taking courses designed and implemented by the Faculty of Science. (Deans Kuspira and Beatty of the Faculty of Science, with whom the Committee conferred, share this point of view.)

On the other hand, the Committee does not believe that the Science requirement must necessarily be fulfilled only by enrolment in laboratory courses within the Faculty of Science. Its concern is that the courses taken in fulfillment of the science requirement should provide a sound introduction to one field of science; such an introduction does not necessarily require a laboratory component. Whether there should be a laboratory requirement ought to depend on the nature of the field of study chosen and the judgement of the Faculty of Science as to the importance of such a requirement in the particular field, rather than on the Faculty of Arts' perception as to whether a laboratory component is an essential element of an introduction to any field of scientific endeavour.

Recommendations

It is the Committee's recommendation that the total Science and Formal Studies requirement be established as two full courses or equivalent, as follows:

- a) One full course or equivalent within one field of science, from a list of courses to be provided by the Faculty of Science. (The Committee has requested that a preliminary list be provided by Deans Kuspira and Beatty; Statistics and Computing Science courses should be deleted from the current or any new list.)



- b) One-half course in "formal studies" such as logic, mathematics, statistics, computing science or formal linguistics, the course to be chosen from a list of approved courses within these areas.
- c) A further half-course requirement, to be satisfied in one of the following ways:
  - (i) A further half-course in the same field of science, the course to be selected from a list of approved "sequels" to the previous course or courses taken by the student, the list to be provided by the Faculty of Science. (The Committee requested that a preliminary list of such "sequels" be provided by Deans Kuspira and Beatty.)
  - (ii) A further half-course in formal studies to be selected from a list of approved "sequels" to the first course in this area taken by the student.
  - (iii) A further half-course in the history, methodology, and philosophy of science and technology. In principle, such a course ought to introduce the student to meta-scientific studies, and the course should be so designed as to permit emphasis to be placed, at least in part, on the field of study chosen by the student to fulfil his one full course science requirement.

This could be arranged in a number of alternate ways. First, by providing several courses rather than a single course, with, for example, one such course concentrating on the history, methodology, and philosophy of the biological sciences, another on the history, etc. of the physical sciences, another on the history, etc. of the environmental sciences and so on. Secondly, it could be arranged by providing a single multi-sectioned course, with the emphasis varying from section to section in the way envisaged in the previous suggestion. Or, thirdly, it could be arranged by teaching general methodology, history, and philosophy of science in a single course for all students, regardless of their choices of a science option, with study groups split off to concentrate on specific applications of the general studies to particular fields.

The "methodology" course ought to involve the departments of history, philosophy, and, at least on a consultative basis, departments in the Faculty of Science concerned with the area to which the course (or course section, or study group) is to pay special attention. For example, in a course (or course section, or study group) concentrating on the biological sciences, a few lectures might be given by a biologist, geneticist, microbiologist, etc. on current areas of research with high potential interest and social impact such as (for example) recombinant DNA research, genetic engineering, or recent refinements of evolutionary theory. This would provide the student with a better appreciation of the nature of the field to which he already has an introduction, and would provide useful material for further discussion within the methodology, history, and philosophy component.

Should such a course or courses have large enrolments, the Plato computer facilities could prove very useful in providing simulations of problems in simple inductive reasoning and scientific methodology.

Conclusions

The Committee strongly believes that it is highly beneficial, for a number of reasons, for a student with a General B.A. to have pursued some "solid" scientific studies, though not necessarily at an advanced level. It believes that the above proposal would accomplish this goal, while at the same time allowing sufficient flexibility for an individual student to pursue his own interests. The Committee considers it important that at least one full course or equivalent be taken in the Faculty of Science and, moreover, within a particular field in that Faculty, and that the total science and formal studies requirement be the equivalent of two full courses. It recommends that no weaker requirement be approved.

Respectfully submitted,

T. N. Ballin  
U. Trumpener  
W. D. Sharp (Chairman)

Canadian Content Courses Offered by the Faculty of Arts and Faculté Saint-Jean

## FACULTY OF ARTS

Anthropology

- ANTHR 355 Contemporary Canadian Native Peoples (3)  
 ANTHR 431 Multilingualism (3)  
 ANTHR 483 Cree Language and Culture (6)

Art and Design

- ART H 304 Canadian Art I (3)  
 ART H 354 Canadian Art II (3)  
 ART H 404 Aspects of Early Canadian Art (3)  
 ART H 454 Aspects of Twentieth-Century Canadian Art (3)

Canadian Studies

- CANST 300 The Politics of Arts in Canada (6)  
 CANST 301 Canadian Intellectual Traditions (6)  
 CANST 400 Contemporary Canadian Issues (6)  
 CANST 401 Seminar in Canadian Studies (3)  
 CANST 402 Seminar in Canadian Studies (3)

Comparative Literature

- C LIT 271 Introduction to the Comparative Study of Canadian Literature I (3)  
 C LIT 272 Introduction to the Comparative Study of Canadian Literature II (3)  
 C LIT 371 Introduction to the Comparative Study of Canadian Poetry (3)  
 C LIT 372 Introduction to the Comparative Study of Canadian Prose (3)  
 C LIT 471 Advanced Study in Canadian Literature (6)

Drama

- DRAMA 303 History of Canadian Theatre from its Origins to the Depression (3)  
 DRAMA 403 Modern Canadian Theatre (3)

Economics

- ECON 316 The Canadian Economy, Part I (3)  
 ECON 317 The Canadian Economy, Part II (3)  
 ECON 318 Canadian Economic Development in the Twentieth Century, Part I (3)  
 ECON 319 Canadian Economic Development in the Twentieth Century, Part II (3)  
 ECON 361 Transportation Economics (3)  
 ECON 363 Introduction to Regional Economics (3)  
 ECON 364 Economics of the Prairie Region (3)  
 ECON 418 Canadian Economic Development (3)  
 ECON 451 Resource Allocation Within the Public Sector of the Canadian Economy (3)

English

- ENGL 284 Canadian Literature in Process (3)  
 ENGL 364 Modern Canadian Drama (3)  
 ENGL 367 The Canadian Literary Tradition: Rural (3)  
 ENGL 369 The Canadian Literary Tradition: Urban (3)  
 ENGL 370 Regional Literature in Canada (3)  
 ENGL 371 Experimental Writing in Canada (3)  
 ENGL 384 Canadian Literature (6)

French Canadian

- FR CA 332 Aspects of French Canadian Civilization and Culture I (3)  
FR CA 333 Aspects of French Canadian Civilization and Culture II (3)  
FR CA 352 Introduction to French Canadian Literature (6)  
FR CA 411 Evolution of the French Language in Canada (3)  
FR CA 440 Critical Approach to "Québécois" Literature (3)  
FR CA 450 Introduction to Nineteenth-Century French Canadian Literature (3)  
FR CA 451 Twentieth-Century French Canadian Novel (3)  
FR CA 465 Twentieth-Century French Canadian Theatre (3)  
FR CA 497 Contemporary French Canadian Literature and Culture (6)  
FR CA 499 Directed Reading (3) or (6)

Geography

- GEOG 335 Contemporary Alberta (3)  
GEOG 336 Environment Alberta (3) (Faculty of Science)  
GEOG 340 Regionalization in Canada (3)  
GEOG 360 Geography of Rural Canada (3)  
GEOG 382 Geography of Urban Canada (3)  
GEOG 445 Northern Lands I (3) (Faculty of Science)  
GEOG 449 Western Canada (3)  
GEOG 470 Political Geography of Canada (3)  
GEOG 489 Physical Planning of the Canadian City (3)

History

- HIST 278 An Introduction to the Study of Canadian History 1500-1867 (3)  
HIST 279 An Introduction to the Study of Canadian History 1867-1967 (3)  
HIST 316 The History of Ukrainians in Canada (3)  
HIST 370 Topics in the Social History of English Canada Since 1760 (3)  
HIST 371 The Canadian West To 1870 (3)  
HIST 372 The Canadian West Since 1870 (3)  
HIST 373 The History of Upper Canada and Canada West, 1784-1864 (3)  
HIST 374 French Canada To Confederation (3)  
HIST 375 French Canada Since Confederation (3)  
HIST 376 History of Canada Since 1914 (3)  
HIST 377 Topics in the History of Canadian External Relations (3)  
HIST 378 History of Canada From Confederation To the First World War (3)  
HIST 379 The Native Aspect of Canada's History (3)  
HIST 387 Canada's Relations With East Asia (3)  
HIST 405 Topics in Canadian Native History (3)  
HIST 406 The History of Ethnic Settlement in Canada (3)  
HIST 407 Topics in Alberta History (3)  
HIST 408 Topics in Canadian Social History (3)  
HIST 409 Topics in Canadian Intellectual History (3)  
HIST 448 Topics in the History of Nineteenth-Century French Canada (3)  
HIST 449 Topics in the History of Twentieth-Century French Canada (3)  
HIST 470 The Canadian West To 1870 (3)  
HIST 471 The Canadian West Since 1870 (3)  
HIST 472 Topics in the History of Canada to 1791 (3)  
HIST 473 Topics in the History of Canada, 1791-1867 (3)  
HIST 474 Topics in the History of Canada, 1867-1914 (3)  
HIST 475 Topics in the History of Canada Since 1914 (3)  
HIST 476 Topics in Canadian Business History (3)  
HIST 477 Topics in the History of Canadian External Relations (3)  
HIST 478 The Canadian North (3)  
HIST 479 Topics in Canadian History (3)  
HIST 492 Topics in the Political and Constitutional History of Canada Since Confederation (3)

