

SENATE AGENDA

Friday, March 11, 2016

2:30 p.m. – F210

1. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: February 12, 2016

2. BUSINESS ARISING FROM THE MINUTES

At the February 12, 2016 Senate meeting Senator Feretycki requested information regarding the revised academic schedule that was jointly proposed by the Faculty Association and the Student Union at the December Special Meeting of Senate. This question will be referred to the Teaching & Learning Committee. Their next meeting will be held at the end of March, and a response will be reported to Senate.

3. READING and DISPOSING of COMMUNICATIONS

4. QUESTION PERIOD

5. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

SENATE EXECUTIVE COMMITTEE

MOTION 1: That the Report of the Senate Executive Committee dated March 7, 2016 be received.

PLANNING AND PRIORITIES COMMITTEE

MOTION 1: That the Report of the Planning and Priorities Committee dated February 19, 2016, be received.

MOTION 2: That Senate grant approval of a Stage 1 BBA Finance Stream as attached. *(pg. 16)*

MOTION 3: That Senate grant approval of a Stage 1 Third Stream in Statistics to be added to our Mathematics Department as attached. *. (pg. 17)*

MOTION 4: That Senate grant approval of a Stage 1 proposal for Environmental Chemistry as attached. *. (pg. 18-23)*

MOTION 5: That Senate grant approval of a Stage 2 proposal for a BA Human Rights with the understanding that all references to new faculty be removed from the proposal *. (pg. 24-69)*

6. OTHER BUSINESS

7. AMENDMENT of BY-LAWS

- **Notice of Motion that Article 6.3 of the Senate bylaws be amended as outlined below:**

Current article reads:

6.3 Order of Business

- (a) The order of business observed at all regular meetings of Senate shall normally be as follows:
- (i) Approval of the minutes of the previous meeting(s);
 - (ii) Business arising from the minutes;
 - (iii) Reading and disposing of communications;
 - (iv) Question period;
 - (v) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
 - (vi) Other business (which includes substantive motions);
 - (vii) Amendment of By-Laws;
 - (viii) Elections;
 - (ix) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;
 - (x) New business (requiring a motion to consider);
 - (xi) Announcements (President, PVPAR, Deans, Students, and Others); and
 - (xii) Adjournment
- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

Revised article reads (changes in bold):

6.3 Order of Business

- (a) The order of business observed at all regular meetings of Senate shall normally be as follows:
- (i) Approval of the Agenda;**
 - (ii) Approval of the minutes of the previous meeting(s);
 - (iii) Business arising from the minutes;
 - (iv) Reading and disposing of communications;
 - (v) Question period;
 - (vi) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
 - (vii) Other business (which includes substantive motions);
 - (viii) Amendment of By-Laws;
 - (ix) Elections;
 - (x) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;
 - (xi) New business (requiring a motion to consider);

- (xii) Announcements (President, PVPAR, Deans, Students, and Others); and
- (xiii) Adjournment

- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

- **Notice of Motion that Article 9.6 of the Senate bylaws be amended as outlined below:**

Current article reads:

9.6 Technology & Infrastructure Committee (T&I)

- (a) Ex Officio Members:
 - (i) the Executive Director, Library Services, or designate; and
 - (ii) the Vice-President, Administration (non-voting).
- (b) Members Elected by Faculty Council:
 - (i) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
 - (ii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
 - (iii) two (2) student representatives from any Faculty.
- (c) Terms of Reference:
 - (i) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
 - (ii) to provide advice and priority-setting assistance to the VPFA regarding:
 - 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 2) the need for, and design of, new or renovated teaching, learning and research space;
 - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
 - (iii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
 - (iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and

- (v) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

Revised article reads (changes in bold and strikethrough):

9.6 Technology & Infrastructure Committee (T&I)

- (d) Ex Officio Members:
 - (iii) the Executive Director, Library Services, or designate; and
 - (iv) the Vice-President, Administration (non-voting).
- (e) Members Elected by Faculty Council:
 - (iv) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
 - (v) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
 - (vi) two (2) student representatives from any Faculty.
- (f) Terms of Reference:
 - (vi) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations ~~to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;~~
 - (vii) to provide advice and priority-setting assistance to the **VADMIN** regarding:
 - 5) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 6) the need for, and design of, new or renovated teaching, learning and research space;
 - 7) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 8) the allocation of the annual budgets in technology and academic infrastructure areas;
 - (viii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
 - (ix) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
 - (x) to deal with such other matters as may be assigned from time to time ~~by the Teaching & Learning Committee or~~ by Senate.

Rationale: Senate approved a bylaw change to make the Technology & Infrastructure Committee a full committee of Senate instead of a sub-committee of the Teaching & Learning Committee but not all references to the Teaching & Learning Committee were removed from the terms of reference of the new committee. This change clarifies the reporting structure of the new committee.

Notice of Motion that Article 6.6(b) of the Senate bylaws be amended as outlined below:

Current article reads:

- 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting at the discretion of the Speaker, and shall be permitted to speak either:
- (i) with the prior approval of the Senate Executive Committee; or
 - (ii) by Senate vote on a motion to that effect, which shall not be debatable.

Revised article reads (changes in bold and strikethrough):

- 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting ~~at the discretion of the Speaker, and shall be permitted to speak either:~~
- (i) with the prior approval of the Senate Executive Committee; or
 - (ii) at the discretion of the Speaker; or**
 - (iii) by Senate vote on a motion to that effect, which shall not be debatable.

Rationale: Clarifies the language.

Notice of Motion that Article 9.5 of the Senate bylaws be modified as outlined below:

Current article reads:

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

(i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

(i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;

(ii) one (1) faculty Senator from the regional campuses; and

(c) One (1) student representative;

(d) Terms of Reference:

(i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;

(ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:

1) procedures and practices related to the acquisition and maintenance of the Library's collections;

2) the provision of Library support services to faculty and students; and

3) the allocation of the annual Library budget;

(iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;

(iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;

(v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and

(vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;

Revised article to read (changes in bold and strikethrough):

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

(i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

(i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;

(ii) one (1) faculty Senator from the regional campuses; and

(c) One (1) student representative **to be appointed by Nipissing University Student Union (NUSU)**.

(d) Terms of Reference:

(i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;

(ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:

1) procedures and practices related to the acquisition and maintenance of the Library's collections;

2) the provision of Library support services to faculty and students; and

3) the allocation of the annual Library budget;

(iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;

(iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;

~~(v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and~~

~~(vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;~~

Rationale: This request comes from the Library Advisory Subcommittee. The original article does not specify how student representative would be selected. Terms of Reference v) and vi) are not, according to the subcommittee, within its purview.

8. ELECTIONS

- Elect three (3) tenured faculty members, one from each Faculty, (elected by Senate) to serve on the search committee for the Dean of Graduate Studies and Research.
- Elect one additional faculty member from any faculty for the search committee.
- Elect four (4) tenured faculty members with one from each Faculty (elected by Senate) to serve on the search committee for the Provost and Vice-President, Academic and Research.

9. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors
(2) Alumni Advisory Board

(3) Council of Ontario Universities (Academic Colleague)

B. Reports from Senate members participating on other university-related committees

10. NEW BUSINESS

11. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

12. ADJOURNMENT

NIPISSING UNIVERSITY
 SENATE EXECUTIVE COMMITTEE
 (Electronic Meeting)

March 7, 2016

There was an electronic meeting of the Senate Executive on March 7, 2016.

The following members participated:

M. DeGagné (Chair), H. d'Entremont (Vice-Chair), N. Colborne, L. Frost, S. Renshaw, C. Richardson, M. Tuncali, R. Vanderlee, R. Vernescu, J. Andrews

The purpose of the meeting was to set the agenda for the March 11, 2016 Senate meeting.

The Bylaws and Elections Subcommittee Report was received.

The dates for Senate and Senate Executive for the 2016-17 academic year were set and are outlined below:

Senate Executive Committee meetings

Thursday, September 1, 2016
 Thursday, October 6, 2016
 Thursday, November 3, 2016
 Thursday, December 1, 2016
 Thursday, January 5, 2017
 Thursday, February 2, 2017
 Thursday, March 2, 2017
 Thursday, April 13, 2017
 Thursday, May 4, 2017
 *Thursday, May 18, 2017

Senate meetings

Friday, September 9, 2016
 Friday, October 14, 2016
 Friday, November 11, 2016
 Friday, December 9, 2016
 Friday, January 13, 2017
 Friday, February 10, 2017
 Friday, March 10, 2017
 Friday, April 21, 2017 (**EASTER HOLIDAY**)
 Friday, May 12, 2017
 Friday, May 26, 2017 10:30 a.m. start

All Senate meetings commence at 2:30 p.m. in F210 (except May 12 & 26, 2017). All Senate Executive Committee meetings commence at 10:30 a.m. in F303.

Respectfully submitted,

Original signed by:

H. d'Entremont
 Vice-Chair
 Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated March 7, 2016.

Nipissing University

Report of the By-laws and Elections Subcommittee

March 2, 2016

There was a meeting of the Bylaws and Elections Subcommittee on Friday, February 5, 2016 at 8:30 a.m. in F307.

Present: N. Colborne, D. Davis, H. d'Entremont (n-v), J. McIntosh, S. Renshaw, S. Landriault (n-v)

Regrets: J. Andrews

The first agenda item considered was the amendment of Article 6.3 of the Senate bylaws as outlined below. The following motion was unanimously passed and will be presented as a Notice of Motion at the March 11, 2016 Senate meeting:

MOTION 1: Moved by N. Colborne, seconded by S. Renshaw that the By-Laws and Elections Subcommittee recommend to Senate the following revisions to Article 6.3 of the Senate bylaws as outlined below:

Current article reads:

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- (vi) Other business (which includes substantive motions);
- (vii) Amendment of By-Laws;
- (viii) Elections;
- (ix) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;
- (x) New business (requiring a motion to consider);
- (xi) Announcements (President, PVPAR, Deans, Students, and Others); and
- (xii) Adjournment

(b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

(c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

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(vi) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;

(vii) Other business (which includes substantive motions);

(viii) Amendment of By-Laws;

(ix) Elections;

(x) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;

(xi) New business (requiring a motion to consider);

(xii) Announcements (President, PVPAR, Deans, Students, and Others); and

(xiii) Adjournment

(b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

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MOTION 2: Moved by N. Colborne, seconded by J. McIntosh that article 9.6 of the Senate bylaws be amended as outlined below:

Current article reads:

9.6 Technology & Infrastructure Committee (T&I)

(a) Ex Officio Members:

(v) the Executive Director, Library Services, or designate; and

(vi) the Vice-President, Administration (non-voting).

(b) Members Elected by Faculty Council:

(vii) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;

(viii) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and

(ix) two (2) student representatives from any Faculty.

(c) Terms of Reference:

(xi) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both

- academic physical resources and human resources in academic support areas), and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
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- 1) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - 2) the need for, and design of, new or renovated teaching, learning and research space;
 - 3) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - 4) the allocation of the annual budgets in technology and academic infrastructure areas;
- (iii) invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
- (iv) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
- (v) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

Revised article reads (changes in bold and strikethrough):

9.6 Technology & Infrastructure Committee (T&I)

(d) Ex Officio Members:

- (vii) the Executive Director, Library Services, or designate; and
- (viii) the Vice-President, Administration (non-voting).

(e) Members Elected by Faculty Council:

- (x) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
- (xi) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
- (xii) two (2) student representatives from any Faculty.

(f) Terms of Reference:

- (vi) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations ~~to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;~~
- (vii) to provide advice and priority-setting assistance to the **VPADMIN** regarding:
 - (viii) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
 - (ix) the need for, and design of, new or renovated teaching, learning and research space;
 - (x) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
 - (xi) the allocation of the annual budgets in technology and academic infrastructure areas;

- (xii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
- (xiii) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
- (xiv) to deal with such other matters as may be assigned from time to time ~~by the Teaching & Learning Committee~~ or by Senate.

Rationale: Senate approved a bylaw change to make the Technology & Infrastructure Committee a full committee of Senate instead of a sub-committee of the Teaching & Learning Committee but not all references to the Teaching & Learning Committee were removed from the terms of reference of the new committee. This change clarifies the reporting structure of the new committee.

MOTION 3: Moved by N. Colborne, seconded by S. Renshaw that Article 6.6(b) of the Senate bylaws be amended as outlined below:

Current article reads:

6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting at the discretion of the Speaker, and shall be permitted to speak either:
 (i) with the prior approval of the Senate Executive Committee; or
 (ii) by Senate vote on a motion to that effect, which shall not be debatable.

Revised article reads (changes in bold):

6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting ~~at the discretion of the Speaker, and shall be permitted to speak either:~~
 (i) with the prior approval of the Senate Executive Committee; or
(ii) at the discretion of the Speaker; or
 (iii) by Senate vote on a motion to that effect, which shall not be debatable.

Rationale: Clarifies the language.

MOTION 4: Moved by N. Colborne, seconded by D. Davis that Article 9.5 of the Senate bylaws be modified as follows:

Current article reads:

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

(i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

(i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;

(ii) one (1) faculty Senator from the regional campuses; and

(c) One (1) student representative;

(d) Terms of Reference:

- (i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
- (ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:
 - 1) procedures and practices related to the acquisition and maintenance of the Library's collections;
 - 2) the provision of Library support services to faculty and students; and
 - 3) the allocation of the annual Library budget;
- (iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;
- (iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;
- (v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and
- (vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;

Revised article to read (changes in bold and strikethrough):

9.5.1 Library Advisory Subcommittee (LIB)

(a) *Ex Officio* Members:

- (i) the Executive Director, Library Services, who shall be Chair.

(b) Members Elected by Faculty Council:

- (i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;
- (ii) one (1) faculty Senator from the regional campuses; and

(c) One (1) student representative **to be appointed by Nipissing University Student Union (NUSU)**.

(d) Terms of Reference:

- (i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
- (ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:
 - 1) procedures and practices related to the acquisition and maintenance of the Library's collections;
 - 2) the provision of Library support services to faculty and students; and
 - 3) the allocation of the annual Library budget;
- (iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;
- (iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;
- ~~(v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and~~
- ~~(vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;~~

Rationale: This request comes from the Library Advisory Subcommittee. The original article does not specify how student representative would be selected. Terms of Reference v) and vi) are not, according to the subcommittee, within its purview.

Questions regarding changes to the Library Advisory Subcommittee will be forwarded on to the Chair.

Article 10.2(a) regarding setting out membership of the Research Council and Article 10.3(a) regarding setting out membership of the Graduate Studies Council was discussed. The Articles do not indicate how student representation is chosen. The Graduate program has grown and more infrastructure needs to be put in place to specify how graduate student members will be selected. This issue will be discussed further with the NUSU.

Business arising from the Senate Reform Report was discussed. Subcommittee members expressed an interest in working with the Chair to review the survey on the All-Faculty Senate. A conflict between the Nipissing Act and the Senate bylaws on the Secretary of Senate was acknowledged. The Act requires Senate to elect one of its members as Secretary, but the bylaws specify a Secretary (non-voting) appointed by the Chair. It was suggested that Senate review the duties and that a Recording Secretary be appointed by the Chair, and a Senate member be elected as Secretary. Recommendations from the report that Senate sub-bodies such as PPC, RC & GSC include in their terms of reference the capacity to consider and recommend to the Board the allocation of University resources was also discussed. It was suggested that if Faculty Councils are unable to come to an agreement on quorum that Senate may intervene.

The procedural regularity of substantive motions that do not appear on the Senate agenda was discussed. The Provost advised that a motion must be moved to discuss a topic and the body must be in agreement to discuss the motion. Senator Feretycki brought up a good point at the last Senate meeting regarding a lack of transparency and the exclusion of some Senators when information is not provided in advance. It was suggested that it would be beneficial for Senators to be educated in proper procedure and learn Robert's Rules of Order. A suggestion was made to provide Senators with a Senate Handbook. It was noted that the Senate Chair and the Senate Speaker should share the responsibility of facilitating the meetings.

Article 10.0(b) was reviewed. A recommendation was made to insert a period after procedure and delete the rest.

**Report of the
PLANNING AND PRIORITIES COMMITTEE
Friday, February 19, 2016**

COMMITTEE MEMBERS:

Harley d'Entremont (Chair)	Jamie Graham	Aroha Page
Nancy Black	Chris Hachkowski	Carole Richardson
Glenn Brophay (Skype)	Blaine Hatt	Murat Tuncali
Greg Brown	Laurie Kruk	Janet Zimbalatti
Christine Cho (Skype)	Sydney Lamorea	

Regrets: Alex Karassev, Matti Saari, Rick Vanderlee

Guests: Stephen Kariuki, Tzvetalin Vassilev

Recording Secretary: S. Landriault

The Provost reported that at the February 19, 2017 Planning and Priorities Committee meeting the following programs received Stage 1 approval:

- BBA Finance Stream
- Third Stream in Statistics to be added to our Mathematics Department
- Environmental Chemistry

The following program received Stage 2 approval:

- BA Human Rights and State Violence with the understanding that all references to new faculty be removed from the proposal

Respectfully submitted,

Harley d'Entremont, PhD
Chair, Planning and Priorities Committee

Motion 1: That the Report of the Planning and Priorities Committee dated February 19, 2016, be received.

Motion 2: That Senate grant approval of a Stage 1 BBA Finance Stream as attached.

Motion 3: That Senate grant approval of a Stage 1 Third Stream in Statistics to be added to our Mathematics Department as attached.

Motion 4: That Senate grant approval of a Stage 1 proposal for Environmental Chemistry as attached.

Motion 5: That Senate grant approval of a Stage 2 proposal for a BA Human Rights with the understanding that all references to new faculty be removed from the proposal

PPC MOTION: 2

Letter of Intent
Stage 1: Major Program Modification
Bachelor of Business Administration (Finance Stream)

This letter outlines the School of Business' objective to establish a new stream in finance within its Bachelor of Business Administration program beginning in September 2017. In keeping with Nipissing's IQAP policies and procedures, this letter is intended to satisfy the requirements for Stage 1 approval of a major modification to an existing program.

The arguments for developing a stream in finance are manifold. First, finance education is considered a cornerstone of undergraduate business education. This is evidenced by the fact that finance streams are offered at nearly all Ontario university business schools (16 of 20). Only Nipissing, Algoma, Trent and the Royal Military College of Canada fail to offer finance as an area of specialization. This academic gap in our program offerings creates an ongoing content need for our students that must be addressed.

Second, a finance stream has the potential to attract a new pool of students who may have previously disregarded Nipissing as a choice for their business education based solely on the fact that finance was not offered as an area of specialization. Finance is an appealing area of study for students as it provides a defined pathway to over 65 professional designations or certifications post-graduation including the Certified Financial Planner (CFP), Chartered Investment Manager (CIM), Mutual Funds License (IFIC), among many, many others. Students graduating from the proposed finance stream would be well positioned to enter a variety of related fields including financial planning, commercial banking, insurance brokerage and financial product sales.

Similarly, the School of Business has seen much success in its accounting stream due to the fact that there is an external credential that can be pursued upon graduation. Historically, approximately 47% of Nipissing BBA students who have selected a stream are in the accounting stream. It is anticipated that similar success can be realized through the addition of a finance stream, which would likewise offer students a direct path to a meaningful career.

Furthermore, the addition of a finance stream would complement the School of Business' recent decision to offer an expedited degree completion option for graduates of AFOA Canada's Certified Aboriginal Financial Manager Diploma.

Finally, in order to mount this new stream, minimal additional resources would be required. In fact, one new additional three-credit course would need to be developed and two other courses taught by part time faculty would need to be offered more frequently.

The addition of a finance stream would go a long way towards addressing the long-term gap in finance education that has been present within Nipissing's School of Business for far too long, and should allow us to attract additional students who seem to value external designations and a degree of certainty for their career path.

PPC MOTION: 3

MOTION: That the Undergraduate Studies Committee recommend to PPC that the new Statistics stream be created within the Mathematics Program.

**Proposal for
STATISTICS STREAM IN MATHEMATICS PROGRAM
DRAFT - February 16, 2015**

RATIONALE FOR NEW STREAM

Nipissing currently does not have a program in Statistics. While we cannot offer such a degree program at the moment due to lack of faculty resources, we would like to create an opportunity for potential students who are interested in statistics and in careers that require statistical and mathematical applications. A statistical stream in the Mathematics program ideally suits this purpose. The proposed stream will be based on the existing courses in Mathematics, with the addition of two new courses: MATH 3226 – Introduction to Stochastic Processes and, for Honours Specialization, MATH 4046 - Advanced Applications of Probability and Statistics. The new courses will be included in the respective course groups and will be offered on a cycled basis (normally every second year), and thus will not require extra faculty resources. The course in stochastic processes is a standard ingredient of any Statistics-related program. The course in advanced applications of statistics will provide a necessary research component for the Honors program.

STREAM REQUIREMENTS**Core group (required for any stream in Mathematics program) – 27 credits**

MATH 1036 Calculus I	MATH 2036 Advanced Calculus I
MATH 1037 Calculus II	MATH 2037 Advanced Calculus II
MATH 1046 Introductory Linear Algebra	MATH 2046 Advanced Linear Algebra
MATH 1056 Discrete Mathematics I	MATH 2056 Discrete Mathematics II
	MATH 2076 Probability & Statistics I

Required courses – 27 credits

MATH 3276 Probability and Statistics II	COSC 1557 Introduction to Computer Science
MATH 3226 Stochastic Processes – new course	COSC 2206 Mathematical Computation
MATH 3286 Mathematics of Finance	3 credits from Group I Pure Mathematics
MATH 3296 Mathematical Modeling	6 credits from Group II Applied Mathematics

Research courses (for Honors Specialization) – 6 credits

MATH 4046 Advanced Applications of Probability and Statistics – new course
3 credits from Group IV – Advanced research courses

PPC MOTION: 4

New Program Proposal

Environmental Chemistry

Specialization and Honours Specialization, BSc

Stage I: Letter of Intent

November 1, 2015

Program Identification: (Faculty, School, Department)	Faculty of Arts and Science, Department of Biology and Chemistry
Credential Granted (Justification)	BSc. Specialization in Environmental Chemistry
Proposed start date:	As soon as is feasible
Program description:	“Specialization in Environmental Chemistry” in the Department of Biology and Chemistry

1. How will the proposed program fit with the Faculty’s plans and priorities?

Nipissing University currently offers a Minor in Chemistry, and a plan is underway to have a Major in Chemistry also offered. Such a move is anticipated to have a positive impact on the enrolment of the chemistry courses that are at the moment available. The proposal to offer Specialization, and Honors Specialization, programs in Environmental Chemistry is a new initiative that is expected to be attractive to those students who want to pursue a career in environmental chemistry and have strong interest in chemistry of the environment related issues, and who currently opt for other universities. Our future students will have received a solid foundational education in environmental chemistry that will make them competitive to opportunities available in graduate school in chemistry or in environmental chemistry.

The Environmental Chemistry program will draw strength from a multidisciplinary approach that will involve environment-related course offerings from other disciplines such as biology and geography. The proposed Environmental Chemistry program will therefore equip future students with a wide range of skills for solving environment-related problems.

The Specialization program is almost completely based on existing courses in chemistry, mathematics, biology, and geography – therefore, this is essentially a re-packaging of courses we already have in order to make them more attractive to a wider range of potential students. The only two new proposed courses – