



School of Graduate Studies

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February 11, 2013

To : Members of the Faculty of Humanities Graduate Curriculum and Policy Committee

From: Medy Espiritu *Medy Espiritu*
Assistant Secretary and SynApps System Administrator

The next meeting of the Faculty of Humanities Graduate Curriculum and Policy Committee will be held on **Friday, February 15, 2013 at 10:00 a.m. in MUSC-203.**

Listed below are the agenda items for discussion.

A G E N D A

I. Minutes of the meeting of February 13, 2012

II. Business arising

III. 2013-2014 Graduate Curriculum Changes

a) **Cognitive Science of Language** (Dr. Ana Moro)

New course:

#714 – Directed Reading in Clinical and Applied Linguistics

b) **Communication and New Media**

Change in course description:

*711 – Sound as Art and Research

c) **Communications Management** (Dr. Alex Sévigny)

New courses:

*742 – Social Media and Mobility: Strategy and Management

*743 – Independent Study

d) **English and Cultural Studies** (Dr. Mary Silcox)

M.A. - Cultural Studies and Critical Theory

- Change in course requirements

New course:

718 – Power, Knowledge, Critique, Resistance

Course cancellations:

*700 – Issues in Cultural Studies and Critical Theory I: Power/Knowledge/Critique

*701 – Issues in Cultural Studies and Critical Theory II: Sites and Spaces of Critique

M.A. – English

- Deletion of the language requirement

New courses:

*785 – Migratory Routes: Indian Diasporic Fiction and Film

*790 – MJ Postmortem: New Critical Reflections

e) **French** (Dr. Nicholas Serruys)

New courses:

*729 - Écrits de femmes québécois et franco-canadiens contemporains

*732 – Eighteenth-Century Theatre

f) **M.A. - Gender Studies and Feminist Research** (Dr. Susan Fast)

- Change in course requirements

New required course:

*710 – Knowledge in Action II

Change in course title:

*702 – Knowledge in Action I

New elective courses:

*705 – Disability, Subjectivity, and Visual Representation

*706 – From There to Here: Refugee Women in the World and in Our Community

g) **History** (Dr. Martin Horn)

New course:

*769 – Historical Representations of Cities

h) **Philosophy** (Dr. Violeta Igheski)

- Change in the Ph.D. degree calendar description

**JOINT FACULTIES OF HUMANITIES AND SOCIAL SCIENCES GRADUATE CURRICULUM AND
POLICY COMMITTEE
FEBRUARY 13, 2012, 10:30 A.M.
MUSC 311/313**

PRESENT: Dr. D. Goellnicht (Chair), Ms. S. Balzer, Ms. S. Baschiera (Secretary), Dr. S. Fast, Mr. K. Freund, Dr. S. Searls Giroux, Dr. P. Graefe, Dr. E. Service, Dr. C. Sinding, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Dr. C. Anderson, Dr. C. Baade, Dr. E. Badone, Dr. P. Contoyannis, Dr. M. Denton, Dr. J. Fox, Dr. S. Heathorn, Dr. E. Nshimiyimana, Dr. A. Sévigny, Dr. P. Widdicombe, Dr. L. York

REGRETS: Dr. L. Magee, Dr. L. Platt

I. Minutes of meeting

The minutes of the meeting of April 13, 2011 were accepted on a motion by Dr. Sinding, seconded by Mr. Freund.

II. Business arising

There was no business arising from the minutes of the previous meeting.

III. Graduate curriculum revisions

Faculty of Humanities

Cognitive Science of Language

The Cognitive Science of Language program has proposed two new courses: *6CS3 – Clinical Sociolinguistics, and *749 – Laboratory Methods of Visual Language Research.

Dr. Service moved, and Dr. Searls Giroux seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the new courses, *6CS3 and *749, as described in the documents.”

The motion was **carried**.

Communications Management

Dr. Sévigny reviewed the proposed change from the Communications Management program. The Master of Communications Management program has proposed a flexible admission policy for applicants who do not have the formal academic education to qualify for admission, that they may be assessed on the basis of both their formal education and informal learning. The program feels the change is necessary in order to accommodate the diverse backgrounds of student applicants with their complex learning/work histories.

After the discussion, there was a general comment from the Committee that the proposal does not meet the admission requirements outlined in the Graduate Calendar for admission to Master's degrees at McMaster. It was then decided to table discussion of the proposal and seek advice from the School of Graduate Studies concerning the issue at hand.

The program also proposed a new course, *730 – Leadership, Persuasion and the Successful Executive.

Mr. Freund moved, and Dr. Service seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the new course, *730 – Leadership, Persuasion and the Successful Executive, proposed by the Master of Communications Management program, as described in the document.”

The motion was carried.

Communication and New Media

Dr. Baade reviewed the following graduate curriculum changes from the M.A. in Communication and New Media program:

Change in program timetable

The changes include an increase in the number of Term II courses from two to three, a deadline date change for the MRP submission from July 15 to July 1, and the addition of August 1 as the deadline for submitting the final MRP draft to the second reader.

Change in course requirements

The changes include the addition of a new required course, *712 – New Media Methods, and the increase in the number of half courses from 5 to 6.

Change in description of Major Research Project

The change involves the addition of a second reader who will evaluate the major research project.

Change in the calendar description of “Courses” section

The description was revised to explain required and elective courses.

- *700 – Communication Research Methods – change in course title
- *703 – New Media Studio Topics – change in course title and description
- *707 – Theoretical Issues in Media, Culture and Communication – change in course title and description
- *709 – Independent Study – change in course description
- *712 – New Media Methods – new course
- *731 – Crisis Management and Communication (request to cross-list with Business *P731)

Dr. Searls Giroux moved, and Dr. Fast seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the proposed curriculum changes from the Communication and New Media program, as described in the documents.”

The motion was carried.

English and Cultural Studies

Dr. York reviewed the proposed curriculum changes from the Department of English and Cultural Studies.

M.A. Cultural Studies and Critical Theory

The change in the calendar description of the “Courses” section involves the addition of statements concerning the required course, SGS #201, and the department’s policy of allowing students to take two half-courses outside their program.

M.A. and Ph.D. programs in English

The change in the calendar description of the “Courses” section involves the addition of statements concerning the required course, SGS #201, and the department’s policy of allowing students to take two half-courses outside their program.

The department proposed cancellation of the following courses:

- *734 – Gendered Authorship in Early Modern England
- *735 – Figuring the Nation in Early Modern England
- *768 – Modernism, Orientalism and the Representation of Post-War Japan in Cinema
- *775 – Gender, Modernism and Modernity: American Women Writers

In addition, the department proposed the following new courses:

English *707 – Northrop Frye and the Social Function of Literature

English/CSCT *722 – Cosmopolitanism and Nationalism in the Eighteenth Century
English/CSCT *725 – Romanticism, War, and Peace
English/CSCT *730 – Indigenous Literature of North America
English/CSCT *744 – Gender, Violence and Visual Culture
English/CSCT *745 – Theorizing Care: Dependency, Representations, Ethics
English/CSCT *755 – Neoliberalism and the Limits of the Social
English/CSCT *756 – The Secret Life of Things in the Eighteenth Century
English/CSCT *758 – Literature as Witness

Dr. Searls Giroux moved, and Dr. Sinding seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the proposed graduate curriculum changes by the English and Cultural Studies department, as described in the documents.”

The motion was carried.

French

Dr. Nshimiyimana discussed the following new courses proposed by the Department of French:

- *703 – Monsters Physical and Moral during the Ancien Régime or Reproduction Gone Wrong
- *707 – Modern Lesbian and Gay French Writing
- *708 - Littératures francophones et théories postcoloniales
- *715 - L’Utopie littéraire au Canada français et au Québec
- *716 - Linguistic Prescriptivism in the Francophone World
- *718 - Représentations de l'exil dans la littérature francophone
- *728 - Romanticism, Realism and the Evolution of French Liberalism in the Early 19th Century

Dr. Graefe moved, and Dr. Sinding seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the new courses proposed by the French Department, as described in the documents.”

The motion was carried.

Gender Studies and Feminist Research

Dr. Fast reviewed the proposed curriculum changes from the Gender Studies and Feminist Research program.

- *701 – Doing Research in Feminist and Gender Studies – change to full course
- *703 – Topics in Gender Studies and Feminist Research – new course

*704 – Independent Study in Gender Studies and Feminist Research – new course

Dr. Graefe moved, and Dr. Service seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the proposed curriculum changes from the Gender Studies and Feminist Research program, as described in the documents.”

The motion was carried.

History

Dr. Heathorn discussed the proposed changes from the Department of History. The department is recommending a change in the calendar description of its Ph.D. program to reflect the removal of formal fields and substitution of a student-need focused independent reading course for the formal field structure. Dr. Heathorn further explained that replacing the fields with a specialization reading course allows the department to offer a course that is tailored to the individual needs of students and to effectively use faculty resources by spreading Ph.D. student supervision more equally across the department. Dr. Heathorn further said the change will accurately advertise the department’s areas of expertise/specialization to attract more high-quality students to the program. With the recommended change, the department proposed a new course, 798 – Ph.D. Specialized Reading Course.

After the discussion, the committee decided to table discussion of the proposals from the Department of History. The committee then requested the Chair to consult with the School of Graduate Studies to ensure that the changes will not have major implications on the program.

Faculty of Social Sciences

Anthropology

Dr. Badone reviewed the new courses, *703 – Writing the Field, and *741 – Sunbathing and Scurvy: Bioarchaeological Approaches to Metabolic Bone Diseases, proposed by the Department of Anthropology.

Dr. Searls Giroux moved, and Dr. Fast seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the new courses, Anthropology *703 and *741, as described in the documents.”

The motion was carried.

Economics

Dr. Contoyannis presented the recommendation from the Department of Economics to change the prerequisite for course *752 – International Finance. Students in the program are expected to have taken *723 – Macroeconomic Theory prior to taking *752.

Dr. Sinding moved, and Dr. Service seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the proposed change to Economics *752, as described in the document.”

The motion was carried.

Health and Aging

Change in course requirements

Dr. Denton explained that previously, in order to fulfill the requirements for a third mandatory course, students were permitted to select between three set courses (*703, *704, *705). As a result, the Department was unable to offer additional courses since the three set courses needed to be offered each year. By assigning *704 – Social Systems, Services and Policy (now *(703) as the third required course, faculty members become available to teach alternative graduate courses each year.