Interdisciplinary Studies

- INT D 357 Health Care Economics (3)  
INT D 456 Rural Social Problems and Public Policy (3)  
INT D 458 Socio-Economic Development of Western Canadian Agriculture (3)

Philosophy

- PHIL 239 Philosophical Analysis of Contemporary Issues (3)

Political Science

- POL S 320 Canadian National Government and Politics (6)  
POL S 321 Canadian Government (3)  
POL S 326 Canadian Foreign Policy (6)  
POL S 420 Canadian National Government (3)  
POL S 421 Selected Problems in Canadian Government (3)  
POL S 422 Canadian Public Policy (3)  
POL S 423 Canadian Federalism (3)  
POL S 424 Canadian Political Behaviour (3)  
POL S 425 Canadian Public Administration (3)  
POL S 426 Civil Service in Canada (3)  
POL S 427 Selected Problems in Western Canadian Politics (3)  
POL S 428 Provincial Government and Politics (3)  
POL S 429 Government and Politics of Alberta (3)  
POL S 464 Selected Problems in Canadian Foreign Policy (3)

Religious Studies

- RELIG 355 Religions of Western Canada (3)  
RELIG 380 Religious Beliefs of Native Peoples (3)

Romance Linguistics

- R LING 374 The Structure of Canadian French (3)

Sociology

- SOC 322 Canadian Social Issues (3)  
SOC 344 Public Opinion and Mass Communication (3)  
SOC 368 Canadian Ethnic and Minority Relations (3)  
SOC 457 Sociology and the Future of Urban Canada (3)  
SOC 458 Sociology of Housing in Canada (3)  
SOC 464 Advanced Industrial Sociology (3)  
SOC 472 Canadian Society (3)  
SOC 481 Canadian Social Area Studies (3)

FACULTE SAINT-JEAN

Anglais

- ANGL 284 Canadian Literature in Process (3)

Canadien-Français

- CA FR 320 Civilisation canadienne-française I (3)  
CA FR 322 Civilisation canadienne-française II (3)  
CA FR 424 Littérature canadienne-française hors du Québec (3)  
FR CA 425 Critique littéraire et sociale du Québec (3)  
FR CA 450 Introduction à la littérature canadienne-française du 19ième siècle (3)  
FR CA 451 Le roman canadien-français du 19ième siècle (3)  
FR CA 465 La poésie canadienne-française du 20ième siècle (3)  
FR CA 466 Le théâtre canadien-français du 20ième siècle.  
FR CA 499 Etudes dirigées (3)

Economie

ECONE 316 L'économie canadienne I (3)  
ECONE 317 L'économie canadienne II (3)

Fondements de l'Education

FO ED 201 Introduction à l'histoire canadienne de l'éducation (3)  
FO ED 430 Histoire de l'éducation dans l'ouest (3)

Geographie

GEOGE 360 Géographie rurale du Canada (3)  
GEOGE 382 Géographie urbaine du Canada (3)  
GEOGE 449 L'ouest canadien (3)

Histoire

HISTE 278 Introduction à l'étude de l'histoire du Canada depuis 1500 à 1867 (3)  
HISTE 279 Introduction à l'étude de l'histoire du Canada depuis 1867 à 1967 (3)  
HISTE 371 L'ouest canadien jusqu'en 1870 (3)  
HISTE 372 L'ouest canadien depuis 1870 (3)  
HISTE 374 Le Canada français jusqu'à la confédération (3)  
HISTE 375 Le Canada français depuis la confédération (3)  
HISTE 376 Histoire du Canada depuis 1914 (3)  
HISTE 378 Histoire du Canada à partir de la confédération jusqu'à la Première Guerre Mondiale (3)

Sciences Politiques

SC PO 320 Gouvernement et politique du Canada en tant que nation (6)  
SC PO 428 Gouvernement et politique des provinces (3)

Sociologie

SOCIE 322 Problèmes sociaux du Canada (3)  
SOCIE 472 La société canadienne (3)  
SOCIE 481 Etudes sociales des régions canadiennes (3)