



York University
Faculty of Liberal Arts & Professional Studies
26th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, October 18, 2012
3:00 pm – 5:00 pm

Senate Chamber, N940 Ross

Agenda

1. Call to Order and Approval of the Agenda
2. Chair of Council's Remarks
3. Minutes of the **September 13, 2012** meeting.....1
4. Dean's Remarks
5. Reports of Standing Committees of Council
 - a. Executive.....2
(Item for action – Approval of Council and Senate Nominations)
 - b. Academic Policy and Planning.....6
(Item for action – Establishment of a BA in US Studies)
 - c. Curriculum, Curricular Policy and Standards.....52
(Consent agenda)
6. **Committee of the Whole: Community Consultation, Strategic Research Plan**
Special Presentation by Vice-President Research & Innovation Robert Haché
7. Other Business

2012 - 2013 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross (unless otherwise noted below):

November 8, 2012
December 6, 2012 (*first Thursday*)
January 10, 2013

February 14, 2013
March 14, 2013
April 11, 2013
May 9, 2013
June 6, 2013 (*first Thursday*)

All are welcome and encouraged to attend!



**York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council**

Senate Chamber
Minutes of the 25th Meeting of Council
September 13, 2012
#120913

Attendance: N. Adelson, M. Adriaen, U. Anucha, K. Bird, M. Buccheri, G T. Chin, L. Code, D. Cohn, G. Comninel, M. Derayeh, K. Dowler, J. Edmondson, C. Ehrlich, P. Evans, A. Gekas, P. Giordan, T. Hwong, C. Innes, N. Jazairi, W. Jenkins, L. Jermyn, B. Kelly, A. Kemper, P. Khaiteer, M. Ladd-Taylor, K. Lehrer, D. Leyton-Brown, J. Llambias-Wolff, M. Lockshin, A. Maclennan, N. Mandell, C. Marjollet, G. Mianda, K. Michasiw, A. Mukherjee, R. Myers, P. Ng, R. Ophir, H. Qudrat-Ullah, N. Razack, G. Scardellato, A. Schrauwers, S. Sevigny, J. Simeon, M. Singer, P. Singh, K. Reynolds, B. Smith, J. Spencer, B. Spotton Visano, G. Spraakman, R. Udit, J. Warren, A. Weiss, L. Wood, P. Wood, D. Woody, T. Hudson, A. Noordeh, V. Lobo, S. Thompson, L. Cozzi

Guests: M. Carducci, A. Finn, V. Olender

1. Call to Order and Approval of Agenda

The Chair of Council called the meeting to order.

It was moved, seconded and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair of Council welcomed members back to Council for the 2012-2013 academic year. He announced that this will be his last meeting as Chair of Council. Hassan Qudrat-Ullah will be taking over as Chair of Council and George Comninel will be moving into the role as Vice-Chair.

The Chair noted that the Council will be actively engaged in debate over the issues that affects us all as faculty members this year.

He discussed that being the Chair of Council has been both extremely interesting and productive. He thanked Dean Singer and his Associate Deans, for their support over the last year. In addition he thanked members for their collegiality and participation on Council.

The Chair announced that the revision of committee structures has been initiated. The new draft regulations will hopefully be coming forward for discussion in Council over the coming year. He drew attention to the online questionnaire that the Executive Committee has put together to gauge participation in faculty-level governance and that this questionnaire will help with the reform to the rules and procedures of Council.

He announced that there are a number of vacancies on the standing committees of council and encouraged members to actively participate.

The consent agenda was approved.

3. Minutes of the May 10, 2012 Meeting

It was moved, seconded, and carried that the minutes of the May 10, 2012 meeting of Council be approved.

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Dean's Remarks

The Dean welcomed everyone to the first meeting of Council.

The Dean thanked the outgoing Faculty Council Chair for his service to Council over the last year and announced the incoming Chair and the Vice-Chair of Council.

The Dean characterized the situation within the Faculty. He noted that times are challenging within the Faculty, and the strategic plan will provide a road map that will prove to be helpful.

He discussed the June 28, 2012 meeting of Senate budget update. The bottom line of the report made at Senate put the Faculty's budget situation as hopeless. The Dean was assertive and clear at Senate regarding this. He noted that this Faculty was created with an inadequate financial situation. There was a \$12 million accumulative deficit, and it had a structural deficit of \$13 million. There was a total of a \$25 million deficit when the Faculty began. The University has made an effort to keep the cumulative deficit on the side while the Faculty was dealing with the structural and over the last years the Faculty has increased its revenues with student enrolment both international and domestic. The Faculty ran a balanced budget in the beginning, but through a series of budget cuts, last year a deficit budget was run, which was added to the cumulative deficit. However, he noted that this does not reflect the reality of the finance, there is no over spending within the Faculty.

He noted that there are only a limited number of ways to generate income. A very tight ship has been run over the last few years and his remarks made a Senate caught the attention of the President. This Faculty generates more than \$300 million and our budget is about half, the Faculty is not adequately resourced.

The Dean made a series of thematic observations from 2011- 2012:

In 2011-12 the Faculty continued to run a staggering large operation. The undergraduate enrolments are at 22,000. Last year there were 26, 000 majors. This is the largest Faculty in the country. In Canada, Liberal Arts & Professional Studies is the largest Faculty. This size comes with real challenges; there has been a 4% increase in the number of students. In terms of course sections, the Faculty offered 3600 undergraduate 3.00 course sections to 220,000 students, 9% more than it was when the Faculty was created. There was 4500 undergraduate graduating from our Faculty in June 2012. The Dean was very pleased at the quality of the graduates, of the 4500, a little more than 400 graduated with distinction.

The Faculty over the last couple of years has been taking out advertisements in the Toronto Star with the names of the graduates. This has been very well received by the students and their families.

During the summer session there were 3000 FTEs, this is a 4% increase over the previous years. For the Fall there are 36,000 applications to the Faculty, of those a number of offers were made. There will be 6300 new undergraduate students for the coming year so far. Right now applications for admissions are at 99% of the target. The quality of the students has improved as well.

The Faculty does not get funded on admissions, but on enrolments in courses. It appears there will be just under 100,000 students enrolled in a 3.00 credit courses, a decline of up to 2%. Every percent the Faculty declines is about a \$1 million loss. The Faculty numbers were up in the summer, so even if it they are down in the Fall, it is possible that the Winter term the numbers may be up. This is a yearly exercise.

The Dean announced Gary Spraakman as the new Associate Dean of Students Affairs. He brings to the portfolio a great deal of experience. Some accomplishments in advising so far have been the movement away from the appointment only system to a line-up system, the movement towards an online approach, and progress towards solving the endless petitions.

The Dean discussed that the Faculty needs to pay more attention to transfer students, what was discovered is that the Faculty does not have a problem with the entering class; the challenge is with returning students. The Dean personally sent letters to students who had a 6.00 GPA or higher, who had not registered. The Faculty is also looking at the traditional college transfer which are not where they have been in the past. He noted that there have been delays in processing visa applications for international students.

On the graduate side, the Faculty is just under 1000 Masters students, about 4.8% below when the Faculty started. With PhD the Faculty is around 813, there has been an effort to cut down these numbers. The Faculty runs 360 3.00 courses at the graduate level.

Currently, there are 653 full-time faculty members, of the 1400 ongoing YUFA members at York. This number is up from last year, but down from when the Faculty started. The Faculty has 576 tenure and tenure-track professors, but has lost about 50 senior faculty members in the last 3 years. For the Contractually Limited Appointments (CLAs), the Faculty is expecting 53 CLA appointments this year.

The Dean and Council paid tribute and thanks to those who have retired over the last few years.

The following full-time faculty members have retired in the past 12 months:

Malcolm Blincow, Anthropology
Myles Ruggles, Communications Studies
Janet Landa, Economics
James Carly, English
Danielle Cyr, French Studies
Alain Vercolier, French Studies
William Westfall, Humanities
Shirley Anne Brown, Humanities
Laura Pietropaolo, Languages, Literature, and Linguistics
Robert Drummond, Political Science/Public Policy & Administration
Barbara Beardwood, Social Science
Linda Briskin, Social Science/Gender, Sexuality & Women's Studies
Jacqueline Gibbons, Social Science/Sociology
Richard Weisman, Social Science
Barent Landstreet, Sociology
Ester Reiter, Gender Sexuality & Women's Studies
Tom Greenwald, Writing

Condolences were had for **Varpu Lindstrom**, School of Gender, Sexuality & Women's Studies who passed away on June 21, 2012.

The Dean congratulated and welcomed the 15 new tenure stream appointments, which includes two conversion appointments. He also welcomed the 25 new and 27 renewed CLAs.

The Dean announced the names of the new tenure-stream appointments in the Faculty effective July 1, 2012.

Haiping Wang, Administrative Studies, Financial Accounting Area
Othon Alexandrakis, Anthropology
Boyd Cothran, History
Amanda Shantz, Human Resources Management
Cheryl Cowdy, Humanities, Children's Studies program
Mark Cauchi, Humanities, General Education program
Antonella Valeo, Languages, Literature, & Linguistics, ESL area
Jia Ma, Languages, Literature, & Linguistics, Chinese area
Jacob Beck, Philosophy
Noemia Couto, Public Policy & Administration
Danielle Elliott, Social Science, Health and Society program
Maria Liegghio, Social Work
Amar Wahab, Gender, Sexuality, and Women's Studies
Stephanie Bell, Writing, Composition & Rhetoric area
Andrea McKenzie, Writing, Professional Studies Program

With the tenure and/or promotion files for 2011-2012 there were 47 applications. Of the 47 there were 39 tenure and promotion applications to which 38 were received by June, 37 files of these files were completed by the Dean. Of these file 32 were forwarded to President and 29 have received formal decision by the President. Of the eight applications for promotion to full Professor, two were completed.

He discussed that the Dean's Office has moved ahead on cross appointments, those who have changed their appointments have all been confirmed.

On the academic programs front, the programs in motion proposal have been completed. The strategic planning working group has sent forward the general education criteria to the subgroup on general education with some recommendations.

In addition to this the Associate Dean Programs has been taking on the reviewing of low enrolled courses. There are currently 7 courses which continue with low enrollments as they are required courses in programs.

This year the Faculty will continue to build stronger bridges with the colleges, and there will be a harmonizing of degree requirements.

On the research side **Naomi Adelson** was welcomed as the new Associate Dean for Research.

The Dean announced and congratulated the four colleagues inducted into the Royal Society. **Pat Armstrong, Isabella Bakkar, Bernard Lightman, Rishma Dunlop.** He also congratulated former Associate Dean **Haideh Moghissi** who was awarded the Trudeau Fellows, **James Carly** who was awarded the Queens Diamond Jubilee Medal, and **Natasha Myers**, who was awarded the Government of Ontario's early researcher award.

The Dean discussed that two recent studies are encouraging for our Faculty. In the Measuring Academic Research we ranked 8th in Canada among all universities, with the QS Top Universities world ranking in the UK for 2012, the Faculty is among the top universities in the world in humanities and social sciences 183rd, 156th in the world in social science and management.

The Faculty's objectives in teaching and learning will focus on the retention of students, course evaluations, experiential education, and online education initiatives within the Faculty. This will be part of the Associate Dean, Teaching and Learning portfolio.

The Dean noted that the Faculty will have 9% plus international students, over 2000 FTEs, and is heading towards the 10% number. The Faculty has awarded 44 \$2000 awards for international students. With the funds from international students the Faculty has run a seed grant competition and a conference travel fund.

The Dean discussed that the departmental review for staff have been completed and the first stages of a space plan for the Faculty.

The Dean noted a pressing concern regarding the need to get colleagues engaged and encourage people to play a more active role within the University. He thanked all those who have participated and continue to participate and asked them to encourage others to become more involved.

6. Question Period

A question was raised regarding the difficulties with respect to international students at the graduate level, which is more of a policy issue than question. There are many qualified student but we are not able to bring them in do to policy. It was noted that this is the result of government policy; the government does not fund international student registration. The university keeps the tuition. York does not change going rates for graduate tuition, instead the University returns to the international students the difference between the domestic and international rate. There is no government quota, but a self imposed quota.

7. Reports of Standing Committees of Council

7.1. Executive Committee

The items for information election results Council Standing Committees, Liberal Arts & Professional Studies Representatives on Senate, and a request for additional nominations for Council and Senate were received.

The item for information Liberal Arts & Professional Studies faculty poll was received. Council noted that the Executive Committee is in the process of collecting information regarding council participation to gain a greater understanding for the reason why faculty members participate/do not participate on Faculty-level governance. An online questionnaire has been developed to assist with this process. The questionnaire is posted here: <http://www.yorku.ca/laps/council/faculty/survey.html>.

Council received the summer authority report. During the month of June the Executive Committee under Summer Authority approved the following:

- Approval on memberships on Standing Committees of Council
- The AP/SXST 3604 3.00 new course proposal to be offered to students starting September 2012
- The extension of the original 2011-2012 membership of the Tenure and Promotions Committee until July 31, 2012 to facilitate the work of the Senate Review Committee.

- Provided feedback on the Senate Executive Initiative, Working Group on External Partnerships

There was no other business.

C. Innes, Chair of Council

7.2. Academic Policy and Planning

The item for information year end summary of committee activities for 2011-2012 was received.

L. Cozzi, Secretary of Council

7.3. Committee on Curriculum, Curricular Policy and Standards

The item for information year end summary of committee activities for 2011-2012 was received.

7.4. Committee on Tenure and Promotions

The item for information year end summary of committee activities for 2011-2012 was received.

7.5. Committee on Research Policy and Planning

The item for information year end summary of committee activities for 2011-2012 was received.

7.6. Committee on Teaching and Learning

The item for information year end summary of committee activities for 2011-2012 was received.

7.7. Committee on Student Appeals and Academic Integrity

The item for information year end summary of committee activities for 2011-2012 was received.

7.8. Committee on Student Academic Petitions

The item for information year end summary of committee activities for 2011-2012 was received.

8. Other Business



Report 2

September 2012

ITEMS FOR ACTION (2):

1. Nominations: Council Standing Committees

The Executive Committee recommends the following candidates for election to the Council Standing Committees effective November 2012. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council.

The nomination period, which ran from September 13 to October 9, sought to fill vacancies among the Council Standing Committees for the 2012-13 academic year.

An election (e-vote) will be held for those committees for which there are a greater number of nominees than vacancies. An announcement regarding the e-vote will be issued following the meeting of Council. For all other committees in which the number of nominees is less than the number of vacancies, those who have been nominated for election will be acclaimed to the respective committee.

We have had additional resignations from the committees of Council since September 2012 announcements. Please review the attached documents (Appendix A) for the vacancies, including the type of vacancies and the current committee compositions.

Faculty Council Nominees for 2012-13 are as follows:

Executive Committee (two vacancies)

Arthur Redding, Department of English
James Sheptycki, Department of Social Science

Academic Policy and Planning Committee (three vacancies)

Zulfikar Hirji, Department of Anthropology
Peter Khaiteer, School of Information Technology

Committee of Teaching and Learning (vacancies – one contract, one full-time faculty member, two TAs)

Barbara Heron, School of Social Work (full-time faculty)
Peter Khaiteer, School of Information Technology (full-time faculty)

Marlene Bernholtz, Writing Department (contract faculty)
Michelle Mohabeer, Department of Humanities/Department of Communication Studies (contract faculty)
Nidhi Sachdeva, Department of Languages, Literatures & Linguistic (contract faculty)



Cat Ashton, Department of Humanities (teaching assistant)

Committee on Research Policy and Planning (two vacancies)

Nergis Canefe, Department of Political Science/School of Public Policy and Administration
Barbara Heron, School of Social Work

Committee on Student Appeals and Academic Integrity (four vacancies)

Ali Asgary, School of Administrative Studies
Jacob Beck, Department of Philosophy
Deborah Neill, Department of History
Noriko Yabuki-Soh, Department of Languages, Literatures & Linguistics

Committee on Student Academic Petitions (six vacancies)

Stephanie Bell, Writing Department
Pilar Carbonell, School of Administrative Studies
Boyd Cothran, Department of History
Noemia Couto, School of Public Policy and Administration

2. Nominations: Liberal Arts & Professional Studies Faculty Representatives on Senate

The Executive Committee recommends the following candidates for election as Liberal Arts & Professional Studies full-time and contract faculty representatives on Senate effective November 1, 2012. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed as moved by the Vice-Chair of Council.

Liberal Arts & Professional Studies Faculty Representatives on Senate (four vacancies):

Full-time faculty nominees who are elected will be elected for a three-year term.
Contract faculty nominees who are elected will be elected for a one-year term.

Meetings of Senate for the 2012-13 year, as well as the agendas and related materials may be accessed through their website at: <http://www.yorku.ca/secretariat/senate/meetings.html>

Please review the attached document (Appendix A) with vacancies and current senate composition of elected members.

Membership (40):

- 21 Academic Chairs & Directors (LA&PS Schools/Departments)
- Chair of Faculty Council
- 16 Full-Time Faculty members Elected at-large



- 2 Contract Faculty Members Elected at-large each September

Nominations:

Full-time faculty representative nominees (two vacancies):

Ali Asgary, School of Administrative Studies
Ibrahim Badr, Department of French Studies
Nergis Canefe, Department of Political Science/School of Public Policy and Administration
Peter Khaiter, School of Information Technology
Jamie Llambias-Wolff, Department of Social Science
Kim Michasiw, Department of English/Associate Dean
Karen Robson, Department of Sociology
Ron Ophir, School of Administrative Studies/School of Human Resource Management

Contract faculty representative nominees (two vacancies):

Julie Allen, Department of Philosophy
Nadia Habib, Department of Equity Studies
Michelle Mohabeer, Department of Humanities/Department of Communication Studies



2012-2013 Committee and LA&PS Representative on Senate Compositions

Vice Chair of Council (1)

Last Name	First Name	Department	Area	Term Start	Term End
Comninel	George	POLS	Social Science	July 1, 2012	June 30, 2013

Executive Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Lo	Lucia	GEOG	Social Science	Nov 1, 2010	June 30, 2013
Anucha	Uzo	SOWK	Professional Studies	July 1, 2011	June 30, 2014
MacLennan	Anne	COMN	Social Science	July 1, 2012	June 30, 2015
Ophir	Ron	ADMS/HRM	Professional Studies	July 1, 2012	June 30, 2015
Spotton Visano	Brenda	PPA/ECON	Social Science	July 1, 2012	June 30, 2015
Vacancy			Humanities	immediately	
Vacancy				immediately	

Academic Policy and Planning Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Comninel	George	POLS	Social Science	Nov. 1, 2010	June 30, 2013
Llambias-Wolff	Jaime	SOSC	Social Science	July 1, 2012	Dec. 30, 2012
LoveJoy	Paul	HIST	Humanities	Jan. 1, 2012	June 30, 2015
Hwong	Thaddeus	PPA/ADMS	Social Science	July 1, 2012	June 30, 2015
Mule	Nick	SOWK	Professional Studies	July 1, 2012	June 30, 2015
Vacancy				Jan 1, 2013	June 30, 2013
Vacancy				immediately	June 30, 2013
Vacancy				immediately	

Committee on Curriculum, Curricular Policy and Standards (7)

Last Name	First Name	Department	Area	Term Start	Term End
Magee	Joanne	ADMS	Professional Studies	Nov 1, 2010	June 30, 2013
Karpinski	Eva	GSWT	Humanities	July 1, 2011	June 30, 2014
Tufts	Steven	GEOG	Social Science	July 1, 2011	June 30, 2014
Weiss	Allan	EN	Humanities	Jan. 1, 2012	June 30, 2015
Colaguori	Claudio	EQST	Social Science	July 1, 2012	June 30, 2015
Srinivasan	Sharada	SOSC	Social Science	July 1, 2012	June 30, 2015
Slowey	Gabrielle	POLS	Social Science	July 1, 2012	June 30, 2015



Tenure and Promotions Committee (15)

Last Name	First Name	Department	Area	Term Start	Term End
Hadj-Moussa	Ratiba	SOCI	Social Science	Nov 1, 2010	June 30, 2013
Jenkins	William	GEOG	Social Science	Nov 1, 2010	June 30, 2013
Drummond	Lisa	SOSC	Social Science	Aug. 1, 2011	June 30, 2013
Domian	Dale	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Xu	Xueqing	DLLL	Humanities	July 1, 2011	June 30, 2014
Pelham	Judy	PHIL	Humanities	July 1, 2011	June 30, 2014
O'Reilly	Andrea	GWST	Humanities	July 1, 2011	June 30, 2014
Brzozowski	Matthew	ECON	Social Science	Aug. 1. 2012	June 30, 2015
Daley	Andrea	SOWK	Professional Studies	Aug. 1. 2012	June 30, 2015
Liaskos	Sotirios	ITEC	Professional Studies	Aug. 1. 2012	June 30, 2015
Marjollet	Christian	FR	Humanities	Aug. 1. 2012	June 30, 2015
Shea	Victor	HUMA	Humanities	Aug. 1. 2012	June 30, 2015
Williams	Deanne	EN	Humanities	Aug. 1. 2012	June 30, 2015
Bohn	Simone	POLS	Social Science	Aug. 1. 2012	June 30, 2015
Ezzedeem	Souha	HRM	Professional Studies	Aug. 1. 2012	June 30, 2015

Committee on Teaching and Learning (6 full-time faculty + 1 contract faculty + 2 TAs)

Last Name	First Name	Department	Area	Term Start	Term End
Ogata	Ken	ADMS	Professional Studies	Nov 1, 2010	June 30, 2013
Song	Xueda	ECON	Social Science	July 1, 2011	June 30, 2013
Denning	Kathryn	ANTH	Social Science	July 1, 2011	June 30, 2014
Waring	Duff	PHIL	Humanities	July 1, 2011	June 30, 2014
Newton	Janice	POLS	Social Science	July 1, 2012	June 30, 2015
Vacancy			Professional Studies	immediately	
Vacancy	Contract faculty representative			immediately	June 30, 2012
Vacancy	TA			Immediately	June 30, 2012
Vacancy	TA			Immediately	June 30, 2012

Committee on Research Policy and Planning (9)

Last Name	First Name	Department	Area	Term Start	Term End
Angermeyer	Philipp	DLLL	Humanities	Nov 1, 2010	June 30, 2013
Nirupama	Niru	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Grayson	Paul	SOCI	Social Science	July 1, 2011	June 30, 2014
Burke	Tony	HUMA	Humanities	July 1, 2012	June 30, 2015
Huang	Jimmy	ITEC	Professional Studies	July 1, 2012	June 30, 2015
Peacock	Mark	SOSC	Social Science	July 1, 2012	June 30, 2015
Richardson	Julia	HRM	Professional Studies	July 1, 2012	June 30, 2015
Vacancy				immediately	



Report to Council

Vacancy				immediately	
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Committee on Student Appeals and Academic Integrity (9)

One vacancy will commence on January 1, 2013

Last Name	First Name	Department	Area	Term Start	Term End
Lino	Shanna	DLLL	Humanities	Nov 1, 2010	June 30, 2013
Roth	Robin	GEOG	Social Science	Nov 1, 2011	June 30, 2013
Iannacito-Provenzano	Roberta	DLLL	Humanities	July 1, 2011	June 30, 2013
Semenov	Andrei	ECON	Social Science	July 1, 2011	June 30, 2013
Robson	Karen	SOCI	Social Science	July 1, 2012	June 30, 2014
Splettstoesser	Ingrid	ADMS	Professional Studies	July 1, 2012	June 30, 2014
				immediately	
				immediately	
				immediately	
				Jan 1, 2013	

Committee on Student Academic Petitions (16)

Last Name	First Name	Department	Area	Term Start	Term End
Erechtchoukova	Marina	ITEC	Professional Studies	July 1, 2011	June 30, 2013
McPherson	Kathryn	HIST	Humanities	July 1, 2011	June 30, 2013
Tam	Henry	ECON	Social Science	July 1, 2011	June 30, 2013
Kheraj	Sean	HIST	Humanities	July 1, 2011	June 30, 2013
Little	Kenneth	ANTH	Social Science	July 1, 2011	June 30, 2013
Bell	John	EN	Humanities	Aug. 1, 2011	June 30, 2013
Kenedy	Robert	SOCI	Social Science	Jan.1, 2011	June 30, 2013
Lam	Larry	SOCI	Social Science	Jan.1, 2011	June 30, 2013
Birch	Kean	SOSC	Social Science	July 1, 2012	June 30, 2014
Cain	Stephen	EN	Humanities	July 1, 2012	June 30, 2014
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	



Elected-At-Large LA&PS Faculty Representatives on Senate

Last Name	First Name	Department	Term Start	Term End
Allen	Joan	Sociology	Nov 1, 2010	June 30, 2013
Anderson	Karen	Sociology	Nov 1, 2010	June 30, 2013
Cumming	Peter	Humanities	Nov 1, 2010	June 30, 2013
Figueredo	Maria	Languages, Literatures and Linguistics	Nov 1, 2010	June 30, 2013
Heron	Craig	History	Nov 1, 2010	June 30, 2013
Lipsig-Mumme	Carla	Social Science	Nov 1, 2010	June 30, 2013
Little	William Kenneth	Anthropology	Aug. 1, 2011	June 30, 2013
Ehrlich	Carl	Humanities	July 1, 2011	June 30, 2014
Magee	Joanne	Administrative Studies	July 1, 2011	June 30, 2014
Spotton Visano	Brenda	Public Policy and Administration/Economics	July 1, 2012	June 30, 2015
Leyton-Brown	David	Political Science	July 1, 2012	June 30, 2015
Bird	Kymerley	English	July 1, 2012	June 30, 2015
Comninel	George	Political Science	July 1, 2012	June 30, 2016*
Sanders	Leslie	Humanities/Writing Department	July 1, 2012	June 30, 2015
Vacancy		Full-time Faculty Rep	immediately	
Vacancy		Full-time Faculty Rep	immediately	
Vacancy		Contract Faculty Rep	immediately	June 30, 2013
Vacancy		Contract Faculty Rep	immediately	June 30, 2013

*one year stop out as Chair of Council in 2013-2014

Faculty Based Representatives on Senate Committees

Committee of Senate	Name	Department	Term Start	Term End
APPRC	<i>Anna Agathanglou</i>	Political Science	July 1, 2011	June 30, 2014
Executive	<i>Brenda Spotton-Visano</i>	Public Policy and Administration/Economics	July 1, 2011	June 30, 2014
Honorary Degrees	<i>Gabrielle Slowey</i>	Political Science	July 1, 2012	June 30, 2015



Report to Council

2012-2013 Committee and LA&PS Representative on Senate Compositions

Vice Chair of Council (1)

Last Name	First Name	Department	Area	Term Start	Term End
Comninel	George	POLS	Social Science	July 1, 2012	June 30, 2013

Executive Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Lo	Lucia	GEOG	Social Science	Nov 1, 2010	June 30, 2013
Anucha	Uzo	SOWK	Professional Studies	July 1, 2011	June 30, 2014
MacLennan	Anne	COMN	Social Science	July 1, 2012	June 30, 2015
Ophir	Ron	ADMS/HRM	Professional Studies	July 1, 2012	June 30, 2015
Spotton Visano	Brenda	PPA/ECON	Social Science	July 1, 2012	June 30, 2015
Vacancy			Humanities	immediately	
Vacancy				immediately	

Academic Policy and Planning Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Comninel	George	POLS	Social Science	Nov. 1, 2010	June 30, 2013
Llambias-Wolff	Jaime	SOSC	Social Science	July 1, 2012	Dec. 30, 2012
LoveJoy	Paul	HIST	Humanities	Jan. 1, 2012	June 30, 2015
Hwong	Thaddeus	PPA/ADMS	Social Science	July 1, 2012	June 30, 2015
Mule	Nick	SOWK	Professional Studies	July 1, 2012	June 30, 2015
Vacancy				Jan 1, 2013	June 30, 2013
Vacancy				immediately	June 30, 2013
Vacancy				immediately	

Committee on Curriculum, Curricular Policy and Standards (7)

Last Name	First Name	Department	Area	Term Start	Term End
Magee	Joanne	ADMS	Professional Studies	Nov 1, 2010	June 30, 2013
Karpinski	Eva	GSWT	Humanities	July 1, 2011	June 30, 2014
Tufts	Steven	GEOG	Social Science	July 1, 2011	June 30, 2014
Weiss	Allan	EN	Humanities	Jan. 1, 2012	June 30, 2015
Colaguori	Claudio	EQST	Social Science	July 1, 2012	June 30, 2015
Srinivasan	Sharada	SOSC	Social Science	July 1, 2012	June 30, 2015
Slowey	Gabrielle	POLS	Social Science	July 1, 2012	June 30, 2015



Tenure and Promotions Committee (15)

Last Name	First Name	Department	Area	Term Start	Term End
Hadj-Moussa	Ratiba	SOCI	Social Science	Nov 1, 2010	June 30, 2013
Jenkins	William	GEOG	Social Science	Nov 1, 2010	June 30, 2013
Drummond	Lisa	SOSC	Social Science	Aug. 1, 2011	June 30, 2013
Domian	Dale	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Xu	Xueqing	DLLL	Humanities	July 1, 2011	June 30, 2014
Pelham	Judy	PHIL	Humanities	July 1, 2011	June 30, 2014
O'Reilly	Andrea	GWST	Humanities	July 1, 2011	June 30, 2014
Brzozowski	Matthew	ECON	Social Science	Aug. 1. 2012	June 30, 2015
Daley	Andrea	SOWK	Professional Studies	Aug. 1. 2012	June 30, 2015
Liaskos	Sotirios	ITEC	Professional Studies	Aug. 1. 2012	June 30, 2015
Marjollet	Christian	FR	Humanities	Aug. 1. 2012	June 30, 2015
Shea	Victor	HUMA	Humanities	Aug. 1. 2012	June 30, 2015
Williams	Deanne	EN	Humanities	Aug. 1. 2012	June 30, 2015
Bohn	Simone	POLS	Social Science	Aug. 1. 2012	June 30, 2015
Ezzedeem	Souha	HRM	Professional Studies	Aug. 1. 2012	June 30, 2015

Committee on Teaching and Learning (6 full-time faculty + 1 contract faculty + 2 TAs)

Last Name	First Name	Department	Area	Term Start	Term End
Ogata	Ken	ADMS	Professional Studies	Nov 1, 2010	June 30, 2013
Song	Xueda	ECON	Social Science	July 1, 2011	June 30, 2013
Denning	Kathryn	ANTH	Social Science	July 1, 2011	June 30, 2014
Waring	Duff	PHIL	Humanities	July 1, 2011	June 30, 2014
Newton	Janice	POLS	Social Science	July 1, 2012	June 30, 2015
Vacancy			Professional Studies	immediately	
Vacancy	Contract faculty representative			immediately	June 30, 2012
Vacancy	TA			Immediately	June 30, 2012
Vacancy	TA			Immediately	June 30, 2012

Committee on Research Policy and Planning (9)

Last Name	First Name	Department	Area	Term Start	Term End
Angermeyer	Philipp	DLLL	Humanities	Nov 1, 2010	June 30, 2013
Nirupama	Niru	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Grayson	Paul	SOCI	Social Science	July 1, 2011	June 30, 2014
Burke	Tony	HUMA	Humanities	July 1, 2012	June 30, 2015
Huang	Jimmy	ITEC	Professional Studies	July 1, 2012	June 30, 2015
Peacock	Mark	SOSC	Social Science	July 1, 2012	June 30, 2015
Richardson	Julia	HRM	Professional Studies	July 1, 2012	June 30, 2015
Vacancy				immediately	



Report to Council

Vacancy				immediately	
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Committee on Student Appeals and Academic Integrity (9)

One vacancy will commence on January 1, 2013

Last Name	First Name	Department	Area	Term Start	Term End
Lino	Shanna	DLLL	Humanities	Nov 1, 2010	June 30, 2013
Roth	Robin	GEOG	Social Science	Nov 1, 2011	June 30, 2013
Iannacito-Provenzano	Roberta	DLLL	Humanities	July 1, 2011	June 30, 2013
Semenov	Andrei	ECON	Social Science	July 1, 2011	June 30, 2013
Robson	Karen	SOCI	Social Science	July 1, 2012	June 30, 2014
Splettstoesser	Ingrid	ADMS	Professional Studies	July 1, 2012	June 30, 2014
				immediately	
				immediately	
				immediately	
				Jan 1, 2013	

Committee on Student Academic Petitions (16)

Last Name	First Name	Department	Area	Term Start	Term End
Erechtchoukova	Marina	ITEC	Professional Studies	July 1, 2011	June 30, 2013
McPherson	Kathryn	HIST	Humanities	July 1, 2011	June 30, 2013
Tam	Henry	ECON	Social Science	July 1, 2011	June 30, 2013
Kheraj	Sean	HIST	Humanities	July 1, 2011	June 30, 2013
Little	Kenneth	ANTH	Social Science	July 1, 2011	June 30, 2013
Bell	John	EN	Humanities	Aug. 1, 2011	June 30, 2013
Kenedy	Robert	SOCI	Social Science	Jan.1, 2011	June 30, 2013
Lam	Larry	SOCI	Social Science	Jan.1, 2011	June 30, 2013
Birch	Kean	SOSC	Social Science	July 1, 2012	June 30, 2014
Cain	Stephen	EN	Humanities	July 1, 2012	June 30, 2014
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	
Vacancy				immediately	



Elected-At-Large LA&PS Faculty Representatives on Senate

Last Name	First Name	Department	Term Start	Term End
Allen	Joan	Sociology	Nov 1, 2010	June 30, 2013
Anderson	Karen	Sociology	Nov 1, 2010	June 30, 2013
Cumming	Peter	Humanities	Nov 1, 2010	June 30, 2013
Figueredo	Maria	Languages, Literatures and Linguistics	Nov 1, 2010	June 30, 2013
Heron	Craig	History	Nov 1, 2010	June 30, 2013
Lipsig-Mumme	Carla	Social Science	Nov 1, 2010	June 30, 2013
Little	William Kenneth	Anthropology	Aug. 1, 2011	June 30, 2013
Ehrlich	Carl	Humanities	July 1, 2011	June 30, 2014
Magee	Joanne	Administrative Studies	July 1, 2011	June 30, 2014
Spotton Visano	Brenda	Public Policy and Administration/Economics	July 1, 2012	June 30, 2015
Leyton-Brown	David	Political Science	July 1, 2012	June 30, 2015
Bird	Kymerley	English	July 1, 2012	June 30, 2015
Comninel	George	Political Science	July 1, 2012	June 30, 2016*
Sanders	Leslie	Humanities/Writing Department	July 1, 2012	June 30, 2015
Vacancy		Full-time Faculty Rep	immediately	
Vacancy		Full-time Faculty Rep	immediately	
Vacancy		Contract Faculty Rep	immediately	June 30, 2013
Vacancy		Contract Faculty Rep	immediately	June 30, 2013

*one year stop out as Chair of Council in 2013-2014

Faculty Based Representatives on Senate Committees

Committee of Senate	Name	Department	Term Start	Term End
APPRC	<i>Anna Agathanglou</i>	Political Science	July 1, 2011	June 30, 2014
Executive	<i>Brenda Spotton-Visano</i>	Public Policy and Administration/Economics	July 1, 2011	June 30, 2014
Honorary Degrees	<i>Gabrielle Slowey</i>	Political Science	July 1, 2012	June 30, 2015



**Report 1
September 2012**

ITEM FOR ACTION:

The Academic Policy and Planning Committee of Council recommends that Council approve the establishment of a new Bachelor of Arts degree program in United States Studies, effective September 2013.

Proposal to establish a Bachelor of Arts (BA) degree in United States (US) Studies

This is a proposal to create a new BA degree in US Studies (specialized honours, honours, double major, major/minor, minor, and 90-credit) housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective September 2013.

The US Studies BA program will provide students with an intellectually coherent program that balances breadth and concentration. At the heart of this program are the disciplines of History, English, and Political Science. The prominence of these three areas of study is reflected in the makeup of both the Introductory and Capstone courses. These mandatory courses will take an emphatically interdisciplinary approach. In addition, both the Introductory and Capstone courses will highlight the role of minority, oppressed, and “subaltern” groups as well as the US in the World/the World in the US.

The program will provide students with an important new set of options. Right now undergraduates may find exciting a particular US history course. They might feel passionately about a music seminar on rock ‘n’ roll, or a political science colloquium examining the States. But they are unlikely to know about – or enroll in -- collateral courses in other departments. If they are thinking about a career in law, politics, business, or an academic discipline, and wanted to broaden their knowledge of the US, they would have to work hard to assemble a suitable set of courses.

The program will be *multi-disciplinary* as well as *inter-disciplinary*. The breadth and multidisciplinary nature of US Studies comes from the requirement that students take courses from three areas. The required introductory course (AP/HUMA 2325 6.00) will provide an overview of the many component fields – with the discipline and subject emphases noted above.

The program will also have a new capstone course, HUMA 3920 6.00 *Themes in US Studies: Theories and Cases*, which will reinforce the intellectual coherence of the program. Like the Introduction, it will emphasize the three core fields of history, literature, and political science. In addition, the first third of the year will examine the bodies of theories that form the “toolkits” for these disciplines. The final two-thirds will be devoted to three “case studies.” These will vary by year, but all will be interdisciplinary. At least one of the case studies will focus on minority, oppressed, or “subaltern” groups (such as slaves or women), while one will treat the US in the World/the World in the US. As noted, those fields are now at the forefront of US/American studies.

The US Studies program will provide a platform for a broader range of activities such as a speakers’ series and occasional conferences. These initiatives will help build a sense of community among the students and faculty in the program, and also be open to other interested individuals at the university. Future plans include a US Studies student association, coordination with the US consulate, and an active, content rich program web site.

The full proposal is available at:

http://www.yorku.ca/laps/council/faculty/documents/USStudiesProposaMarch302012_Final.pdf

Proposal to Establish an Undergraduate Program in United States Studies
Faculty of Liberal Arts & Professional Studies
York University

1. Introduction

This submission presents the case for a new undergraduate BA degree program in United States Studies Faculty of Liberal Arts & Professional Studies, York University.

A note of definition: “United States Studies,” the term used throughout this proposal, is typically called in US schools, “American Studies,” and scholars in this field meet as members of the “American Studies Association.” But here in Canada, “American Studies” is fraught with ambiguity, since all countries from Argentina and Chile to Canada are part of the Americas. “United States Studies” (hereafter referred to as US Studies) is clearer, but not perfect. It must also be understood as dealing with developments before 1776 in the area that became the United States.

This program is put forth after extensive consultations over the course of several years. The possibility of such a program was first broached in summer 2005 in discussions among the four York representatives to the Fulbright Conference in Montreal. The four individuals were Dean Robert Drummond, and Professors Jamie Cameron (Law), Marc Egnal (history), and Stephen Newman (Political Science). Since little had come of these initial discussions, Professor Egnal in April 2009 again raised the possibility of launching such a program. He met with Dean Drummond and Vice President Sheila Embleton, both of whom strongly supported this initiative. The Dean and Vice President also sponsored a lunch with three representatives from the US consulate, who were enthusiastic about the possibility. A memo was sent to all departments and divisions asking for the names of those involved in US courses. Based on those responses a distribution list was established.

In October 2009 Professor Egnal met with the new dean, Martin Singer, who responded most positively to the possibility of a US Studies program. In keeping with Dean Singer’s suggestion, Professor Egnal next met with Associate Dean Kim Michasiw, who offered additional, valuable guidance.

The next step in January was bringing together the interested faculty members. That gathering helped further shape the program. In February Professor Egnal and several other Americanists sat down with Patrick Taylor, the chair of Humanities, to discuss a “home” for this program. All agreed that Humanities was a suitable location for US Studies, and Professor Taylor noted he would present the program to his executive. In March several US professors met again with Associate Dean Michasiw for further guidance in drawing up the proposal.

Throughout this process, many of the professors teaching in the US field indicated their support. In addition, a smaller group turned up in meetings. Along with Professor Egnal this group included Professors Leslie Sanders (Humanities), Art Redding (English), Amber Gazco (Sociology), and Carla Lipsig-Mummé (Social Sciences).

Twelve chairs of relevant departments were presented with a preliminary draft of this proposal, and their comments were invited.

There are other area studies programs at York, and various divisions and departments teach US content courses. But York has no similar US Studies program.

As noted above, serious, formal discussions with Humanities have taken place. These discussions led to the approval and launch of the foundation course for US Studies. This second-year course, AP/HUMA 2325. 6.0A “Introduction to U.S. Studies,” is now (2011-12) being presented by two knowledgeable professors. Assuming approval for the larger program, this course will be a mandatory introduction for all students in the program.

In addition, several memos have made clear to all divisions and departments that discussions to launch this program are ongoing.

In fall 2011 a new step was added to the approvals process for the US Studies program. The preceding year the provincial government had established the Ontario Universities Council on Quality Assurance, or “Quality Council.” In keeping with this new body’s Quality Assurance Framework, new programs had to receive an appraisal from an External Assessor. So the submission was forwarded to Professor Rick Halpern, who is Bissell-Heyd Chair of American Studies & Dean and Vice Principal (Academic) University of Toronto Scarborough. Professor Halpern submitted his review of the program, February 20, 2012.

As a result of the Professor Halpern’s Report, several changes have been made to the US Studies Proposal. Perhaps the most notable has been the addition of a 3000-level capstone course. But in addition, the intellectual coherence of this program has been strengthened in various ways (see particularly the discussion under “General Objectives of the Program”).

Finally, the likely initial program director will be Professor Marc Egnal. He has spoken to Jonathan Edmondson, the chair of the history department, and as noted, Patrick Taylor, chair of Humanities (as well as to Doug Freake, acting chair while Professor Taylor is on leave). Given that the program will not require extensive administrative/secretarial support, there should be no problem handling the program’s needs within the Humanities department.

2. General Objectives of Program.

United States Studies will provide students with an intellectually coherent program that balances breadth and concentration. At the heart of this program (as of most US/American Studies programs in the US and Canada) are the disciplines of History, English, and Political Science. The prominence of these three areas of study is reflected in the makeup of both the Introductory and Capstone courses. These mandatory courses will take an emphatically interdisciplinary approach. In addition, both the Introductory and Capstone courses will highlight the role of minority, oppressed, and “subaltern” groups as well as the US in the World/the World in the US. As the External Appraiser noted, these themes are ones that are common to most US/American Studies programs.

The program will be *multi*-disciplinary as well as *inter*-disciplinary. The breadth and multidisciplinary nature of US Studies comes from the requirement that students take courses from three areas, spelled out in more detail below. Students could satisfy this requirement, for example, by taking a US literature course, a seminar on the American political system, and a course on American filmmakers. Students also have to display a temporal breadth: some courses must deal with the period before 1900, and others the more modern era. The program will also foster an interdisciplinary approach. The required introductory course (AP/HUMA 2325 6.00) will provide an overview of the many component fields – with the discipline and subject emphases noted above. The introductory course will encourage students to build on the natural dialogue among their courses.

The program will provide students with an important new set of options. Right now our undergraduates may find exciting a particular US history course. They might feel passionately about a music seminar on rock ‘n’ roll, or a political science colloquium examining the States. But they are unlikely to know about – or enroll in -- collateral courses in other departments. If they are thinking about a career in law, politics, business, or an academic discipline, and wanted to broaden their knowledge of the US, they would have to work hard to assemble a suitable set of courses.

The program will also have a capstone course, HUMA 3920 6.00 Themes in US Studies: Theories and Cases”, which will reinforce the intellectual coherence of the program. Like the Introduction, it will emphasize the three core fields of history, literature, and political science. In addition, the first third of the year will examine the bodies of theories that form the “toolkits” for these disciplines. The final two-thirds will be devoted to three “case studies.” These will vary by year, but all will be interdisciplinary. At least one of the case studies will focus on minority, oppressed, or “subaltern” groups (such as slaves or women), while one will treat the US in the World/the World in the US. As noted, those fields are now at the forefront of US/American studies.

Finally, the US Studies program will provide a platform for a broader range of activities such as a speakers’ series and occasional conferences. These initiatives will

help build a sense of community among the students and faculty in the program, and also be open to other interested individuals at the university. Future plans include a US Studies student association, coordination with the US consulate, and an active, content rich program web site.

3. Need and Demand.

York lags behind many Canadian universities in showcasing its American studies talent. This initiative had its origins, in part, in a June 2005 conference on US Studies organized by the Fulbright Foundation. Representatives from most universities across Canada attended this meeting in Montreal. What quickly became clear to those attending from York, was that most other institutions had a formal US (or occasionally, a “North American”) studies program. Among the universities with such offerings are Alberta, British Columbia, Brock, Carleton, Concordia, Ottawa, McMaster, Montreal, PEI, Toronto, Waterloo, Western, and Winnipeg.

As noted above, Brock, Carleton, Ottawa, McMaster, Toronto, Waterloo, and Western all have US Studies programs (though some are called “American Studies,” or “North American Studies”). Except perhaps for the University of Toronto, none has the breadth of offerings that York can provide. And there is strong demand for these programs. For example, in a recent head count (November 2009) at the U of T St. George campus found that US Studies had 61 majors and 55 minors, for a total of 116 students. The York program would draw upon our great strengths, which in many areas distinguish us from the University of Toronto – and other universities. For example, any student with an interest in Herman Melville, rock ‘n roll, gay rights in the US, recent black literature, the American Civil War – to name but a few topics – would find York’s courses equal to if not surpassing any offerings elsewhere in the province. The proposed US Studies course would coordinate and energize York’s existing courses, and so greatly benefit students by making possible a new set of choices.

The program will help attract the brightest and best students to York. Right now for students interested in US Studies, the University of Toronto is the only choice in the GTA. The launch of this US Studies program will provide an additional, and for some students a compelling, reason to choose York.

4. Program Content and Curriculum.

For either a *Specialized Honours BA*, or an *Honours BA*, students must take 120 credits. Specialized Honors students are required to take 54 credits in the US Studies major; for an Honours BA the requirement is 42 credits. In both degree types students must take at least 12 credits at the 4000-level as part of their major credits. [As has been the case for other area studies programs, arrangements will be made to reserve a few places for US Studies students in the relevant 4000-level seminars.]

The Honours BA program also may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering.

US Studies may also be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal Arts and Professional Studies. Students must take at least 36 credits in US Studies stream and at least 36 credits in the interdisciplinary program. Courses taken to meet US Studies stream requirements cannot also be used to meet the requirements of the interdisciplinary program.

Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 6 credits in the US Studies stream and 6 credits in the interdisciplinary program. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.

For a *BA*, students must take 90 credits, with at least 30 credits in the US Studies major. Students must take at least 12 credits in the major at the 3000-level or above.

US Studies may also be taken as an *Honours Minor BA* and combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. Students will take at least 30 credits in US Studies, including the introductory course. Minors must satisfy the distribution requirements set out below, and take at least six credits in US studies at the 4000-level.

All students in this program also must meet their general education and residency requirements. More specifically, they have to take 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural and social sciences, including a minimum of six credits in each of humanities, natural science and social science. [Note: Some of the courses taken to fulfill the US Studies requirement may serve double-duty and fulfill the Gen Ed requirements as well.] To satisfy residency requirements, a minimum of 30 course credits and at least half (50%) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

All students in US Studies must take both the introductory 6-credit course AP/HUMA 2325 and the 6-credit capstone course AP/HUMA 3920.

Students will be encouraged to focus their program. But at the same time, all US Studies students must satisfy the following breadth requirements.

- Students must take at least 6 credits from each of the following three areas: 1. Literature 2. History, Political Science, Sociology, or Social Science. 3. Humanities, Music, Dance, Film, Art. [A list of courses is appended to this submission. Please note that the introductory course, which is based in Humanities, does not satisfy the third category.]

- Students cannot concentrate all their US Studies courses before 1900 or after that date. They must enroll in at least 12 credits in each time period. [Courses that deal with the eras before and after 1900 will count for half their stated number of credits.]

List of Courses:

AP/CH 3810 3.00 Chinese-American Diasporic Literature

The course studies Chinese-American literature from its origins in the mid-nineteenth century to recent times, focusing on fiction and biography. It examines its literary developments, as well as its representative writers and works. Both literary characteristics and socio-historical values of some representative works will be explored in the course. Course credit exclusions: None.

AP/CLTR 3610 6.00 (cross-listed to AP/HUMA 3903 6.00) Popular Expression in North American Music

A survey of North American musical idioms from their Indigenous, European and African antecedents to the present. Selected styles and creators are situated within their immediate contexts of commerce, identity, and aesthetic norms. Note: AP/CLTR 3610 3.00 (AK/CLTR 3610 3.00 prior to Fall 2009) and first half of AP/CLTR 3610 6.00 (AK/CLTR 3610 6.00 prior Fall 2009) conclude at 1950.

Course credit exclusion: AP/CLTR 3610 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/CLTR 3610 3.00, AK/CLTR 3610 6.00.

AP/COMN 3315 6.00 Advertising and Society

This course reviews the historical development of advertising and consumerism as well as the place and nature of advertising within contemporary society. Among the course themes are the economic shift from production to consumption; the culture of consumption; the cultural triumph of the image; the democratization of luxury; and the aesthetics of mass culture.

AP/EN 2230 6.00 Introduction to American Literature

This course provides a broad but selective overview of American literature from the European encounter to the present. It introduces students to the major concepts, issues, contexts, events, and writers necessary for future study in the field.

AP/EN 2306 3.00 Comics and Cartoons I: 1900-Cold War in the United States

From the Yellow Kid to Captain America (1900-Cold War) this course explores the growth of comics and cartoons: creative conflicts, contexts and themes (outsiders, war, ethnicity), Bugs Bunny, Superman, superheroes and Disney, and how they account for their times.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/EN 2270 3.00.

AP/EN 2307 3.00 Comics and Cartoons II: Cold War – Today in the United States

From Road Runner to The Simpsons, this course explores trends in post-war comics and cartoons: vigilantism, paranoia, national insecurity, normality and abnormality, Peanuts and MAD, the counterculture, R. Crumb, Spiderman, X-Men and new directions.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/EN 2271 3.00.

AP/EN 3310 6.00 Poetry of the United States

A critical examination of the major achievements of American poets writing in the 20th century against the background of earlier poets who may be said to have established the foundations of an American poetic tradition.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 3320 6.00.

AP/EN 3315 6.00 Modern American Women Poets

This course is about American women poets from Emily Dickinson (b. 1830) to Riat Dove (b. 1952). Of many ethnic, racial, and religious backgrounds and with diverse understandings of gender, they all renew inherited traditions of poetry.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 3430E 6.00 (prior to Fall/Winter 2003-2004), AS/EN 3437 6.00.

AP/EN 3320 6.00 Literature of the US: 1800-1865*

A reading of selected works by Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville and others.

Course credit exclusion: AP/EN 3322 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3762 6.00, AS/EN 3310 6.00.

AP/EN 3321 6.00 Literature of the US Since 1865

A study of representative works by major American writers from the 19th century to the present.

Course credit exclusion: GL/EN 3470 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 2330 6.00, GL/EN 3470 6.00.

AP/EN 3322 6.00 American Literature of the 19th Century

Selected works of Emerson, Thoreau, Melville, Hawthorne, Dickinson, Stowe and Whitman.

Course credit exclusion: AP/EN 3320 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3560 6.00 (prior to Fall/Winter 1994-1995), AS/EN 3310 6.00, AS/EN 3762 6.00.

AP/EN 3390 6.00 Style & Rhetoric: American Oratory*

This course examines the stylistic features of oral and written forms of expression, including all three types of oratory (ceremonial, judicial, deliberative), and their use of logic, rhetoric, and diction.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/EN 3011 6.00.

AP/EN 4331 3.00 Nathaniel Hawthorne

Hawthorne is one of the greatest 19th-century American writers of fiction. This course involves a consideration of his major works as well as a selection of the minor ones.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210A 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4211 3.00.

AP/EN 4332 3.00 Edgar Allan Poe*

Applying various critical approaches, the course examines Poe's tales of horror, his detective fiction, his one novel, his lyric poetry, and his critical theories about the short story and poetry.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/EN 4219 3.00.

AP/EN 4333 3.00 Herman Melville

We study a handful of Melville's many novels, short stories, and poems. Characteristic topics include cultural relativism, the nature of the universe, slavery, the bachelor (the man of naïve "half-vision"), paradise lost and regained, the monomaniac, feminist issues, and Transcendentalism as a movement and an epistemology. Additionally, we consider aspects of Melville's prose style and techniques involving symbolism and allegory.

Course credit exclusions: None.

AP/EN 4335 3.00 Henry James*

The course examines representative fiction of Henry James, probably the most influential novelist of the late 19th century. James pioneered the international theme, bridging the gap between American and European cultures, as his narrative experiments bridge male and female consciousnesses.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210H 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4212 3.00.

AP/EN 4341 3.00 Wharton & Cather

This course examines the contributions to early 20th-century American fiction of two influential women writers, Edith Wharton and Willa Cather. Each in her own way subverted or radicalized what had been a canonical male-dominated tradition in 19th-century America.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210E 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4213 3.00.

AP/EN 4350 6.00 Harlem Renaissance*

This course provides an introduction to the Harlem Renaissance, a period of unprecedented African-American cultural production in the 1920's and early 30's,

fundamental for understanding later 20th century American and African-American literature.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210J 6.00 (prior to Fall/Winter 2003-2004), AS/EN 4214 6.00.

AP/EN 4352 3.00 F. Scott Fitzgerald

This course studies novels, selected short stories and essays by F. Scott Fitzgerald. Some of the notebook entries, letters, juvenilia and memoirs relating to his theories of writing and his own fiction in particular are considered.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4260J 3.00 (prior to Fall/Winter 2003-2004), AS/EN 4267 3.00.

AP/EN 4370 3.00 American Drama

Through selected texts, this course studies American drama and theatre. Please consult the departmental supplemental calendar for a detailed course description.

Course credit exclusion: AP/EN 4370 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210B 6.00 (prior to Fall/Winter 2003-2004), AS/EN 4216 6.00.

AP/EN 4370 6.00 American Drama

Through selected texts, this course studies American drama and theatre. Please consult the departmental supplemental calendar for a detailed course description.

Course credit exclusion: AP/EN 4370 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/EN 4210B 6.00 (prior to Fall/Winter 2003-2004), AS/EN 4216 6.00.

AP/EN 4390 6.00 Contemporary American Gothic

This course considers the ubiquity of the ghostly, the resonances of a haunted past, in recent American literature. It examines psychoanalytic, deconstructive, and social theories of gothic and considers persistences of traditional gothic motifs.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/EN 4218 6.00.

AP/HIST 1005 6.00 Evolution of Urban Black America

This course focuses on the development of urban black communities in the northern US in relation to the immense changes that took place from 1830 to 1940, especially the complex reasons which lead African Americans to leave the South.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/HIST 1000A 6.00 (prior to Fall/Winter 2003-2004), AS/HIST 1005 6.00.

AP/HIST 1080 6.00 Growing up in North America

This course examines what it meant to be young in different times and places in the United States and Canada, and explores the interplay of cultural and material circumstances that shaped ideas about childhood and children's actual lives.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 1080 6.00.

AP/HIST 2600 6.00 US Survey (given annually)

Major themes in American history and historiography. The following are examples of topics to be studied: revolution, reform movements, immigration and ethnic groups, images of war, radicalism, the American Negro, sectionalism and regionalism, foreign policy and historical interpretation.

Course credit exclusion: GL/HIST 2570 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/HIST 2310 6.00, AS/HIST 2600 6.00, GL/HIST 2570 6.00.

AP/HIST 3625 3.00 Constitutional Law and Equal Rights

This course examines the history of major US Supreme Court rulings dealing with equal rights. The focus is on decisions dealing with economic, ethnoracial, sex/gender, and sexual equality, as well as the rights of immigrants, in the 20th century.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 3625 3.00.

AP/HIST 3630 6.00 Family and Gender in African American History

This course examines how African-American views regarding gender and family have evolved over time and how these views have been represented or misrepresented in popular culture.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 3630 6.00.

AP/HIST 3660 3.00 US Economic and Business History to 1880

This course explores the inception, rise, development and maturing of the US economy and the changing nature of business organization. Connections with political and social change will also be emphasized.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/ECON 3089 3.00, AS/HIST 3660 3.00.

AP/HIST 3670 3.00 US Business History Since 1880: The Origins and Consequences of Managerial Capitalism

This course explores the inception, rise, development, maturing and present state of the US economy and the changing nature of business organization. Connections with political and social change will also be emphasized.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/ECON 3099 3.00, AS/HIST 3670 3.00.

AP/HIST 3692 6.00 The United States in the World

This course examines the far-reaching impact the US has had on other nations as well as the ways that interactions with other nations have changed American society and culture since Independence, especially in the 20th century.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 3692 6.00.

AP/HIST 4640 6.00 Organizing the US for War

How the United States has organized for war in the 20th century, focusing on the two world wars, Korea and Vietnam.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 4640 6.00.

AP/HIST 4061 6.00 Race and Politics in American Society Since the Second World War

This course examines the different forms of black political action in the United States since the Second World War and assesses the effectiveness of each in reducing racial discrimination and poverty.

Course credit exclusion: AP/HIST 4690 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/HIST 4061 6.00, AS/HIST 4690 6.00.

AP/HIST 4670 6.00 The US Novel as an Historical Document

This course examines a series of literary works and emphasizes the ways in which they reflect the changing nature of United States society.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AK/HIST 4330 6.00, AS/HIST 4670 6.00.

AP/HIST 4699 6.00 Selected Topics in US History

Research seminar on selected topics in US history. Topics vary from year to year. Please consult the History supplemental calendar for more details.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 4699 6.00.

AP/HIST 4800 6.00 (cross-listed to: AP/HUMA 4220 6.00) The Science of Society: Social Thought in North America, 1890-1940

This course presents an analysis of the intellectual, cultural and social changes which contributed to the rise of the social sciences and re-organization of the liberal arts in North America during the period 1890-1940. By focusing on this context as well as major theories and trends in several disciplines, this course will provide insight into modern North American culture.

Prerequisite: Permission of the instructor. Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HIST 4800 6.00, AS/HUMA 4220 6.00.

AP/HUMA 1300 9.00 Cultures of Resistance in the Americas: The African American Experience

This course examines oppression and the ways in which Afro-American, Amerindian and racially-mixed communities in the Caribbean, Latin America, Canada and the United States use cultural patterns - the oral tradition, religion and ethics - both to comment on that oppression and to express alternatives. Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 1300 9.00.

AP/HUMA 2320 9.00 Ideas of America: The Cultures of North America

This course addresses cultural developments and transformations in North America from the period of European contact to the present. Following a comparative investigation of imperialism and nationalism in shaping the cultures of Canada, the United States and Mexico, the course offers a close examination of North America in the 20th century devoting particular attention to the realm of popular culture. Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 2320 9.00.

AP/HUMA 3316 3.00 Black Women's Writing

This course introduces students to literature produced by black women writers in the Caribbean, Canada and the United States after the 1970s.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/HUMA 3316 3.00.

AP/HUMA 3661 3.00 (cross-listed to: AP/REI 3661 3.00) Studies in African American Art and Theatre: History and Memory

Explores how certain African American visual artist and dramatists interpret historical experience. Raises theoretical questions of representation, visualization, intertextuality, interdisciplinarity, and politics and the aesthetics of portrayal, focusing on the work of Romare Bearden, Jacob Lawrence, August Wilson, Adrienne Kennedy.

Course credit exclusion: AP/HUMA 3661 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3955 3.00, AK/EN 3955 6.00, AK/HUMA 3670 3.00 and AK/HUMA 3670 6.00.

AP/HUMA 3661 6.00 (cross-listed to: AP/REI 3661 6.00) Studies in African American Art and Theatre: History and Memory

Explores how certain African American visual artist and dramatists interpret historical experience. Raises theoretical questions of representation, visualization, intertextuality, interdisciplinarity, and politics and the aesthetics of portrayal, focusing on the work of Romare Bearden, Jacob Lawrence, August Wilson, Adrienne Kennedy.

Course credit exclusions: AP/HUMA 3661 3.00.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3955 3.00, AK/EN 3955 6.00, AK/HUMA 3670 3.00 and AK/HUMA 3670 6.00.

AP/HUMA 3920 6.00 Themes in US Studies: Theories and Causes

Explores the theoretical underpinnings and substance of several areas of US Studies, and provides a capstone for the program. During the first eight weeks the course examines theories of history, literature, and political science. The balance of the year focuses on three case studies, such as culture during the Cold War or the slave experience.

AP/POLS 3400 3.00 Political Economy of Industrial Democracies

This course provides an analysis of the political economy of the advanced capitalist democracies in the postwar period. The primary area of focus is Western Europe, but the subject matter may also include Japan and the USA.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/POLS 3400 3.00, AS/POLS 3700 3.00 (prior to Fall/Winter 2003-2004).

AP/POLS 3540 3.00 American Government and Politics

An analysis of the American system via examination of recent political events. Attention is given to the composition of the socio-political elite, the nature of mass influence in public policies, and the operation of such major institutions as the congress, courts, presidency and political parties.

Course credit exclusion: GL/POLS 3230 6.00.

PRIOR TO FALL 2009: Course credit exclusions: AS/POLS 3540 3.00, GL/POLS 3230 6.00.

AP/POLS 3545 3.00 Freedom and Inequality: An American Dilemma

This course explores the impact of the institutionalized ideal of freedom on America's political economy. Topics include unequal access to democratic institutions; the welfare system; global responsibility for freedom; and political repression and the policing of dissent.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/POLS 3545 3.00.

AP/POLS 4270 3.00 United States Foreign Policy

An examination of the historical development of the objectives of US foreign policy and of current policy issues. The course considers different analytic approaches to understanding the formulation and implementation of policy with emphasis on bureaucratic politics.

Course credit exclusion: None.

PRIOR TO FALL 2009: Course credit exclusions: AK/POLS/PPAS 4115 3.00 (prior to 2006), AS/POLS 4270 3.00.

AP/POLS 4470 3.00 Working Class Politics in Capitalist Democracies

This course seeks to understand the current parameters of working class politics through a theoretical and historical examination of the relationship between parties, trade unions and the democratic capitalist state.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/POLS 4470 3.00.

AP/POLS 4545 3.00 Approaches to American Politics

This seminar introduces participants to overarching interpretations of American politics. We critically examine different theories on the nature and driving forces of politics in the United States since the creation of the republic.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/POLS 4545 3.00.

AP/POLS 4546 3.00 Politics, Society and Democracy in the US

This seminar explores the disjunction between US democratic ideals and practices within their political-economic context. Social, economic and ethnic inequalities are scrutinized in light of the strong symbolism provided by the US constitution and democratic institutions.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AS/POLS 4001D 3.00 (prior to Fall/Winter 2003-2004), AS/POLS 4546 3.00.

**AP/REI 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00)
Comparative Issues in Canadian and American Native Literature**

Examines similarities and contrasts in contemporary Native writers in Canada and the United States. The course explores many varied interpretations of Native historical experience, definitions of culture, “self-determination” and the meaning and implications of “Indian” identities.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AK/EN 3000J 6.00 (prior to Summer 1997), AK/EN 3858 6.00, AK/HUMA 3605M 6.00 (prior to Fall/Winter 2000-2001).

AP/SOSC 3240 3.00 Labour and Globalization I: North American Perspectives

This course looks at the post-war assumptions governing the limits and possibilities of trade union action in mature welfare states. It moves to looking at labour in English Canada and Quebec, the US and Mexico, pre and during NAFTA.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusion: AS/SOSC 3240 3.00.

AP/SOCI 4050 6.00 (cross-listed to: AP/REI 4050 6.00) African Communities in the Americas

An analysis of enslavement and of family structure and gender, politics, and paths of cultural resistance in selected African communities in the Americas, together with an examination of theoretical perspectives on black struggle.

Course credit exclusions: None.

PRIOR TO FALL 2009: Course credit exclusions: AK/SOCI 4050 6.00, AK/HIST 4910 6.00.

FA/FILM 3210 3.00 (cross-listed to: AP/HUMA 3909 3.00) The American Film I

Surveys the major events and significant trends involved in the development of American fiction and documentary film from its beginnings through the classical studies period.

Four hours. Prerequisite: FA/FILM 1400 6.00 or permission of the course director.
Course credit exclusions: None.

FA/FILM 3211 3.00 (cross-listed to: AP/HUMA 3910 3.00) The American Film II
Studies the development of American cinema since the Second World War including the break-up of the studio system, the changing styles of American feature films and of documentary since the advent of network television. Four hours. Prerequisite: FA/FILM 1400 6.00 or permission of the course director. Course credit exclusions: None.

FA FILM 3420A 3.00 The Rise & Fall of the Hollywood Musical
Examines and celebrates of the American film musical as a unique genre, emphasizing its multi-disciplinary elements, analyzing its development, structure and meaning and considering the various factors - technological, industrial, political and cultural - and the key creative figures that played important roles in its growth and demise. Prerequisite: FA/FILM 1400 6.00 or FA/FILM 2401 6.00 or permission of the Film Department.

FA/FILM 3420D 3.00 Studies in Genre: Horror
Investigates the concept of genre through the study of the horror film or television series as a genre crossing distinctive national, institutional and historical categories. The cultural significance and social/historical determinants of the horror film are central to the course as well as the conventions, evolution and iconography of this popular genre. Prerequisite: FA/FILM 1400 6.00 or permission of the Film Department.

FA/FILM 3420E 3.00 The Science Fiction Film
Surveys science fiction films to 1965, the course explores the place of science fiction film in the overall development of cinema as well as the theoretical and ideological issues arising from the films themselves. Prerequisites: None.

FA/FILM 3420F 3.00 Science Fiction Film Since 1965
Surveys science fiction films and television programs since 1965, the course will explore issues pertaining to the place of science fiction film in contemporary cinema, depiction of technology, issues of ideology, gender, diversity and class. Prerequisites: None.

FA/FILM 3420H 3.00 Crime Film
Explores the history of the crime film genre, with attention to its genesis in American early sound cinema (gangster films), and its development in film noir, mob (Godfather cycle), French New Wave and other international cinemas, and television (Sopranos). Prerequisites: None. Open to non-majors.

FA/FILM 3420J 3.00 The Western
Offers a critical examination of the Western, not just as a genre specific to Hollywood cinema, but an ideological construct that has manifested itself in other popular cinemas throughout the world.
Open to non-majors.

FA/MUSI 1046 3.00 African-American Music: Ragtime, Blues, Boogie-Woogie and Barrelhouse Piano

Provides practical performance instruction in the African-American traditions of ragtime, blues, boogie-woogie and barrelhouse piano performance. Students develop manual independence, rhythmic security, improvisation skills and stylistic awareness using repertoire chosen from the tradition. Both aural sources and written scores are consulted and used to recreate the music. Prerequisite: None. Open to majors and non-majors with appropriate skill level in piano playing. (Grade VIII RCM level suggested).

FA/VISA 2750 6.00 (cross-listed to: AP/HUMA 2175 6.00) Art of North America before 1900

Surveys North American art from earliest creative activity until the late 19th Century, beginning with Indigenous cultures and moving to issues arising in colonial contexts of conquest, colonization and the construction of national identities in Canada, the United States and Mexico.

Open to Non-Majors.

FA/VISA 3310 3.00 Art Criticism: Principles and Practice

Introduces the principles of art criticism: the range of questions it asks, the procedures used to answer them, and the assumptions underlying critical practice. Students read theory, examples of critical writings, and write their own criticism. Prerequisite: One of FA/VISA 1110 6.00, FA/VISA 2340 6.00 or FA/VISA 2620 6.00 or permission of the course director.

FA/VISA 3350A 3.00 Representation of Indigenous North Americans in Art and Popular Visual Culture

Offers an exploration of images of Indigenous North Americans in art and popular culture from Medieval visual precedents such as the Wildman until the present. Indigenous responses to these representations will sometimes be explored through the work of contemporary artists. Open to Non-Majors. 3rd or 4th year standing.

FA/VISA 3610 3.00 Art Institutions / Art Networks: Introduction to Museums, Galleries and Visual Art Organizations

Considers the participation of art institutions and organizations - including the modern museum and art gallery - in cultural networks engaged in arts education, promotion, and support, now subject to post-modern and post-colonial critiques. Open to non-majors.

GS/MUSI 5190 3.00 African-American Traditional Music

TBA

5. Program Structure, Learning Outcomes and Assessment.

Depth and breadth of knowledge

The US Studies program will emphasize both depth and breadth of knowledge. The detailed descriptions presented below spell out those twin goals. Broadly, the

requirements in US Studies parallel those in other area studies programs, such as Canadian, German, or Italian Studies.

Knowledge of methodologies

Each of the component fields that comprise US Studies has its own methodology, and students will be expected to learn these. This is the multidisciplinary nature of the program, reflected in its breadth of offerings. Thus political science courses often focus on institutions and the ideas that shape them, while history courses deal with change over time. Every course examines primary sources, but students in US Studies will quickly learn how varied these sources are. For a literature seminar, the focus might be on a novel or poem, while for a history course it could be a collection of documents. Film students learn how to “see” movies in new ways, just as art and music students will discover new approaches to their media. In few of York’s programs will the breadth of materials that students encounter be as striking as it will be in US Studies.

Application of knowledge

Students will learn to undertake research, interpret sources, and present findings in a variety of disciplines. More broadly, the program will encourage students to cross disciplinary boundaries, and so develop new analytical skills. From the beginning – when the students take the introductory course – the program will encourage synergies. US Studies will always be more than a collection of courses. The materials studied will encourage students to look at periods, people, and sources from multiple points of view. For example, students might take several courses dealing with the 1960s. They will learn about its music, its history, its literature, and its films. Each new area will deepen their insights into the period. The result will be an interdisciplinary understanding of an era, with students bringing together what they have learned in different courses. Looking beyond York, the skills acquired will provide excellent grounding for those who want to work in knowledge-intensive industries or professions.

Communications skills

Few skills are more important in all the component fields than excellent communication. Every course will highlight clear writing and clear thinking, as well as the ability to communicate well orally. The program, particularly in the honors stream, will emphasize the seminar experience. Professors will assess essays on the basis of clarity and comprehension as well as on scholarly rigor. The point of this program is not merely to produce experts. It is also to develop students whose insights are drawn from several disciplines and who can articulate their ideas effectively and forcefully – even to individuals who may not be trained in those disciplines. Involvement in a range of courses will help move students beyond a use of language that works only one narrow analytical context.

Awareness of limitations of knowledge

Again, this is an issue that will be addressed by the component fields as well as by the introductory course. Students will discover not only the limits of their knowledge, but also the limitations that confront historians, literary critics, sociologists, art critics, and the

like. They will learn that in every field their vision is expanded only because they stand on the shoulders of researchers who came before them.

Autonomy and professional capacity

The program will encourage students to develop increased intellectual autonomy and a more professional approach to their studies and life. The diversity of disciplines and the emphasis on critical thinking that marks all of them will contribute to this goal. Consistency of proposal with the general objectives of the unit, Faculty and University Academic Plans and with the standards, educational goals, and expected learning outcomes of the degree.

A US Studies program also strongly reinforces the goals set forth in the Strategic Plan developed by the Faculty of Liberal Arts & Professional Studies and in the White Paper that Senate endorsed on April 22, 2010. The Strategic Plan notes that “On the research front, we are too modest about our accomplishments which are very significant. We too often come across as less than the sum of our parts.” The Plan recommends that “We [as a faculty] do a better job of communicating the diversity and range of our teaching and research activities across the Faculty” (8.1). The document continues: “Faculty members are expected to foster intellectual interaction and collegiality” (9.0) and emphasizes “The Faculty is committed to providing its students with diverse programs in the Humanities, Social Sciences and Professional Studies” (16.0)

A US Studies program will promote these goals, and also the international outreach that the Strategic Plan lauds: “Cross-cultural and international encounters are integral parts of high quality university education” (19.0). Indeed, the Plan further notes that “The incorporation of global context and content into teaching and research is integral to the pursuit of excellence” (21.0). Few countries have had more impact on global events than the United States.

This initiative also fits well with the plans mapped out in the university White Paper, approved in April 2010. That document notes, “It is important not to lose sight of the many existing strengths of York University, and the importance of protecting and building on those strengths in the years ahead.” With those goals in mind, the White Paper emphasizes: “We will seek to leverage more extensive pan-university research collaborations and further develop mutually beneficial innovation networks and clusters – furthering the momentum of promising initiatives, leading to further sustainable institutional programs, and enhancing York’s reputation.”

The US Studies program will be an important step in helping to implement the principles spelled out in the White Paper. It will build on the university’s strengths and promote cooperation across a range of disciplines.

As noted above, the US Studies Program will require all students, whether pursuing Specialized Honors, Honors BA, Honours minor, or an ordinary BA, to have both breadth and concentration in their program.

[Breadth and concentration requirements]

All must:

- Take the introductory 2000-level course. This course will expose them to the larger field, including the range of disciplines and methodologies involved in US Studies.
- Take the capstone course AP/HUMA 3920 6.00 Themes in US Studies: Theories and Causes.
- Take at least 6 credits from each of the following three areas: 1. Literature 2. History, Political Science, Sociology, or Social Science. 3. Humanities, Music, Dance, Film, Art.
- Take courses that deal with the eras before and after 1900. They must enroll in courses providing at least 12 credits in the period where their studies are less concentrated.

The concentration and diversity spelled out by this structure make certain that students gain an understanding of particular methodologies and disciplines as well as appreciating the breadth of US Studies.

6. Administration Requirements.

Students must meet the minimum requirements for admission to BA programs in the Faculty of Liberal Arts and Professional Studies:

Six Grade 12U/M courses, including ENG4U or the equivalent. Students transferring from another accredited post-secondary institution must satisfy the grade point average required of transfer students.

If demand appears greater than anticipated, the members of the program can discuss raising these requirements in the future.

Appropriateness of admission requirements:

Since these requirements have been in place for all the component offerings, they should work well for the US Studies program.

7. Resources.

Over 50 faculty members in twelve departments, divisions, and programs teach courses relating to the US. The concentration of talent is particularly notable in fields such as English, History, and Political Science. There are also important courses, and distinguished professors teaching about America in both Humanities and Social Sciences, as well as in Economics, Education, Environmental Studies, Fine Arts (including Music, Film, and Dance), Sociology, Urban Studies, and Women’s Studies.

The ongoing costs of this program will be modest. They are limited to the small stipend assigned the coordinator and the few hours of support time each month provided by secretarial staff.

Table 1: Listing of Faculty:

Faculty Name	Home Unit	Areas of Specialization
Anne MacLennan	Communications	advertising and society
Kieran Furlong	Economics	Economic policy
Mary Leigh Morbey	Education	intersection of culture and computer based information
Karen Stanworth	Education	education, art, and identity formation in US and Canada
Vermonja Alston	English	Caribbean and American literature
Marcus Boon	English	contemporary literature
Thomas Loebel	English	19th and 20th century American literature
Art Redding	English	20th century American literature
Virginia Rock	English	American literature
Elizabeth Sabiston	English	British and American literature
Jonathan Warren	English	late 19th and early 20th century American literature
Susan Warwick	English	–Canadian and American literature
Susan Warwick	English	Canadian and American literature
Nanci White	English	US literature
Brett Zimmerman	English	19 th century American literature
Liette Gilbert	Environmental Studies	comparative urban studies with a North American perspective
Roger Keil	Environmental Studies	comparative urban studies with a North American perspective
Gerda Wekerle	Environmental Studies	women’s movements and the local state

Rob Bowman	Fine Arts	American popular music
Janine Marchessault	Fine Arts	American popular television, e.g. soap operas.
John McCullough	Fine Arts	film
Don Newgren	Fine Arts	graphic design, has worked with many large US firms
Danielle Robinson	Fine Arts	Dance
Tess Takahashi	Fine Arts	film
Michael Zryd	Fine Arts	film
Marc Egnal	History	18th and 19th centuries
Jerry Ginsburg	History	20th century, race
William Gleberzon	History	20th century
Molly Ladd-Taylor	History	20th century, women
Carolyn Podruchny	History	native Americans
Marc Stein	History	20th century, gay and lesbian
Irmgard Steinisch	History	German & US History
Stephen M. Gennaro	Humanities	20 th century
Leslie Sanders	Humanities	African American literature
Victor Shea	Humanities	terrorism and imperialism
Jamie Cameron	Law	American and Canadian constitutional law
John McCamus	Law	Law of contracts
Kent McNeil	Law	Indian and aboriginal rights
Obiora Okafor	Law	Comparative US and Canadian refugee law
Garry Watson	Law	comparative class actions
David Dewitt	Political Science	Contemporary politics
Daniel Drache	Political Science	Canada US relations
Scott Forsyth	Political Science (cross-appointed with Film in Fine Arts)	Politics of Hollywood
Laam Hae	Political Science	urban political geography of dance clubs in New York
Terry Heinrichs	Political Science	American constitutional law
James Laxer	Political Science	US Canadian relations
Edelegard Mahant	Political Science	US Canadian relations
Stephen Newman	Political Science	American political thought
Leo Panitch	Political Science	US and globalization
Sergei Plekhanov	Political Science	Radical right-wing American politics

Jan Krouzil	Social Sciences	North American commerce
Carla Lipsig-Mummé	Social Sciences	US labour and NAFTA
Amber Gazso	Sociology	Health risks, a US/Canadian comparison
Mark Goodman	Sociology	African-American families
Luin Goldring	Sociology	US immigration policies
Douglas Young	Urban Studies Program	Urban design
Kalli Paakspuu	Women's Studies	Documentary movies

8. Enrollment Projections.

Given student interest in the component courses (for example, the US history survey had an enrolment of 150 in 2009-2010, and will expand to 200 in 2010-2011), there should be strong interest in a US Studies program. The anticipated steady state enrolment is 50 to 75 students, which is in keeping with the demand for the stronger area studies programs at York.

PROJECTED ENROLMENTS					
Student Entry Status	2013	2014	2015	2016	2017
Continuing	0	20	45	45	45
New	25	35	35	35	35
Total	25	55	80	80	80

9. Support Statements. See Appendix B.

Appendix A: Calendar Copy

United States Studies

Specialized Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 54 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3920 6.00
- At least 12 credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the "Humanities, Music . . ." category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 36 credits at the 3000 or 4000-level, including at least 18 credits at the 4000-level.

Credits outside the major: at least 18 credits.

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 42 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3920 6.00
- At least 12 credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 36 credits at the 3000 or 4000-level, including at least 18 credits at the 4000-level.

Credits outside the major: at least 18 credits.

Honours Double Major BA: 120 Credits

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a double major program, a course may count only once toward major credit.

Honours Major/Minor BA: 120 Credits

The Honours BA program described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Honours Minor BA: 120 Credits

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor credits: at least 30 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3920 6.00
- At least six credits at the 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

BA: 90 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements with a cumulative grade point average of at least 4.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: at least 30 credits including:

- AP/HUMA 2325 6.00
- AP/HUMA 3920 6.00
- At least six credits at the 3000- or 4000-level
- At least six credits chosen from the approved list of courses below from each of the following three areas:
 1. Literature;
 2. History, Political Science, Sociology, Communications, or Social Science;
 3. Humanities, Music, Dance, Film, Art.

Note: The introductory course, AP/HUMA 2325 6.00, may not be used to fulfill the “Humanities, Music . . .” category requirement.

Note: Courses are also categorized into two time periods: Before 1900; After 1900. Students must take at least 12 credits from each time period.

Upper-level credits: at least 18 credits at the 3000 or 4000-level.

Credits outside the major: at least 18 credits.

List of courses within the three areas (categorized by time period):

**Courses marked with an asterisk can fulfill either the “Before 1900” or the “After 1900” requirement. They cannot, however, do double duty. That is, the student must select which of the time periods the course will be credited to.*

1. Literature

Before 1900:

AP/EN 2230 6.00*
AP/EN 3310 6.00
AP/EN 3315 6.00 *
AP/EN 3320 6.00
AP/EN 3321 6.00*
AP/EN 3322 6.00
AP/EN 3390 6.00 *
AP/EN 4331 3.00
AP/EN 4332 3.00
AP/EN 4333 3.00
AP/EN 4335 3.00

AP/EN 4370 3.00 and 6.00*

AP/REI 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00)

Comparative Issues in Canadian and American Native Literature

After 1900:

AP/EN 2230 6.00*

AP/EN 2306 3.00

AP/EN 2307 3.00

AP/EN 3310 6.00

AP/EN 3315 6.00*

AP/EN 3321 6.00*

AP/EN 3322 6.00

AP/EN 3390 6.00*

AP/EN 4341 3.00

AP/EN 4350 6.00

AP/EN 4352 3.00

AP/EN 4370 3.00*

AP/EN 4370 6.00*

AP/EN 4390 6.00

2. History, Political Science, Sociology, Communications, or Social Science

Before 1900:

AP/COMN 3315 6.00*

AP/HIST 1005 6.00*

AP/HIST 1080 6.00*

AP/HIST 2600 6.00*

AP/HIST 3625 3.00

AP/HIST 3630 6.00*

AP/HIST 3660 3.00

AP/HIST 3692 6.00

AP/HIST 4670 6.00*

AP/HIST 4699 6.00

AP/POLS 3400 3.00

AP/POLS 3540 3.00

AP/POLS 3545 3.00

AP/POLS 4270 3.00

AP/POLS 4470 3.00

AP/POLS 4545 3.00

AP/POLS 4546 3.00

AP/SOCI 4050 6.00 (cross-listed to: AP/REI 4050 6.00)*

After 1900:

AP/HIST 1005 6.00*

AP/HIST 1080 6.00*

AP/HIST 2600 6.00*

AP/HIST 3625 3.00

AP/HIST 3630 6.00*
AP/HIST 3670 3.00
AP/HIST 3692 6.00
AP/HIST 4061 6.00
AP/HIST 4640 6.00
AP/HIST 4670 6.00*
AP/HIST 4699 6.00
AP/HIST 4800 6.00 (cross-listed to: AP/HUMA 4220 6.00)
AP/POLS 3400 3.00
AP/POLS 3540 3.00
AP/POLS 3545 3.00
AP/POLS 4270 3.00
AP/POLS 4470 3.00
AP/POLS 4545 3.00
AP/POLS 4546 3.00
AP/SOSC 3240 3.00
AP/SOCI 4050 6.00 (cross-listed to: AP/REI 4050 6.00)*

3. Humanities, Music, Dance, Film, Art

Before 1900:

AP/CLTR 3610 6.00 (cross-listed to: AP/HUMA 3903 6.00)
AP/HUMA 1300 9.00*
AP/HUMA 2320 9.00*
AP/HUMA 3316 3.00
AP/HUMA 3538 6.00 (cross-listed to: AP/REI 3538 6.00)*
AP/HUMA 3661 3.00 (cross-listed to: AP/REI 3661 3.00)
AP/HUMA 3661 6.00 (cross-listed to: AP/REI 3661 6.00)
FA/VISA 2750 6.00 (cross-listed to: AP/HUMA 2175 6.00)
FA/VISA 3350A 3.00*
GS/MUSI 5190 3.00

After 1900:

AP/CH 3810 3.00
AP/CLTR 3610 6.00 (cross-listed to: AP/HUMA 3903 6.00)
AP/HUMA 1300 9.00
AP/HUMA 2320 9.00
AP/HUMA 3316 3.00
AP/HUMA 3661 3.00 (cross-listed to: AP/REI 3661 3.00)
AP/HUMA 3661 6.00 (cross-listed to: AP/REI 3661 6.00)
FA/FILM 3210 3.00 (cross-listed to: AP/HUMA 3909 3.00)
FA/FILM 3211 3.00 (cross-listed to: AP/HUMA 3910 3.00)
FA/FILM 3420A 3.00
FA/FILM 3420D 3.00
FA/FILM 3420E 3.00
FA/FILM 3420F 3.00
FA/FILM 3420H 3.00

FA/FILM 3420J 3.0
FA/MUSI 1046 3.00
FA/VISA 3610 3.00
FA/VISA 3310 3.00
FA/VISA 3350A 3.00*

Memo

To: Rhonda Lenton,
Vice-Provost Academic

From: Kim Michasiw,
Associate Dean, Curriculum and Enrolment

Date: September 10, 2012

Subject: Approval of New US Studies Program

On behalf of Dean Martin Singer, I have reviewed the recommendations from the proponents of the new program in US Studies, and the revisions of the program prompted by the report of the external assessor.

I am pleased to continue in my support the new degree program in US Studies, a program to be housed within the Department of Humanities, but one that brings together courses from 12 units in the Faculty of Liberal Arts and Professional Studies.

The creation of US Studies will fill a large gap in the Faculty's suite of "area studies" degree programs. One might wonder about the historical conditions that have contrived to deprive LA&PS, its precursor Faculties, and York itself, of a curricular stream dedicated to the study of this country's nearest neighbour and largest trading partner. As the impressive roster of courses devoted to the study of the United States indicates, LA&PS has not lacked for research, scholarship, and teaching in the area, but it has not offered students a way to link up these many courses. It has also lacked an institutional mechanism for establishing the possibility of ties between researchers and scholars scattered across the Faculty's 21 academic units who, while sharing objects of study, have been but shallowly aware of one another's existence.

I am particularly pleased that the programme has added, in response to the external assessor's recommendation, a 3000-level core course that is required of all the program's students. A common course at this level serves the needs both of Honour's and Bachelor's degree students, and will serve to focus the program's perhaps diffuse interdisciplinarity, by bringing the full cohort of students together. It is my hope that US Studies's 3000-level core course will serve as a beacon to other new programs, and to the revision of existing programs. Though the creation of this core course represents an additional investment of resources, the investment is comparatively small, and if the Faculty is so strapped for resources that it cannot fund a course essential to a program's intellectual and pedagogical coherence, then it ought not to be developing new programs.

With that exception, Area Studies programs do not make great demands on scarce resources. They stitch together existing courses and are, characteristically, comparatively limited in their enrolments. The projections for registrants in US



Studies are modest, and the demands the program's majors will pose to the upper-year offerings of disciplinary units are unexacting. The Faculty and the program's proponents have agreed to monitor enrolments carefully, and to restrict entry should those enrolments threaten to exceed the steady state of 80 majors noted in the proposal. At the size proposed, the program will make no demands on the Faculty's resources, in terms of course offerings and administrative support, that the Faculty is not willing and able to bear.

It should be clear from the above that the Faculty of Liberal Arts and Professional Studies strongly supports the US Studies proposal. Please do not hesitate to contact me should you require any further commentary.


OFFICE OF THE
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PROVOST

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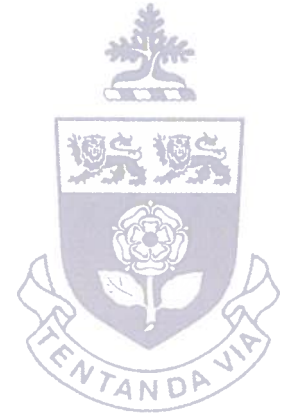
Memorandum

To: Christopher Innes, Chair, Faculty of Liberal Arts and
Professional Studies Faculty Council

From: Rhonda Lenton, Vice-Provost Academic 

Date: January 5th, 2012

Subject: Proposal for an Undergraduate Degree Program in US Studies



I have read the proposal for a new Bachelor of Arts degree in US Studies. There is a substantial list of relevant existing courses available for students to take as well as an impressive number of distinguished scholars in a variety of disciplines to support the development of this program. I have also read Dean Singer's memorandum of support. While this need not imply a delay in the proposal moving forward for external review, it may be beneficial for the proponents of this program to work with other "area studies" programs to assess whether or not an overall or generic capstone could be created. A capstone course, developed and shared in this way, could include a project relevant to specific "area studies" degree programs. While academically rich, this might be a more affordable option to consider and which might address Dean Singer's comment about how disciplinary courses might best be woven together.

I am pleased to signal my support for this proposal and am happy to have it move forward in the approval process.

CC: Martin Singer, Dean, Faculty of Liberal and Professional Studies
Vivian Olender, Faculty Curriculum Manager

Memo

To: Prof. Arthur Redding
From: Scott McLaren
Date: 26 April 2010
Subject: Proposed Program in the Study of the United States

Materials relevant to the study of the United States – its history, culture, politics, religion, art, literature, and film – are well represented in our collections. In addition to extensive print holdings, we have also acquired access to a number of expansive electronic collections that dramatically improve access to primary materials that will almost certainly be of interest to faculty and students affiliated with this new program. These include, among many others, *American Periodicals Series*, *North American Women's Drama*, *North American Women's Letters & Diaries*, *African American Newspapers*, and *Early American Fiction 1789-1875*. Any one of these resources, in fact, could form a basis around which an entire course could be offered. I believe that access to resources of this kind, together with the secondary materials available chiefly in our print collection, will be adequate to support the research needs of students who may enroll in this program.

Sincerely,

Scott McLaren,
Humanities Librarian,





Memorandum

To: Cheryl Underhill, Secretary, ASCP; Art Redding, Associate Professor and Chair of the Department of English

Date: September 14, 2012

From: Joanne Duklas, Assistant Vice-President, Enrolment Management & University Registrar

Subj.: Proposal to create a United States Studies Program

ASSISTANT VICE-
PRESIDENT,
ENROLMENT
MANAGEMENT AND
UNIVERSITY
REGISTRAR

Student Services Centre
4700 Keele Street
Toronto Ontario
Canada M3J 1P3
Tel 416.650.8002
Fax 416.650.8124

Thank you for the opportunity to comment on this proposal. I am pleased to offer this letter of support for the establishment of a new program in United States Studies.

After consulting with my colleagues in the Enrolment Management portfolio, we concur that there will be demand for the program; 50 students in the major is a reasonable projection. The admissions experts also believe interest may emerge from international students interested in US history, literature, economics, politics etc. but who wish to explore the field while studying in Canada. Further, the Admissions team has had anecdotal indicators suggesting there are students who would find the US Studies program beneficial from a future employment perspective either here or potentially in the US. They may see this as a focused alternative to international studies.

Thank you for the early consultation process and following up with aligning the admission requirements and calendar copy request. Recently, the Associate Dean, Students within LA&PS indicated that greater clarity and detail entrenched in calendar copy provided by program areas as well as tight alignment to program handbooks used within department help to enhance the quality of the academic advising conversations within Faculty. We would concur with that assessment and thank you for addressing our earlier suggestion in that regard.

Our understanding from the LA&PS Curriculum Manager is that implementation timing remains a question as certain approvals are pending. The recruitment publications and online applications for September 2013 entry are already published and recruitment outreach efforts are underway. If outstanding approvals arrive this fall and there is a desire for a September 2013 start, modifications to program listings can occur online; please be advised that admission offers for September 2013 begin rolling out in December 2012. The largest majority of high school offers will be made in January/February 2013. Admission offers cannot be made if approvals including the external Quality Assurance review remain outstanding. If approvals arrive before February, information on this program will be captured in the University calendar for the September 2013 class.

We would be pleased to engage in further consultation once greater certainty on timing emerges. Thank you for the opportunity to comment on this worthwhile proposal.





Consent Agenda

September 2012

1. New Course Proposal

- AP/HUMA 3920 6.00 Themes in US Studies: Theories and Cases

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal text is available at the following URL:

http://www.yorku.ca/laps/council/faculty/curr_consent.html.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it.

Please contact the Secretary to the Committee, Whitney L'Esperance (whitneyl@yorku.ca), if you have any questions regarding the changes to existing courses section.



Item for Information:

Report on the September 27, 2012 Meeting of the York University Senate

Submitted by Kymberley Bird (LA&PS Representative on Senate)

Chair's Remarks

William van Wijngaarden

- Spoke of provincial fiscal climate; our intellectual capital makes us rich.
- Reinforce our need to apply our creativity and innovate in research and teaching.
- New course proposals due Nov 15th; the sooner they get to Senate the sooner one can be assisted with them.
- Three items will be coming forward: the implementation of the Lassonde School of Engineering proposal; the York University Strategic Research Plan; curriculum proposals

President's Items

M. Shoukri

- Spoke of his interactions with new and former students and hosting a town hall meeting.
- We have launched our new brand based on consultations with faculty, staff, and students. The theme of the brand: "this is my time." The brand is a reflection of a student-focused university: it recognizes of our commitment to their learning and it reflects student's capacity to change the world. "This is my time" is a phrase that can also be extended to faculty and staff.
- Political environment: the government wants us to articulate our priorities. Their focus is three year degrees; they want the expansion of on-line learning; they want the expansion of year-round learning. York has implemented all of these things. We have created an eight-page document reflecting our mission, aspirations, and priority areas. We are in a good position because we have spent considerable time in last couple of years articulating a University Academic Plan.
- Budgetary situation:
 - There is a freeze on wages.
 - Our expenses grow faster than our revenue.
 - Our budget will be cut.
 - We are working on "phase two" of a new budget model. The PRASE project has completed its first phase. Phase two is underway and we will start an implementation plan. This will have an impact on our budgets and will bring some savings as well as empowering the workforce as they have fewer and less complicated process to go through and a lot to be done.
 - The whole university system is having budgetary problems.
- Engineering program: is moving ahead.
- We have become one of the top 5 universities in Ontario and are among the top 10 in Canada. This reflects research impact rather than research dollars.
- Academic Innovation Fund: many have initiated new projects. We are investing despite our financial situation.
- Development of the strategic research plan. Must respect individual and group research.
- Infrastructure: The Life Sciences building has been completed. Osgood has been renovated; Glendon has had its infrastructure refurbished. The construction of the new Engineering building will be happening soon. There is reconstruction to the students centre building.



Written Report from the Faculty Representative on Senate

- **Safety:** we are committed to creating mutual respect between all community members. Student, faculty and staff should demonstrate care and concern for each other.
 - We have put money into safety on the campus. We will continue to do so.
 - York has a responsibility, committed as it is to social justice, to be a leader in changing societal issues like violence in society and violence against women.
 - A new safety initiative campaign is in the works. We have increased the number of staff by 35%; we have new training and security procedures to a staff to take a more active role intervening in incidents when they arrive. We have increased the blue security light. There is a new safety website. We will be in a position to roll out a new model in a couple of weeks. We will be making further investments in our shuttle program. Sometimes our instances of violence appear greater than they are because police advertise incidents five days after we advertise the same instance; they have also gotten the date wrong.
- Schulich was ranked the number 1 business school by a *Corporate Knights* magazine.
- Several professors have been named to the Royal Society of Canada

Report of the Executive Committee

R. Mykitiuk

- Report on working group on external partnerships: the Inaugural meeting of 8 or 9 members took place in June; R. Everett looked at policies from CAUT, the States, and Europe. The group had two meetings in Sept with Deans; went to conference in Waterloo w/ CAUT President Jim Turk. All universities are worried about this issue. The group does not expect to come up with a policy that will remain unchanged. Our committee will continue its meetings; if anyone wishes to have input or something we ought to consider please send it to the secretary.
- Subcommittee on Equity: ramifications of how York treats students with disabilities. One of first things the subcommittee is going to do is focus upon the kind of things it will look into.

Academic Standards, Curriculum and Pedagogy

G. Tourlakis

- Notice of Motion to Establish a Bachelor of Engineering. All engineering programs will move to this degree type.

Academic Policy, Planning and Research

D. Mutimer

- Motion: To rename the Department of Computer Science and Engineering to the Department of Electrical Engineering and Computer Science and; b) Transfer of the Department of Earth and Space Science and Engineering and the Department of Electrical Engineering and Computer Science from the Faculty of Science and Engineering to the Lassonde School of Engineering, together with their programs, effective May 1, 2013. Carried.
- Strategic Mandate Agreement (Discussion; P. Monahan).
 - We have been asked by Ministry a for “strategic Mandate agreement;” the successor to the myaa’s. The last of these was 2005. Minister Glen Murray requested this paper in June in order to develop a Strategic Mandate Agreement with Ontario post secondary institutions and consultations on sector transformation based on the discussion paper *Strengthening Ontario’s Centre of Creativity, Innovation and Knowledge and the Ontario Government’s vision and principles for higher education*. Over the summer we established a working group of Deans and Vice Presidents and staff from the Research Innovation. Office and are using UAP and the



Written Report from the Faculty Representative on Senate

Provostial White Paper as the basis of our draft. We have highlighted our strengths and priorities and demonstrated how these align with the government's priorities.

- Students can now take 24 credits through co-registration at Ryerson/York.
- A university/school of continuing education is being established to administer non-degree-granting, life-long learning courses. We propose to enhance Glendon and international educational experience.
- Teaching and learning with a focus on experiential and e-learning. We are largest university with students who have attended college; we are in negotiations with Seneca for a satellite campus. There might be infrastructure money for this.
- We have exceeded our target number of student coming from secondary school. Students from colleges are just under our targets. Returning students in second year are a bit short. Overall numbers are on track to meet our enrolment targets
- Strategic Research Plan (Overview and discussion; R. Haché)
 - Have initiated a consultation process across the university broadly; we begin with our core values; our commitment to research; the opportunity to tell the community and country what we do in research at York. Our plan needs to involve all kinds of researchers at the university. There are on-line tools and survey for those who want to participate but can't make meetings. *You can provide input into the development of this research plan*