- Renumbering of graduate courses

- *6C03 – Representations of Illness & Aging – change in course title
- *701 – Social Science Perspectives on Health and Aging – change in course description
- *703 – Health and Aging in a Global and International Context – change in course description, course number change to *708
- *704 – Social Systems, Services and Policy: Critical Perspectives – change in course title and description, course number change to *703
- *705 – Socio-Cultural Aspects of Health and Aging – change in course description, course number change to *709
- *707 – Globalization and Health – change in course description, course number change to *712
- *708 – Health, Aging and the Media – change in course description, course number change to *710
- *709 – Special Topics in Aging – change in course description, course number change to *704
- *710 – Critical Perspectives on Aging – change in course title and description, course number change to *713
- *711 – The Health Care System and the Older Person – change in course description
- *712 – Special Topics in Health – change in course description, course number change to *705

Dr. Sinding moved, and Dr. Fast seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the proposed curriculum changes from the M.A. in Health and Aging program, as described in the documents.”

The motion was carried.

Political Science

Dr. Graefe reviewed the two new courses, *708 – Major Research Paper and *770 – Globalization and the Canadian State, proposed by the Department of Political Science.

Dr. Graefe moved, and Dr. Service seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the new courses, *708 and *770, as described in the documents.”

The motion was carried.

Religious Studies

The Department of Religious Studies proposed a new course, 6X16 – Intermediate Sanskrit.

Dr. Sinding moved, and Dr. Fast seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the course, 6X16, as described in the document.”

The motion was carried.

Sociology

Dr. Fox presented the following curriculum changes from the Department of Sociology:

Course cancellations:

- *703 – Sociology of Family
- *706 – Sociology of Deviance
- *709 – Religion and Globalization

Change in course title:

- *704 – Deviance and Social Problems

Dr. Service moved, and Mr. Freund seconded,

“that the Joint Faculties of Humanities and Social Sciences Graduate Curriculum and Policy Committee approve the cancellation of courses, *703, *706, and *709, and the change in title for course, *704, as described in the documents.”

The motion was carried.

There was no other business and the meeting adjourned at 12:30 p.m.



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | |
|---------------------------|---|------------------------|------------------------|
| DEPARTMENT/PROGRAM | Linguistics & Languages / Cognitive Science of Language | | |
| COURSE TITLE | Directed Reading in Clinical and Applied Linguistics | | |
| COURSE NUMBER | #714 | COURSE CREDIT | |
| | | FULL COURSE () | HALF COURSE () |
| INSTRUCTOR(S) | Any, including associate members | | |
| PREREQUISITE(S) | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | |
|-------------------|-------------------------------------|--|--|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: September 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO If YES, PROVIDE THE DATE: |
|-------------------|-------------------------------------|--|--|

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

| | |
|-------------------------------|-------------------------------|
| CHANGE IN COURSE TITLE | PROVIDE THE NEW COURSE TITLE: |
|-------------------------------|-------------------------------|

| | |
|-------------------------------------|---|
| CHANGE IN COURSE DESCRIPTION | 600-LEVEL COURSE (<i>Undergraduate course for graduate credit</i>) Please see #4 on page 2 of this form |
| CHANGE TO FULL COURSE | CHANGE TO HALF COURSE |
| | CHANGE TO QUARTER COURSE |

| | |
|----------------------------|---|
| COURSE CANCELLATION | PROVIDE THE REASON FOR COURSE CANCELLATION: |
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|----------------------|----------|
| OTHER CHANGES | EXPLAIN: |
|----------------------|----------|

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 Directed reading course or intensive research module on advanced-level topics in Clinical and Applied Linguistics. The course may be repeated once on a different topic or module.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 This independent-study course provides a means for graduate students to work under the supervision of our associate members who are Speech-Language Pathologists and other clinicians. Students whose research deals with clinical and applied questions will benefit from directed reading in these fields.

| |
|---|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>Many of the department's faculty are pursuing research that is related to clinical matters, but these members are not clinicians themselves. Increasing numbers of our graduate students are interested in clinical topics. The department has a relationship with several practising Speech Language Pathologists whom we are considering for Adjunct Membership in the department. The proposed course provides a means for our students to work with these Adjunct Members to pursue the clinical topics that are outside the expertise of our core faculty.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>5-8 per year</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The method of presentation will vary depending on the topic or module. Most commonly, the supervisor and student work together to determine a reading list, after which the student works independently, meeting occasionally with the supervisor to discuss the readings. In some cases, students will learn research techniques or work in a clinical setting. Each student-supervisor pair will agree on the method at the beginning of the course.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>The method of evaluation will vary depending on the topic or module. Mostly commonly the student will write a literature review paper for the bulk of the grade. In some cases, students will be evaluated on their mastery of research techniques. Each student-supervisor pair will agree on the evaluation method at the beginning of the course.</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No.</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Catherine Anderson Email: canders@mcmaster.ca Extension: 26241 Date submitted: 14 January 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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| | | | | |
|---|-------------------------------------|---|---|---------------------------------|
| DEPARTMENT/PROGRAM | | Communication Studies & Multimedia: MA in Communication and New Media | | |
| COURSE TITLE | | Sound as Art and Research | | |
| COURSE NUMBER | CSMM 711 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr. David Ogborn | | |
| PREREQUISITE(S) | | None. | | |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | |
| NEW COURSE | <input type="checkbox"/> | DATE TO BE OFFERED: | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? If YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | <input type="checkbox"/> | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | <input checked="" type="checkbox"/> | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | <input type="checkbox"/> | CHANGE TO HALF COURSE | <input type="checkbox"/> | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | <input type="checkbox"/> | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | <input type="checkbox"/> | EXPLAIN: | | |
| BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This course explores sound both practically and theoretically, with an emphasis on various forms of audio production. Studio, field and interactive situations are examined from diverse viewpoints, including phenomenology, psychoacoustics and action research. Creative projects will develop advanced skills in areas such as artistic programming (eg. Max, ChuckK, SuperCollider), sensors and microcontrollers, and translations between sound and image. | | | | |
| CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. The change in description is to make it clearer that the course covers (and in fact, historically has typically covered) the advanced skills mentioned in the final sentence of the description. | | | | |

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| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>The course fits within the Communication and New Media MA program by providing students an opportunity to both develop and reflect upon skills and techniques in audio production.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>15</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Weekly seminars designed to interrogate concepts in depth and prompt students to engage closely with past and existing debates around the concepts in question. While the instructor will present initial material, the students will be responsible for driving discussion and indicating their understanding of the course content.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Evaluation takes several forms: a large number of art-research assignments (generally on a weekly basis), weekly annotated bibliography entries and a final project (the rubric for which is proposed by the student as one of the preceding art-research assignments).</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>N/A</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. David Ogborn Email: ogbornd@mcmaster.ca Extension: 27603 Date submitted: 18 Jan 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|--|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | Master of Communications Management | | |
| COURSE TITLE | | Social Media and Mobility: Strategy and Management | | |
| COURSE NUMBER | 742 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr Alexandre Sevigny | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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|---|-------------------------------------|---|---|---------------------------------|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Summer 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? | | IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 This course examines how social media and mobile communications technologies such as smartphone, smartwatches and tablets are transforming the practice of communications management. Focusing on new strategies in campaigns, community building and organizational management, for different sorts of organizations in the public, private, not-for-profit and political realms. Interdisciplinarity is at the core of this course, since social media media and mobile communications technologies are a crucial part of public relations, marketing, employee communication, crisis communication, government relations and stakeholder relations. The impact of social media and mobile communications on privacy, compliance and ethics is also examined. This course uses the case study method.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 Social Media Management, Community Building and Management, Strategic Management, Ethics, Privacy, Compliance.

Principal Texts:

Alexander, C. 1964. Notes on the Synthesis of Form. Harvard University Press.
 Anderson, C. 2008. The Long Tail Revised and Updated. Hyperion Publishing
 Bacon, J. 2012. The Art of Community. 2nd Ed. O'Reilly Media.
 Levine, R., Locke, C. Searls, D. 2001. The Cluetrain Manifesto. Basic Books.
 Sheldrake, P. (2011). The Business of Influence: Reframing Marketing and PR for the Digital Age. John Wiley & Sons.

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| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course will add a permanent social media and mobile communications strategy and management elective to the MCM roster. A crucial part of communications management practice today.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>25</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Residency: lectures, small group discussion and simulations. Online: use of social media such as blogging, microblogging and personal/professional social networking. Webinar: in-person distance tutorials (at least 4 per term)</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Comparative Critical Book Review: 20% Building an Effective Professional Social Media Profile: 20% Participation (Residency, Online, Webinar): 20% Case Study: 40%</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No.</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>n/a</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: A. Sévigny Email: sevigny@mcmaster.ca Extension: 27661 Date submitted: January 21, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---|-------------------------------------|---|---|---------------------------------|
| DEPARTMENT/PROGRAM | | Master of Communications Management | | |
| COURSE TITLE | | Independent Study | | |
| COURSE NUMBER | 743 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | TBA | | |
| PREREQUISITE(S) | | | | |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | |
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Summer 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |
| BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. This course enables an MCM student to craft reading list and a plan of study with an MCM faculty member on a individual basis on a topic not currently offered in the list of MCM course offerings. The course must be research-based and have a significant deliverable such as a case study, research essay, or research report. | | | | |
| CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. The course content will be determined through an agreement between the supervisor and the student. The subject matter must not be offered in the MCM course offerings that year. There is currently no possibility for an MCM student to do an independent study with an MC faculty member. This course creates that possibility. | | | | |

| |
|--|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course will enable faculty members to explore specific research questions with MCM students. The course will also provide a measure of flexibility to the program for students who require one course to finish the program and cannot take an elective or are out of sync with the MCM program flow for some reason.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>1</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Individual meetings between the instructor and student, held in person or via digital means.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>To be determined in consultation between the instructor and the student and subject to the approval of the MCM curriculum committee.</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No.</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>n/a</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: A. Sévigny Email: sevigny@mcmaster.ca Extension: 27661 Date submitted: January 21, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /
PROCEDURES**

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | | | | | |
|--|-----------------|--------------------------------------|--|------------|--------------------------|--------------------------------------|---------------------|-------------------------------------|
| DEPARTMENT | | English & Cultural Studies | | | | | | |
| NAME OF PROGRAM | | Cultural Studies and Critical Theory | | | | | | |
| PROGRAM DEGREE | Ph.D. () | M.A. (X) | M.A.Sc. () | M.B.A. () | M. Eng. () | M.Sc. () | Diploma Program () | Other (Specify) |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | | | | | |
| CHANGE IN ADMISSION REQUIREMENTS | | <input type="checkbox"/> | CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE | | <input type="checkbox"/> | CHANGE IN COURSE REQUIREMENTS | | <input checked="" type="checkbox"/> |
| CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR | | | EXPLAIN: | | | | | |
| OTHER CHANGES | EXPLAIN: | | | | | | | |
| DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE: | | | | | | | | |
| <p>Currently CSCT students take two core courses, CSCT 700--Issues in Cultural Studies and Critical Theory I: Power, Knowledge, Critique, and CSCT 701--Issues in Cultural Studies and Critical Theory II: Sites and Spaces of Critique. The two courses were conceived with a sense that they each reflected discrete content and goals; however these have become less distinct over time, both in recent iterations of the courses, and in the fields of Cultural Studies and Critical Theory more generally (where space and place have become increasing subjects of concern, along with questions about the situational and institutional politics of critique). A single, 6-unit course would address problems of overlap.</p> | | | | | | | | |
| PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.) | | | | | | | | |
| <p>CSCT students will now be required to complete a single, 6-unit core course which would address problems of overlap, as well as achieving the following objectives:</p> <ul style="list-style-type: none"> • create a more coherent, full-year foundations course for CSCT students • by extending the course over a longer period, create opportunities for smaller, more diverse assignments • provide a framework for integrating content with seminars on methodology, timed to support MRP process • offer a venue for students to learn from different faculty members, whose own research interests would complement the aim of broad coverage in Cultural Studies and Critical Theory themes and approaches <p>The course would normally be taught by the CSCT director, with participation from other faculty.</p> | | | | | | | | |

RATIONALE FOR THE RECOMMENDED CHANGE:

The CSCT core course will aim to provide students with a strong background in Cultural Studies and Critical Theory, and the means to employ insights from these fields to understand and to intervene in contemporary problems. Through the study of foundational and contemporary texts, students will gain an understanding of the conditions of Cultural Studies and Critical Theory's historical emergence as modes of critical engagement, while testing the viability of different approaches within these fields to address contemporary constellations of domination, hegemony, and resistance. In addition to becoming familiar with the content and context of CSCT, students will also study and deploy a range of methodologies, which may include close reading, discourse analysis, genealogical critique and archival research. Readings and assignments will also encourage students to analyze and develop connections between theory and politics in the form of art, activism, education and social policy.

PROVIDE IMPLEMENTATION DATE: (*Implementation date should be at the beginning of the academic year*)

Fall 2013

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

NO

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

Through the study of foundational and contemporary texts, this course explores the conditions of Cultural Studies and Critical Theory's historical emergence as modes of critical engagement, while testing the viability of different approaches within these fields to address contemporary constellations of power. It introduces student to various methodologies in Cultural Studies and Critical Theory, and provides opportunities to strengthen competency in critical analysis and written and oral communication.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Walsmley Email: walsmley@mcmaster.ca Extension: 23728

Date submitted: January 18, 2013

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|----------|--|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | English & Cultural Studies | | |
| COURSE TITLE | | Power, Knowledge, Critique, Resistance | | |
| COURSE NUMBER | CSCT 718 | COURSE CREDIT | | |
| | | FULL COURSE (X) | HALF COURSE () | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr. Susie O'Brien or CSCT Director | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | |
|---|-------------------------------------|---|---|---------------------------------|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: September 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? | | IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

This course aims to provide students with a strong background in Cultural Studies and Critical Theory, and the means to employ insights from these fields to understand and to intervene in contemporary problems. Through the study of foundational and contemporary texts, students will gain an understanding of the conditions of Cultural Studies and Critical Theory's historical emergence as modes of critical engagement, while testing the viability of different approaches within these fields to address contemporary constellations of domination, hegemony, and resistance. In addition to becoming familiar with the content and context of CSCT, students will also study and deploy a range of methodologies, which may include close reading, discourse analysis, genealogical critique and archival research. Readings and assignments will also encourage students to analyze and develop connections between theory and politics in the form of art, activism, education and social policy.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Currently CSCT students take two core courses, CSCT 700--Issues in Cultural Studies and Critical Theory I: Power, Knowledge, Critique, and CSCT 701--Issues in Cultural Studies and Critical Theory II: Sites and Spaces of Critique. The two courses were conceived with a sense that they each reflected discrete content and goals; however these have become less distinct over time, both in recent iterations of the courses, and in the fields of Cultural Studies and Critical Theory more generally (where space and place have become increasing subjects of concern, along with questions about the situational and institutional politics of critique). A single, 6-unit course would address problems of overlap.

| |
|--|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course adds to the current CSCT offerings in the field of Cultural Studies.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>16-18</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Seminars and presentations</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Participation: 10% Leading Seminars: 20% (10% x 2) Book review: 10% Essay 1 Proposal: 5% Essay 1 Draft: (3000 words) 10% Essay 1: (3500 words) 15% Essay 2 Proposal plus annotated bibliography: 10% Essay 2: (4500 words) 20%</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>NO</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: January 18, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012

Draft proposal for revised core course for CSCT students

CSCT *718 Power, Knowledge, Critique, Resistance
6 units, Sept-April

Rationale: Currently CSCT students take two core courses, CSCT 700--Issues in Cultural Studies and Critical Theory I: Power, Knowledge, Critique, and CSCT 701--Issues in Cultural Studies and Critical Theory II: Sites and Spaces of Critique. The two courses were conceived with a sense that they each reflected discrete content and goals; however these have become less distinct over time, both in recent iterations of the courses, and in the fields of Cultural Studies and Critical Theory more generally (where space and place have become increasing subjects of concern, along with questions about the situational and institutional politics of critique). A single, 6-unit course would address problems of overlap, as well as achieving the following objectives:

- create a more coherent, full-year foundations course for CSCT students
- by extending the course over a longer period, create opportunities for smaller, more diverse assignments
- provide a framework for integrating content with seminars on methodology, timed to support MRP process
- offer a venue for students to learn from different faculty members, whose own research interests would complement the aim of broad coverage in Cultural Studies and Critical Theory themes and approaches

The course would normally be taught by the CSCT director, with participation from other faculty.

Course Description: This course aims to provide students with a strong background in Cultural Studies and Critical Theory, and the means to employ insights from these fields to understand and to intervene in contemporary problems. Through the study of foundational and contemporary texts, students will gain an understanding of the conditions of Cultural Studies and Critical Theory's historical emergence as modes of critical engagement, while testing the viability of different approaches within these fields to address contemporary constellations of domination, hegemony, and resistance. In addition to becoming familiar with the content and context of CSCT, students will also study and deploy a range of methodologies, which may include close reading, discourse analysis, genealogical critique and archival research. Readings and assignments will also encourage students to analyze and develop connections between theory and politics in the form of art, activism, education and social policy.

Evaluation

Participation: 10%

Leading Seminars: 20% (10% x 2)

Book review: 10%

Essay 1 Proposal: 5%

Essay 1 Draft: (3000 words) 10%

Essay 1: (3500 words) 15%

Essay 2 Proposal plus annotated bibliography: 10%

*Essay 2: (4500 words) 20%

* Essay 2 may be in an alternative format (e.g. a blog, a syllabus, a video) subject to the instructor's approval

Draft Schedule

NB themes and readings are suggestions only. Ideally readings in each thematic cluster would consist of a mix of foundational texts and more recent material

Introduction: What are we doing here?

1) Introduction

2) Stuart Hall, "Cultural Studies and its Theoretical Legacies"

Clare Birchall and Gary Hall, "New Cultural Studies: Adventures in Theory (Some Comments, Clarifications, Explanations, Observations, Recommendations, Remarks and Suggestions)

Bruno Latour. "Why Has Critique Run Out of Steam? From Matters of Fact to Matters of Concern."

3) Bill Readings, from *The University in Ruins*

Rosenberg, Sharon, Anne Whitelaw and Julie Rak. "Introduction: Cultural Studies and the Question of Urgency."
Jeremy Gilbert. "Moving on from the Market Society: Culture (and Cultural Studies) in a Post-Democratic Age"

Culture

- 4) Karl Marx and Friedrich Engels "The German Ideology"
Antonio Gramsci, from *The Prison Notebooks*
Raymond Williams, from *Marxism and Literature*
- 5) Matthew Arnold, from *Culture and Anarchy*
Pierre Bourdieu, from *Distinction*
- 6) Theodor Adorno and Max Horkheimer, from *Dialectic of Enlightenment*
Herbert Marcuse, "The Affirmative Character of Culture"
Carl Wilson, *Let's Talk About Love: A Journey to the End of Taste*

Book review due

7) Essay Proposal Workshop

- 8) Guest seminar

Power/Politics

- 9) Michel Foucault, "Society Must be Defended, 17 March, 1976"
Gilles Deleuze, "Postscript on the Societies of Control"
Frantz Fanon, "The Trials and Tribulations of National Consciousness"

Essay proposals due

- 10) Michel Foucault, "21 March, 1979," *Birth of Biopolitics*
Wendy Brown, "Neo-Liberalism and the End of Liberal Democracy"
Gayatri Spivak, "Can the Subaltern Speak?"

Essay Draft due

- 11) Lorraine Code, from *Ecological Thinking: The Politics of Epistemic Location*
Boaventura de Sousa Santos, João Arriscado Nunes, and Maria Paula Meneses. "Introduction: Opening Up the Canon of Knowledge and Recognition of Difference."
- 12) **MRP info session; Doing CSCT I: Research methods** (guest(s) seminar on approaches, e.g. discourse analysis, genealogy, archival research, interdisciplinary research methods)

Dec. 12 essay due

- 13) **Doing CSCT 2: Applications** (guest(s) seminar on CSCT interventions, e.g. policy, art, activism, education)

Subjectivity

- 14) Jacques Lacan, "The Mirror Stage"
Frantz Fanon, from *Black Skin, White Masks*
Paul Gilroy, "It Ain't Where You're From, it's Where You're At"
- 15) Judith Butler, from *Gender Trouble*
Eve Kosovsky Sedgwick, "Axiomatic"
Jacques Derrida, from *The Animal that Therefore I am*
- 16) guest seminar

17) MRP Proposal Workshop

Temporality

18) Zygmunt Bauman, "Time and Space Reunited"

Angela McRobbie, "Clubs to Companies: Notes on the Decline of Political Culture in Speeded Up Creative Worlds"

Brian Massumi, "The Future Birth of the Affective Fact"

19) Walter Benjamin, "Theses on the Philosophy of History"

Roger Simon, "Remembering Otherwise: Civic Life and the Pedagogical Promise of Historical Memory"

Dipesh Chakrabarty, "The Climate of History: Four Theses"

Space, Place and Scale

20) Michel de Certeau, "Walking in the City"

Doreen Massey, "Politics and Space/Time"

David Harvey, "The Body as an Accumulation Strategy"

Essay 2 proposal due

21) guest seminar

Bodies, Things, Collectivities

22) Ernesto Laclau and Chantal Mouffe, from *Hegemony and Socialist Strategy*

Michael Hardt and Antonio Negri, from *Multitude*

23) Bruno Latour, from *The Politics of Nature: How to Bring the Sciences into Democracy*

Stacy Alaimo, from *Bodily Natures: Science, Environment and the Material Self*

24) Donna Haraway, "The Cyborg Manifesto"

Jane Bennett, from *Vibrant Matter: The Political Ecology of Things*

25) Panel or roundtable discussion on topic/readings selected by students

Essay 2 due one week after last class



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|--|-------------------------------------|---|---|---------------------------------|
| DEPARTMENT/PROGRAM | | English & Cultural Studies | | |
| COURSE TITLE | | Issues in Cultural Studies and Critical Theory I: Power/Knowledge/Critique | | |
| COURSE NUMBER | CSCT 700* | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Director of the CSCT Program or designate instructor | | |
| PREREQUISITE(S) | | | | |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | |
| NEW COURSE | <input type="checkbox"/> | DATE TO BE OFFERED: | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? If YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | <input type="checkbox"/> | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | <input type="checkbox"/> | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | <input type="checkbox"/> | CHANGE TO HALF COURSE | <input type="checkbox"/> | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | <input checked="" type="checkbox"/> | PROVIDE THE REASON FOR COURSE CANCELLATION: To be replaced with a full-year core course | | |
| OTHER CHANGES | <input type="checkbox"/> | EXPLAIN: | | |
| BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. | | | | |
| CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. | | | | |

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|--|
| 1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) |
| 2. EXPECTED ENROLMENT: |
| 3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): |
| 4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) |
| 5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). |
| 6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? |
| PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: |
| Name: Dr. Peter Walsmley Email: walsmley@mcmaster.ca Extension: 23728 Date submitted: Jan 18, 2013 |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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| | | | | |
|---------------------------|-----------|---|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | English & Cultural Studies | | |
| COURSE TITLE | | Issues in Cultural Studies and Critical Theory II: Sites and Spaces of Critique | | |
| COURSE NUMBER | CSCT 701* | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Director of the CSCT Program or designate instructor | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | | | | |
|--|-------------------------------------|---|--------------------------|--|--------------------------|----------------------------------|----------------------|
| NEW COURSE | <input type="checkbox"/> | DATE TO BE OFFERED: | <input type="text"/> | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? | <input type="checkbox"/> | IF YES, PROVIDE THE DATE: | <input type="text"/> |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | | | | |
| CHANGE IN COURSE TITLE | <input type="checkbox"/> | PROVIDE THE NEW COURSE TITLE: | | | | | |
| CHANGE IN COURSE DESCRIPTION | <input type="checkbox"/> | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | | | | |
| CHANGE TO FULL COURSE | <input type="checkbox"/> | CHANGE TO HALF COURSE | <input type="checkbox"/> | CHANGE TO QUARTER COURSE | <input type="checkbox"/> | | |
| COURSE CANCELLATION | <input checked="" type="checkbox"/> | PROVIDE THE REASON FOR COURSE CANCELLATION: To be replaced with a full-year core course | | | | | |
| OTHER CHANGES | <input type="checkbox"/> | EXPLAIN: | | | | | |
| BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. | | | | | | | |
| CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. | | | | | | | |

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| 1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) |
| 2. EXPECTED ENROLMENT: |
| 3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): |
| 4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown, if possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) |
| 5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). |
| 6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? |
| PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: |
| Name: Dr. Peter Walsmley Email: walsmley@mcmaster.ca Extension: 23728 Date submitted: Jan 18, 2013 |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /
PROCEDURES**

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | | | | | |
|---|-----------------|----------------------------|--|---|--------------------------|--------------------------------------|---------------------|-------------------------------------|
| DEPARTMENT | | English & Cultural Studies | | | | | | |
| NAME OF PROGRAM | | English MA Program | | | | | | |
| PROGRAM DEGREE | Ph.D. () | M.A. (X) | M.A.Sc. () | M.B.A. () | M. Eng. () | M.Sc. () | Diploma Program () | Other (Specify) |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | | | | | |
| CHANGE IN ADMISSION REQUIREMENTS | | <input type="checkbox"/> | CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE | | <input type="checkbox"/> | CHANGE IN COURSE REQUIREMENTS | | <input checked="" type="checkbox"/> |
| CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR | | | <input checked="" type="checkbox"/> | EXPLAIN: Deletion of the language requirement for the Master's in English | | | | |
| OTHER CHANGES | EXPLAIN: | | | | | | | |
| DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE: | | | | | | | | |
| (Language Requirement) | | | | | | | | |
| Candidates who have not passed a full university course in a language other than English must pass a reading examination in such a language during the M.A. year. | | | | | | | | |
| PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.) | | | | | | | | |
| This sentence will be removed from the graduate calendar under the English MA program requirements. | | | | | | | | |

RATIONALE FOR THE RECOMMENDED CHANGE:

This requirement has become a stumbling block for otherwise excellent students who have not taken university level courses in a language other than English during their undergraduate program. The course requirements of our MA program, combined with the teaching assistantship that all our full-time MA students are offered, do not leave students with the time to formally take a language course or study properly for the language examination on their own. Other Canadian universities with MA programs in English have dropped this requirement in recent years. Should a supervisory committee deem a second language necessary to conduct thesis research for any student in the thesis option, the supervisory committee will request a second language exam from the Graduate Studies Committee.

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)

Fall 2013

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

NO

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

N/A

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728

Date submitted: January 18, 2013

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

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|---------------------------|-----|---|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | English & Cultural Studies | | |
| COURSE TITLE | | Migratory Routes: Indian Diasporic Fiction and Film | | |
| COURSE NUMBER | 785 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr. Chandrima Chakraborty | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Fall 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: |
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WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: |
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| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form |
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| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
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| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: |
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| OTHER CHANGES | <input checked="" type="checkbox"/> | EXPLAIN: The Department of English & Cultural Studies requests that this course be cross-listed with the CSCT MA Program which is housed in the Department of English & Cultural Studies. |
|----------------------|-------------------------------------|---|

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
This course examines post-independence Indian diasporic fiction and film to understand the changing historical, political, socioeconomic, and cultural contexts of migration.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
To unravel the implications of the way in which people move across national borders, this course will explore all incarnations of the contemporary Indian migrant: exile, expatriate, alien, refugee, and undocumented worker. Some of the historical and thematic issues raised by the literary and cinematic texts include: the history of colonialism, post-independence conflicts, diaspora-homeland relations, intergenerational conflict, trauma and memory, the politics of migrant labour under globalization, and transnational identities.

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| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course adds to the current English and CSCT offerings in the field of Cultural Studies.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>12</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Seminars & Presentations</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Attendance and Participation 10% Position Papers with discussion questions (2 @ 750 words) 15% Presentation and Discussion Facilitation (20% @ 2) 40% Final Essay (2500-3000 words) 35%</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>NO</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: January 18, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012

Graduate Course Proposal
Dr. Chandrima Chakraborty

Migratory Routes: Indian Diasporic Fiction and Film

After the abolition of slavery in the British and French colonies, agricultural workers from India were transported to plantation colonies around the world, which eventually created Indian diasporas in the Caribbean, Mauritius, Fiji, and South Africa. Since the mid-twentieth century, however, subcontinental migration has been the result of decolonization/creation of new nation states, political violence, ethnic conflicts, transnationalism, and globalization. This course will examine fiction and films of the “new” Indian diaspora in Britain and North America as well as texts that explore cross-border migrations from India. Through them, this seminar will evaluate the changing historical, political, socioeconomic, and cultural contexts of migration that call attention to both the porousness and rigidity of myriad borders.

To unravel the implications of the way in which people move across national borders, the course will explore all incarnations of the contemporary Indian migrant: exile, expatriate, alien, refugee, and undocumented worker. It will engage with some of these questions: How do bodies become marked by difference on the basis of how they move as well as the way in which they fail to move? What kinds of new subjectivities are generated by migration? What are the conceptual, political, and ethical implications of disorientation, of feeling out of place? How are migrants positioned in relation to the place they have left and where they have arrived? What techniques and practices of differentiation produce migratory subjects as assimilable and unassimilable and how do those within the diaspora negotiate integration, assimilation, and/or multiculturalism? How do diasporic communities re-configure national boundaries? How do networks of global capital, transnationalism, and cosmopolitanism impact or complicate the creation of diasporic communities?

Some of the historical and thematic issues raised by the literary and cinematic texts include: the history of colonialism, post-independence conflicts, diaspora-homeland relations, intergenerational conflict, trauma and memory, the politics of migrant labour under globalization, and transnational identities.

Tentative Texts: Jhumpa Lahiri *Interpreter of Maladies* (selections); Sadaat Hasan Manto “Toba Tek Singh”; Tahmima Anam *The Golden Age*; Bharati Mukherjee, *Jasmine*; Amitav Ghosh *The Hungry Tide*; Anita Desai *Bye-Bye Blackbird*; Shashi Tharoor *Riot*; Shauna Singh Baldwin, *English Lessons* (selections); Manju Kapur *The Immigrant*; Kiran Desai *The Inheritance of Loss*; Gautam Malkani *Londonstani*; Mira Nair *Mississippi Masala*; Ashustosh Gowariker *Swades*

These will be supplemented by critical readings from scholars such as Bill Ashcroft, Homi Bhabha, Peggy Levitt, Sara Ahmed, Salman Rushdie, Edward Said, Vijay Mishra, Gayatri Gopinath, Arjun Appadurai, Stuart Hall, James Clifford, Wendy Brown, Susan Koshy and Glick Schiller.

Evaluation Scheme:

Attendance and Participation 10%

Position Papers with discussion questions (2 @ 750 words) 15%

Presentation and Discussion Facilitation (20% @ 2) 40%
Final Essay (2500-3000 words) 35%

Calendar Description

This course examines post-independence Indian diasporic fiction and film to understand the changing historical, political, socioeconomic, and cultural contexts of migration.



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|---|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | English & Cultural Studies | | |
| COURSE TITLE | | MJ Postmortem: New Critical Reflections | | |
| COURSE NUMBER | 790 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr. Susan Fast | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

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|-------------------|-------------------------------------|---|---|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Fall 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: |
|-------------------|-------------------------------------|---|---|

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

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| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: |
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| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE |
| | | CHANGE TO QUARTER COURSE |

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| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: |
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| OTHER CHANGES | <input checked="" type="checkbox"/> | EXPLAIN: The Department of English & Cultural Studies requests that this course be cross-listed with the CSCT MA Program which is housed in the Department of English & Cultural Studies. |
|----------------------|-------------------------------------|---|

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

This course considers Michael Jackson's complex performances of race, gender/sexuality, embodiment and kinship as a vehicle through which to consider the idea of posthumanist assemblage. The over-arching thematic in Jackson's art and life was his "transgression" of normative boundaries--of race, gender, generation, body morphology, divisions among species, artistic genres and technologies. Jackson moved so fluidly among performance traditions and subjectivities that he might productively be (re)thought through the lens of critical posthumanism and its connections to feminist, queer and critical race studies.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

This course considers Jackson's complicated performances of race, gender/sexuality, embodiment and kinship. We will take up both recent and older literature that deals with these issues; but we will also think through Jackson's art and life in new ways, grounding our discussion in theoretical work that may prove fruitful in generating a deeper analysis of this pivotal cultural figure's social significance. The over-arching thematic in Jackson's art and life is what has often been viewed as his "transgression" of normative boundaries—not only the most obvious of these—race and gender—but of generation, body morphology, divisions among species ("real" and fictive), artistic genres and technologies. consider music, video, film and photographs through critical theory perspectives, and, in a mutually informing approach, explore how representational practices inform and develop critical theory. Thus, the selections from both music/visual culture and from readings are considered primary theoretical texts.

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| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course adds to the current English and CSCT offerings in the field of Cultural Studies.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>12</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Seminars & Presentations</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Response papers (4 x 10%) 40% Presentation 10% Participation 15% Final Essay 35%</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>NO</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Peter Walmsley Email: walmsley@mcmaster.ca Extension: 23728 Date submitted: January 18, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012

MJ Postmortem: New Critical Reflections
Susan Fast

"Freaks are called freaks and are treated as they are treated--in the main, abominably--because they are human beings who cause to echo, deep within us, our most profound terrors and desires." James Baldwin on Michael Jackson, 1985.

In the immediate aftermath of Michael Jackson's death in 2009, websites and search engines crashed (including, among others, Google, Twitter, AOL Messenger, *The Los Angeles Times*) as people scrambled to reconnect with an artist who had long been relegated to a freaky sideshow by all but his most ardent fans. Internet traffic worldwide reportedly increased by about 20%, leading some to call it a "seminal moment in web history." An estimated 31 million people watched his memorial on television and he became the best-selling artist of 2009—35 million records worldwide (a million of those downloaded in the week following his death). At the same time, closely-guarded information about his personal life was disclosed that worked to temper—or perhaps just further complicate—his social legibility: information about his skin condition, his life as a father/mother, his intimate relationships, his hodge-podge network of unlikely friends. In death, Jackson and his art began to be excavated from the ruins of his difficult public life; pathologizing his differences gave way, in some measure, to an interest in understanding them as "echoes of our own terrors and desires."

This course considers Jackson's complicated performances of race, gender/sexuality, embodiment and kinship. We will take up both recent and older literature that deals with these issues; but we will also think through Jackson's art and life in new ways, grounding our discussion in theoretical work that may prove fruitful in generating a deeper analysis of this pivotal cultural figure's social significance. The over-arching thematic in Jackson's art and life is what has often been viewed as his "transgression" of normative boundaries—not only the most obvious of these—race and gender—but of generation, body morphology, divisions among species ("real" and fictive), artistic genres and technologies. Jackson moved so fluidly among performance traditions and subjectivities that he might productively be (re)thought through the lens of critical posthumanism (and its connections to feminist, queer and critical race studies), in the sense that this lens calls into question the ontologies and epistemologies associated with liberal humanism: with the individual, unified, rational self, with the demarcation of boundaries between the human and non-human, between species and technologies. As Cary Wolfe writes, "[posthumanism] forces us to rethink our taken-for-granted modes of human experience....It insists that we attend to the specificity of the human—its ways of being in the world, its ways of knowing, observing and describing—by (paradoxically, for humanism) acknowledging that it is fundamentally a prosthetic creature that has coevolved with various forms of technicity and materiality, forms that are radically 'not-human' and yet have nevertheless made the human what it is."

Jackson consistently and vividly called attention to this prosthetic idea of the human, through his plastic surgeries, shifting skin tones (lightening *and* darkening), gender/generation ambiguity (achieved partly through surgery, partly through fashion and make-up choices, partly through voice and gesture), his kinship with children, his own slippage between adult and child selves, and his queer ways of building family, which included various animals (the infamous Bubbles the chimp, among others), Hollywood divas, a middle-class family from New Jersey, and children, some of them his own, some not. This prosthetic idea of the human is also much evident in his work, where he was equally adept in multiple black performance styles and white pop and rock, his dancing as much indebted to black urban street traditions as it was to Fred Astaire. In his short films and live

concerts he repeatedly explored unstable, shifting cyborg identities, including animal, machine, monster, and ghost/spectre hybrids; adult voices emanated from children's bodies; lines between animated and human characters blurred; sentimental ballads about global unity were juxtaposed with song and dance inspired by 1930's Hollywood gangster movies, which were juxtaposed with urban hip-hop. This is "prosthetic" in the sense of his temporarily inhabiting embodied technologies of historical and contemporary performance traditions, including the technological manipulation of his voice (ever-changing) and body, creating what Andrew Pickering refers to, with respect to music, as a "posthumanist project of cultural mapping and assemblage."

Note: We will consider music, video, film and photographs through critical theory perspectives, and, in a mutually informing approach, explore how representational practices inform and develop critical theory. Thus, the selections from **both** music/visual culture **and** from readings are considered primary theoretical texts. The cultural production selections are not simply illustrative, and, therefore, it will be expected that students commit to engaging fully with both the visual works and the readings.

Evaluation

Response papers (4 x 10%) 40%
Presentation 10%
Participation 15%
Final Essay 35%

Calendar Description

This course considers Michael Jackson's complex performances of race, gender/sexuality, embodiment and kinship as a vehicle through which to consider the idea of posthumanist assemblage. The over-arching thematic in Jackson's art and life was his "transgression" of normative boundaries--of race, gender, generation, body morphology, divisions among species, artistic genres and technologies. Jackson moved so fluidly among performance traditions and subjectivities that he might productively be (re)thought through the lens of critical posthumanism and its connections to feminist, queer and critical race studies.

Provisional Syllabus (I realize I will have to trim!)

Week 1: Introduction

Documentary: *Michael Jackson: Life of an Icon* (2011)

Week 2: Context, History, Memory

Vogel, Joseph, "Introduction: A Great Adventure," *Man in the Music: the Creative Life of Michael Jackson* (Sterling, 2011), 1-30.

Mikal Gilmore, "Triumph and Tragedy: The Life of Michael Jackson," *Rolling Stone Magazine*, Special Commemorative Issue, Michael Jackson 1958-2009, 9-27.

Michael in His Own Words and Notes from Those Who Loved Him. *Ebony: Special Tribute*, 2009

Harris-Lacewell, Melissa, "The Black Funeral of Michael Jackson," *Chicago Tribune*, July 2009

Documentary: *Michael Jackson's This is It*

Weeks 2 & 3: Posthumanism

- Wolf, Cary, *What is Posthumanism?* (Minnesota, 2010), Excerpts
- Pickering, Andrew, "'Culture: Science Studies and Technoscience.'" *The Sage Handbook of Cultural Analysis*. Eds. Tony Bennett and John Frow (Sage, 2008), 291-310.
- Davies, Sam, "Glove, Socks, Zombies, Puppets: The Unheimlich Maneuvers and Undead Metonyms of Michael Jackson," *The Resistible Demise of Michael Jackson*, ed. Mark Fisher (Zero Books, 2009), 226-232
- Johnson, Victoria. "The Politics of Morphing: Michael Jackson as Science Fiction Border Text." *The Velvet Light Trap* 32/7 (1993), 58–65.
- Mercer, Kobena. "Monster Metaphors: Notes on Michael Jackson's 'Thriller'." *Screen* 27, no. 1 (1986): 26–43.
- Mital, Ruchi, "Tomorrow Today: Michael Jackson as Science Fiction Character, Author and Text," *Michael Jackson: Grasping the Spectacle*, ed. Christopher R. Smit. London: Ashgate, 2012, 131-146.

Works: Short Films: Thriller, Black or White, Ghosts, Captain EO, Remember the Time

Week 4: Childstar

- Stilwell, Robynn "Vocal Decorum: Voice, Body, and Knowledge in the Prodigious Singer, Brenda Lee" *She's So fine: Reflections on Whiteness, Femininity, Adolescence and Class in 1960's Music*, ed. Laurie Stras. (Ashgate, 2010). [Surveys theoretical approaches to child stardom]
- Warwick, Jacqueline, 'You Can't Win, Child, but You Can't Get Out of the Game:' Michael Jackson's Transition from Child Star to Superstar, *Popular Music & Society* 35/2 (May 2012), 2410-260.
- George, Nelson, "Going Back to Gary," "The Voice," "Audio Visual I," from *Thriller: The Musical Life of Michael Jackson*. Cambridge, MA: Da Capo Press, 2011.

Works, Selections from James Brown and Jackie Wilson (influences); "Big Boy," "Who's Loving You," Jackson 5, Ed Sullivan Show, 1969, "You Can't Win," from *The Wiz*

Week 5: Childhood

- Billone, Amy C., "Sentenced to Neverland: Michael Jackson, Peter Pan and Queer Futurity," *Michael Jackson: Grasping the Spectacle*, ed. Christopher R. Smit. London: Ashgate, 2012, 39-50.
- Nyong'o, Tavia, "Have You Seen His Childhood? Song, Screen and the Queer Culture of the Child in Michael Jackson's Music," *Journal of Popular Music Studies* 23/1 (2011), 40-57.
- Trussler, Simon. "'Peter Pan' and Susan: Lost Children from Juliet to Michael Jackson." *New Theatre Quarterly* 23, no. 92 (2007): 380–386.

Works: "Gone Too Soon," "Childhood," "Heal the World," "The Lost Children," "Little Susie," *Moonwalker*, Henry Leutwyler, *Neverland Lost: A Portrait of Michael Jackson* (Steidl, 2010) [a collection of photographs archiving Jackson's artifacts at Neverland Ranch]

Weeks 6 & 7: Race

- Awkward, Michael. "'A Slave to the Rhythm': Essential(ist) Transmutations; Or, the Curious Case of Michael Jackson." *Negotiating Difference: Race, Gender and the Politics of Positionality*. Chicago: University of Chicago Press, 1995.
- Martin, Charles D, "White Negroes, Leopard Boys and The King of Pop," *The White African American Body*. (Rutgers University Press), 2002.
- Rossiter, Brian, "'They Don't Care About Us': Michael Jackson's Black Nationalism," *Popular Music & Society* 35/2 (May 2012), 203-222.
- Wallace, Michele. "Michael Jackson, Black Modernisms, and the 'Ecstasy of Communication,'" *Invisibility Blues: From Pop to Theory*, (Verso, 1990), 77-90.
- Fischer, Dawn-Elissa, "Wanna Be Starting Something: Michael Jackson's Critical Race Representation," *Journal of Popular Music Studies* 23/1 (2011), 96-107
- Pinder, Sherrow O., "Michael Jackson and the Quandary of Black Identity," *Michael Jackson: Grasping the Spectacle*, ed. Christopher R. Smit. (Ashgate, 2012), 51-66.

Works: "Black or White," "They Don't Care About Us," "Jam," Performance of "Working Day and Night" from the Bucharest, 1992 live concert.

Week 8: Crossover

- Brackett, David, "Black or White: Michael Jackson and the Idea of Crossover," *Popular Music & Society* 35/2 (May 2012), 169-186.
- Khan, Amir, "Michael Jackson's *Ressentiment*: Billie Jean and Smooth Criminal in Conversation with Fred Astaire," *Popular Music & Society* 35/2 (May 2012), 187-202.
- Roberts, Tamara, "Michael Jackson's Kingdom: Music, Race and the Sound of the Mainstream," *Journal of Popular Music Studies* 23/1 (2011), 19-39.

Works: "Black or White;" "Billie Jean;" "Smooth Criminal;" Fred Astaire, *Bandwagon*

Weeks 9 & 10: Gender and Sexuality

- Bruhm, Steven, "Michael Jackson's Queer Funk," *Queering the Gothic*, ed. William Hughes and Andrew Smith. Manchester: Manchester University Press, 2009.
- Harris, E. T. "Twentieth-Century Farinelli." *The Musical Quarterly* 81, (1997): 180-189.
- Fast, Susan, "Michael Jackson's Queer Musical Belongings," *Popular Music & Society* 35/2 (2012), 281-300
- Fuchs, Cynthia J. "Michael Jackson's Penis." In *Cruising the Performative : Interventions into the Representation of Ethnicity, Nationality, and Sexuality*, ed. Sue-Ellen Case, Philip Brett and Susan Leigh Foster. (Bloomington, 1995).
- Miller, Monica L., *Slaves to Fashion: Black Dandyism and the Styling of Black Diasporic Identity* (Duke, 2009), excerpts.

Works: "Beat It," "Who Is It," "Dirty Diana," "Dangerous," "In the Closet," "Give in To Me"

Week 11. Body Modification

- Jones, Meredith, "Makeover Artists: Orlan and Michael Jackson," *Skintight: An Anatomy of Cosmetic Surgery*. Berg, 2008.

Scott, Julie-Ann, "Cultural Anxiety Surrounding a Plastic Prodigy: A performance Analysis of Michael Jackson as an Embodiment of Post-Identity Politics," *Michael Jackson: Grasping the Spectacle*, ed. Christopher R. Smit. London: Ashgate, 2012, 167-180.

Stillwater, Willa. "Is That Realism For You Baby," *M Poetica: Michael Jackson's Art of Connection and Defiance*. Kindle edition, 2011, excerpts
"Details of Michael Jackson's Autopsy," *Associated Press*, October 1, 2009

Works: Photography by Arno Bani, and collected photography spanning Jackson's life in *Michael Jackson Opus* (2009)

Week 12. Kinship

Butler, J., "Is Kinship Always Already Heterosexual?" *Differences* 13/1 (2002), 14-44.

Cascio, Frank, *My Friend Michael: A Ordinary Friendship With an Extraordinary Man* (William Morrow, 2011), excerpts

Michael Jackson *Private Home Movies*

Martin Bashir, *Living With Michael Jackson* (documentary, 2003)

Week 13. Freak/Criminality

Yuan, David. "The Celebrity Freak: Michael Jackson's Grotesque Glory." In *Freakery : Cultural Spectacles of the Extraordinary Body*, edited by Rosemarie Garland Thomson, 368–384. New York: New York University Press, 1996.

Thompson, Charles, "One of the Most Shameful Episodes in Journalistic History," *Huffington Post*, June 13, 2012

Aphrodite Jones. *Michael Jackson: Conspiracy* (self published, 2007), excerpts

Margo Jefferson, "Freaks," and "The Trial," *On Michael Jackson*. (Pantheon, 2006).

Works: "Scream," "Stranger in Moscow," D.S." "Money" "2 Bad," "Unbreakable"



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|--|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | French | | |
| COURSE TITLE | | Écrits de femmes québécois et franco-canadiens contemporains | | |
| COURSE NUMBER | 729 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (x) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Dr. Joëlle Papillon | | |
| PREREQUISITE(S) | | None | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | |
|-------------------|-------------------------------------|---|---|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Fall 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? YES If YES, PROVIDE THE DATE: |
|-------------------|-------------------------------------|---|---|

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.**

| | | | | |
|-------------------------------------|--|---|--|---------------------------------|
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

Ce cours se penche sur des textes de femmes contemporains variés tant par la provenance des auteures (communautés autochtones du Québec, Acadie, Ontario) que par leur genre et leur propos. Nous nous intéresserons aux configurations de l'identité dans ces œuvres qui mettent en scène diverses façons de vivre la « marge » et d'affirmer un sens de la communauté.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

This course is needed in order to diversify the graduate seminar offerings in the French Department. There is currently no seminar discussing French Canadian literature written outside of Québec nor any seminar specifically studying contemporary literature written by women. This will allow for the discussion of important works such as France Daigle's *Pour sûr* (2012 winner of the Governor General Award), that tend to fall in between categories (neither French nor Québécois).

| |
|--|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>The French Department has chosen to define itself through the optic of « Francophonie et Diversité » and is striving to make its graduate and undergraduate programs reflect this orientation towards diversity. It is therefore necessary to better represent Canadian diversity through a more thorough study of works by women and to expand the scope of research and teaching outside of Québec in order to include strong voices emerging from the Maritimes, Ontario, as well as Native communities throughout the country.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>10</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>This course will be delivered as a seminar, with a strong emphasis on student participation. Students will be required to read works of fiction, poetry and critical essays.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Short paper (analysis of a poem) - 20 % ; oral presentation - 25 % ; essay - 35 % ; participation - 20 %</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No.</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N. A.</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Dr. Joëlle Papillon Email: papillj@mcmaster.ca Extension: 24868 Date submitted: December 3, 2012</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

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3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|----------------------------|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | French | | |
| COURSE TITLE | | Eighteenth-Century Theatre | | |
| COURSE NUMBER | 732 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | William Hanley | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | |
|-------------------|-------------------------------------|--|--|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: September 2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO If YES, PROVIDE THE DATE: |
|-------------------|-------------------------------------|--|--|

WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO If YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). **NOTE:** CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED.

| | | | | |
|-------------------------------------|--|---|--|---------------------------------|
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

This course will deal with the evolution of the theatre during the eighteenth century, examining how dramatists adapted the classical theatre of the preceding century to the collective mentality of the new age with particular emphasis on the stage as a tool of social transformation.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Our focus will include feminist demands, strategies of subversion, class struggle, the quest for identity, and intolerance in the face of diversity. The texts studied will be: Regnard, 'Le Legataire universel', Lesage, 'Tucaret', Marivaux, 'Les Fausses Confidences', Voltaire, 'Zaire', Sedaine, 'Le Philosophe sans le savoir', Beaumarchais, 'Le Barbier de Seville' et 'Le Mariage de Figaro', et Mercier, 'La Brouette du vinaigrier'.

| |
|--|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>The theatre of the eighteenth century is a particularly rich source of insight into the manner in which a rapidly evolving society confronted the challenges of diversity, one of the main themes of the department's programme.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>10</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>Following an introduction by the instructor the students will present seminars.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Seminar 40% Essay 50% Participation 10%</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: William Hanley Email: hanleyw@mcmaster.ca Extension: 24778 Date: 15 January 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



SCHOOL OF GRADUATE STUDIES

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /
PROCEDURES**

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | | | | | |
|---|-----------------|---|--|------------|--------------------------|--------------------------------------|---------------------|-------------------------------------|
| DEPARTMENT | | Gender Studies & Feminist Research | | | | | | |
| NAME OF PROGRAM | | M.A. Gender Studies & Feminist Research | | | | | | |
| PROGRAM DEGREE | Ph.D. () | M.A. (x) | M.A.Sc. () | M.B.A. () | M. Eng. () | M.Sc. () | Diploma Program () | Other (Specify) |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | | | | | |
| CHANGE IN ADMISSION REQUIREMENTS | | <input type="checkbox"/> | CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE | | <input type="checkbox"/> | CHANGE IN COURSE REQUIREMENTS | | <input checked="" type="checkbox"/> |
| CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR | | | EXPLAIN: | | | | | |
| OTHER CHANGES | EXPLAIN: | | | | | | | |
| DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE: | | | | | | | | |
| Six half courses: 3 compulsory (GSFR *700, *701 and *702) and three electives | | | | | | | | |
| PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.) | | | | | | | | |
| Six half courses: 4 compulsory (GSFR *700, *701, *702, *710) and two electives | | | | | | | | |

RATIONALE FOR THE RECOMMENDED CHANGE:

For the first three years of the M.A. program in Gender Studies & Feminist Research, GSFR 702 Knowledge in Action has been run as a one-semester, three-unit course. Unlike most traditional graduate seminars, GSFR 702 includes, in addition to engagement with critical theoretical literature, work with a number of different organizations in Hamilton. In addition to the course Instructor, students work with mentors from these organizations on a project that must be completed within the timeframe of the course. This course is the centrepiece of our M.A. program; it is what distinguishes ours from many other gender studies M.A. programs and it is a central reason why students choose McMaster's GSFR program. In the three years that the course has run, it has been very successful and we have been looking for ways in which we can expand this component of the program. Instructors, students and, above all, community mentors have argued that a semester-long course barely allows for any substantive work to be completed for the organization, let alone time for reflection and serious engagement with the critical literature. We are proposing, therefore, to add an additional three-unit course to the "Knowledge in Action" requirement for M.A. students. This means that students will take four, rather than three, compulsory courses. In order to maintain the total number of required courses (six) students will take one less elective course.

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)

September 2013

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

No

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

Four compulsory core courses (GSFR *700, *701, *702, *710) (12 units)
two additional elective courses in gender studies and feminist research (from an approved list) (6 units)

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Susan Fast Email: fastfs@mcmaster.ca Extension: 24715 Date submitted: 1/23/2013

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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| | | | | |
|---------------------------|-----|------------------------------------|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | Gender Studies & Feminist Research | | |
| COURSE TITLE | | Knowledge in Action II | | |
| COURSE NUMBER | 710 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (x) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | | | |
| PREREQUISITE(S) | | GSFR 702 | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | |
|---|---|---|--|---------------------------------|
| NEW COURSE | x | DATE TO BE OFFERED: 2014 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 A continuation of GSFR 702 Knowledge in Action I. This seminar takes up local community outreach and participatory action research within the framework of Gender And Feminist Studies. Readings will theorize experiential education as well as the ethics of advocacy and activism. Students will complete an experiential learning project involving a community organization with a mandate linked to one or more of the program's four thematic research clusters and with which the Gender Studies and Feminist Research program has ongoing experiential education arrangements.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 In this seminar we will explore the conjunction of theoretical and practical knowledges in doing social justice work with community-based organizations. Students will learn about the skills involved in developing effective social justice campaigns through work in learning teams with mentors from local community organizations. Classroom discussions will encourage reflection on the nature of the public knowledge-building students are engaging with through an exploration of feminist and queer discussions about the role of experience in building knowledge, the nature of publics and the ethics of community engagement.

Reading List attached.

| | |
|--|-----|
| 1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) | |
| This is a core required course; it is a continuation of GSFR 702 | |
| 2. EXPECTED ENROLMENT: | |
| 12-15 | |
| 3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): | |
| seminar; work with community organizations | |
| 4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) | |
| Active participation in seminar and learning team meetings | 10% |
| Community engagement project proposal (due Feb. 11) | 10% |
| Analytic paper on situated knowledge and public life (due Feb. 25) | 20% |
| Project progress reports (4 in total, due Feb. 11, Mar. 4, Mar. 18, Apr. 1) | 20% |
| Oral presentation on community engagement project (Apr. 9) | 10% |
| Final paper (due Apr.16) | 30% |
| 5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). | |
| No | |
| 6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? | |
| N/A | |
| PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: | |
| Name: Susan Fast Email: fastfs@mcmaster.ca Extension: 24715 Date submitted: 1/23/2013 | |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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| | | | | |
|--|-------------------------------------|---|---|-----------------------------|
| DEPARTMENT/PROGRAM | | Gender Studies & Feminist Research | | |
| COURSE TITLE | | Knowledge in Action | | |
| COURSE NUMBER | 702 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (x) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Varies | | |
| PREREQUISITE(S) | | | | |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | |
| NEW COURSE | <input type="checkbox"/> | DATE TO BE OFFERED: | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | <input checked="" type="checkbox"/> | PROVIDE THE NEW COURSE TITLE: Knowledge in Action I | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | <input type="checkbox"/> | CHANGE TO HALF COURSE | <input type="checkbox"/> |
| | | | CHANGE TO QUARTER COURSE | |
| COURSE CANCELLATION | <input type="checkbox"/> | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | <input type="checkbox"/> | EXPLAIN: | | |
| BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar. Same as current | | | | |
| CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used. Same as current | | | | |

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| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>Same as current</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>same as current</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>same as current</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>same as current</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>no</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Susan Fast Email: fastfs@mcmaster.ca Extension: 24715 Date submitted: 1/23/2013</p> |

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SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

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| | | | | |
|---------------------------|-----|---|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | Gender Studies & Feminist Research | | |
| COURSE TITLE | | Disability, Subjectivity, and Visual Representation | | |
| COURSE NUMBER | 705 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (x) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Janice Hladki | | |
| PREREQUISITE(S) | | | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | |
|---|-------------------------------------|--|--|---------------------------------|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: 2013-14 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 Drawing on perspectives in contemporary disability studies, we consider how "alternative corporealities" (McRuer 2006) agitate able-bodied representational practices and how crip constitutions of embodiment re-orient and dis-orient understandings of subjectivity and intersubjectivity. We will examine recent developments that intersect queer theory and disability theory, historical and contemporary feminist work on disability, and embodiment perspectives in critical race theory.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 Moving image culture (feature and independent film; artists' film and video) as well as visual art practice (photography; installation) will provide the ground for examining the politics of bodies. The course addresses these arenas of cultural production as sites that produce "thinking" images and "visual philosophy" (Bal 2007; Bennett 2005). We explore the "affectively charged" quality of art (Bennett 2005) and the complications of viewing and staring at anomalous embodiments (Garland Thomson 2009; Siebers 2010). The potential of "empathic vision" for spectatorial practice (Bal 2007; Bennett 2005, Simon 2005; Van Alphen 2005), particularly in terms of the summons to the spectator to witness difficult knowledges/images and to confront troubled histories and

Possible Reading List attached.

| | |
|--|---|
| 1. STATEMENT OF PURPOSE (How does the course fit into the department's program?) | |
| The course will be offered as an elective to program students | |
| 2. EXPECTED ENROLMENT: | |
| 12-15 | |
| 3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars): | |
| seminar | |
| 4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.) | |
| Reading and Cultural Production Intersections visual text) | 10% (5 written discussions of approx. 1 page each, to address mutually informing ideas/theories across a reading and a |
| Participation | 20% |
| Seminar Presentation discussion facilitation) | 10% (individual or collaborative; includes |
| Response Paper to Visual Cultural Production | 25% (5 pages) |
| Research Essay | 35% (12-15 pages) |
| 5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). | |
| No | |
| 6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? | |
| N/A | |
| PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE: | |
| Name: Susan Fast Email: fastfs@mcmaster.ca Extension: 24715 Date submitted: 1/23/2013 | |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|---|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | Gender Studies & Feminist Research | | |
| COURSE TITLE | | FROM THERE TO HERE: REFUGEE WOMEN IN THE WORLD AND IN OUR COMMUNITY | | |
| COURSE NUMBER | 706 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (x) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Maroussia Ahmed | | |
| PREREQUISITE(S) | | None | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | |
|---|-------------------------------------|--|--|---------------------------------|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: 2013-14 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? NO IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? NO IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 In this seminar, we shall look at the evolution of the refugee status of women in the world and in Canada and at the politics of definition, at various refugee- causing situations and their specific impact on women, at the process of asylum- seeking and granting. But equally importantly, we shall discuss forms of resilience and coping strategies refugee women generate (ie: art, humour, activism). We shall also examine how to ethically conduct research and activism with/for refugee women. Finally, in the light of our knowledge, we shall examine the situation of refugee women in our community, services available, and how we could responsibly contribute as women and as academics to alleviate the situation of refugee women and prevent its occurring

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 The United Nations High Commissioner for Refugees (UNHCR) cares for 21,8 million people. About 3/4 of the refugee population are women and children. Over 15 million live predominantly in their neighboring countries, and only 4 million live in the Western hemisphere. Canada receives a very small proportion of the 20 plus million of refugees in the world. Those refugees have survived wars, ethnic conflicts, natural disasters, expropriations, gender violence, etc. Sexual violation of women has become a methodical strategy and a "weapon" of war (as the the Balkan war (1992), the Rwanda genocide (1993) and the recent conflicts in Congo have demonstrated). The number of refugees has been increasing, while countries of asylum –and this includes Canada- take new measures to tighten their rules and close their borders. But in 1993, Canada also became the first country to issue guidelines to grant asylum to refugee women claimants fleeing gender-related persecution. Western industrialized countries increasingly opt for humanitarian aid to forcibly displaced people. We shall discuss the implications of those facts and circumstances for refugee women in the world, in Canada and in our own community.

Reading List attached.

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|--|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course will be offered as an elective</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>12-15</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>seminars</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>Short paper (1500 words, 25%) Term paper (2500 words, 40%) Oral presentation (20%) Participation (15%)</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>No</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>N/A</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Susan Fast Email: fastfs@mcmater.ca Extension: 24715 Date submitted: 1/23/2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2012

GSFR elective seminar:

FROM THERE TO HERE: REFUGEE WOMEN IN THE WORLD AND IN OUR COMMUNITY.

A refugee woman is a normal person caught in an abnormal situation.

The United Nations High Commissioner for Refugees (UNHCR) cares for 21,8 million people. About 3/4 of the refugee population are women and children. Over 15 million live predominantly in their neighboring countries, and only 4 million live in the Western hemisphere. Canada receives a very small proportion of the 20 plus million of refugees in the world. Those refugees have survived wars, ethnic conflicts, natural disasters, expropriations, gender violence, etc. Sexual violation of women has become a methodical strategy and a “weapon” of war (as the the Balkan war (1992), the Rwanda genocide (1993) and the recent conflicts in Congo have demonstrated). The number of refugees has been increasing, while countries of asylum –and this includes Canada- take new measures to tighten their rules and close their borders. But in 1993, Canada also became the first country to issue guidelines to grant asylum to refugee women claimants fleeing gender-related persecution. Western industrialized countries increasingly opt for humanitarian aid to forcibly displaced people. We shall discuss the implications of those facts and circumstances for refugee women in the world, in Canada and in our own community.

In this seminar, we shall look at the evolution of the refugee status of women in the world and in Canada and at the politics of definition, at various refugee- causing situations and their specific impact on women, at the process of asylum- seeking and granting. But equally importantly, we shall discuss forms of resilience and coping strategies refugee women generate (ie: art, humour, activism). We shall also examine how to ethically conduct research and activism with/for refugee women. Finally, in the light of our knowledge, we shall examine the situation of refugee women in our community, services available, and how we could responsibly contribute as women and as academics to alleviate the situation of refugee women and prevent its occurring.

Organisation of the course: *(could be slightly modified to better suit the needs of students).*

A course pack of articles will be available to students for purchase during the summer.

Seminar content: the instructor will outline issues to be discussed that week, followed by students' presentation(s) and discussions of articles. Students are expected to have read all articles and prepared questions/comments before seminar.

Invited expert guests from the community will make presentations relevant to the course. Visits to local refugee centers or organizations are also envisaged.

Audio-visual documents will be viewed whenever available and relevant.

Oral presentations (approx. 20 minutes, followed by a question/discussion period). Presenters situate paper's content contextually, outline the main point(s), critically examine the argumentation and the merits of the paper, as well as its relevance for research, policy and practice, whenever possible.

Assignments:

Short paper (1500 words, 25%)

Term paper (2500 words, 40%)

Oral presentation (20%)

Participation (15%)

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- World Council of Churches. 1995. A Moment to Choose: Risking to be with Uprooted People - Statement on Uprooted People. Adopted by the World Council of Churches Central Committee, Geneva, 14-22 September. <http://www.wcc-coe.org/wcc/what/international/uprooted/moment1.html> .

-----, 1995. *Policy Statement on Uprooted People. A Moment to Choose: Risking to be with Uprooted People*. Geneva: World Council of Churches.

Yuval-Davis, N. 2004. Gender, the Nationalist Imagination, War and Peace, in *Gender and Conflict Zones*. W. Giles and J. Hyndman, eds. Berkeley: University of California Press, pp.170-193.

-----, 1996. *A Moment to Choose: Risking to be with Uprooted People - A Resource Book*. Geneva: World Council of Churches.

Journals:

Refugees Magazine(UNHCR)

Forced Migrations Studies (Oxford Centre for Refugee Studies)

Journal of Refugee Studies

Migration World Magazine

Human Rights Quarterly

Refuge(York Centre for Refugee Studies)

International Journal of Refugee Law

Women's Asylum News (U.K on line)

Canadian Council for Refugees list serve



SCHOOL OF GRADUATE STUDIES

RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** course changes. All sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: espiritu@mcmaster.ca).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | |
|---------------------------|-----|--------------------------------------|------------------------|-----------------------------|
| DEPARTMENT/PROGRAM | | History | | |
| COURSE TITLE | | Historical Representations of Cities | | |
| COURSE NUMBER | 769 | COURSE CREDIT | | |
| | | FULL COURSE () | HALF COURSE (X) | QUARTER (MODULE) () |
| INSTRUCTOR(S) | | Staff | | |
| PREREQUISITE(S) | | permission of instructor | | |

NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)

| | | | | |
|--|-------------------------------------|---|---|---------------------------------|
| NEW COURSE | <input checked="" type="checkbox"/> | DATE TO BE OFFERED: Fall/2013 | WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? IF YES, PROVIDE THE DATE: | |
| WILL THE COURSE BE CROSS-LISTED WITH ANOTHER DEPARTMENT? IF YES, ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. | | | | |
| CHANGE IN COURSE TITLE | | PROVIDE THE NEW COURSE TITLE: | | |
| CHANGE IN COURSE DESCRIPTION | | 600-LEVEL COURSE (Undergraduate course for graduate credit) Please see #4 on page 2 of this form | | |
| CHANGE TO FULL COURSE | | CHANGE TO HALF COURSE | | CHANGE TO QUARTER COURSE |
| COURSE CANCELLATION | | PROVIDE THE REASON FOR COURSE CANCELLATION: | | |
| OTHER CHANGES | | EXPLAIN: | | |

BRIEF DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.
 This course examines the ways in which contemporaries and historians have represented cities. Focusing on the nineteenth and twentieth centuries, it will study urban spaces and urban life in different parts of the world, depending on the research interests of the instructor. It will address a number of key topics in urban history, such as public health and disease, urban reform, urban politics and political life, culture, architecture, and commemoration.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.
 This course examines the ways in which contemporaries and historians have represented cities. Focusing on the nineteenth and twentieth centuries, it will study urban spaces and urban life in different parts of the world, depending on the research interests of the instructor. It will address a number of key topics in urban history, such as public health and disease, urban reform, urban politics and political life, culture, architecture, and commemoration. Possible texts include the following: Teresita Martinez-Vergene, *Shaping the Discourse on Space: Charity and Its Wards in Nineteenth Century San Juan, Puerto Rico*; eds. Brian L. Moore and Michele A. Johnson, *"Squall Kingston" 1890-1920: How the Poor Lived, Moved and Had their Being*; Diego Armus, *The Ailing City: Health, Tuberculosis, and Culture in Buenos Aires, 1870-1950*.

| |
|---|
| <p>1. STATEMENT OF PURPOSE (How does the course fit into the department's program?)</p> <p>This course fits into the History Department's offerings in a variety of geographic fields as well as its concentration in environmental history and the social history of health and medicine.</p> |
| <p>2. EXPECTED ENROLMENT:</p> <p>12</p> |
| <p>3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):</p> <p>The material will be presented in a seminar format.</p> |
| <p>4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc.)</p> <p>The evaluation will be based on the following: seminar presentations and participation, 1 historiographic essay, and 1 research essay.</p> |
| <p>5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).</p> <p>no</p> |
| <p>6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?</p> <p>na</p> |
| <p>PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:</p> <p>Name: Juanita De Barros Email: debarr@mcmaster.ca Extension: 24149 Date: January 17, 2013</p> |

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.

SGS/Medy/2011



SCHOOL OF GRADUATE STUDIES

**RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM
- FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS /
PROCEDURES**

PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.
2. An electronic version of this form must be emailed to the Assistant Secretary and SynApps System Administrator (Email: *espiritu@mcmaster.ca*).
3. A representative from the department is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

| | | | | | | | | | | |
|--|---|------------|--|---|-------------|--------------------------------------|---------------------|-----------------|--|---|
| DEPARTMENT | | Philosophy | | | | | | | | |
| NAME OF PROGRAM | | PhD | | | | | | | | |
| PROGRAM DEGREE | Ph.D. (y) | M.A. () | M.A.Sc. () | M.B.A. () | M. Eng. () | M.Sc. () | Diploma Program () | Other (Specify) | | |
| NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) | | | | | | | | | | |
| CHANGE IN ADMISSION REQUIREMENTS | | | CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE | | | CHANGE IN COURSE REQUIREMENTS | | | | |
| CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR | | | Y | EXPLAIN: This is a housekeeping measure. The change in text will reflect that submitted in the PhD OCGS brief from April 2007, page 26. | | | | | | |
| OTHER CHANGES | EXPLAIN: | | | | | | | | | |
| DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE: | | | | | | | | | | |
| <p>Page 519, Ph.D. Degree section (paragraph 2 & 3) currently reads as.....</p> <p>The normal course load in the doctoral program is six half courses or the equivalent including the Ph.D. research seminar, which is a required course. Candidates are required to demonstrate a comprehensive knowledge of the central areas of philosophy by meeting five area requirements, chosen in consultation with the Ph.D. advisor.</p> <p>These areas are: Ancient and Medieval Philosophy; Modern Philosophy 1600 to 1800; Continental Philosophy from 1800; British and American Philosophy from 1800; Ethics and Value Theory; Metaphysics and Epistemology; Social, Political, and Legal Philosophy; Logic, Philosophy of Language, and Philosophy of Science.</p> <p>** this is not the approved text from the OCGs report of 2007.</p> | | | | | | | | | | |
| PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.) | | | | | | | | | | |
| <p>The normal course load in the doctoral program is six half courses or the equivalent including the Ph.D. research seminar, which is a required course. Candidates are required to demonstrate a comprehensive knowledge of the central areas of philosophy by demonstrating competence in 5 areas of philosophy from the 2 lists below. No more than three areas may be selected from one list:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Historical Ancient and Medieval Philosophy Modern Philosophy 1600 to 1800 Continental Philosophy from 1800 British and American Philosophy from 1800 </td> <td style="width: 50%; vertical-align: top;"> Systematic Ethics and Value Theory Metaphysics and Epistemology Social, Political, and Legal Philosophy Logic, Philosophy of Language, and Philosophy of Science. </td> </tr> </table> | | | | | | | | | Historical Ancient and Medieval Philosophy Modern Philosophy 1600 to 1800 Continental Philosophy from 1800 British and American Philosophy from 1800 | Systematic Ethics and Value Theory Metaphysics and Epistemology Social, Political, and Legal Philosophy Logic, Philosophy of Language, and Philosophy of Science. |
| Historical Ancient and Medieval Philosophy Modern Philosophy 1600 to 1800 Continental Philosophy from 1800 British and American Philosophy from 1800 | Systematic Ethics and Value Theory Metaphysics and Epistemology Social, Political, and Legal Philosophy Logic, Philosophy of Language, and Philosophy of Science. | | | | | | | | | |

RATIONALE FOR THE RECOMMENDED CHANGE:

This is a housekeeping measure. The change in text will reflect that submitted in the PhD OCG brief from April 2007, page 26

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)

September 2013

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

No

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR:

The normal course load in the doctoral program is six half courses or the equivalent including the Ph.D. research seminar, which is a required course. Candidates are required to demonstrate a comprehensive knowledge of the central areas of philosophy by demonstrating competence in 5 areas of philosophy from the 2 lists below. No more than three areas may be selected from one list:

Historical

Ancient and Medieval Philosophy

Modern Philosophy 1600 to 1800

Continental Philosophy from 1800

British and American Philosophy from 1800

Systematic

Ethics and Value Theory

Metaphysics and Epistemology

Social, Political, and Legal Philosophy

Logic, Philosophy of Language, and Philosophy of Science.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Kim Squissato

Email: philadm@mcmaster.ca

Extension: 24275

Date submitted: January 15, 2013

If you have any questions regarding this form, please contact Medy Espiritu, Assistant Secretary and SynApps System Administrator, School of Graduate Studies, extension 24204.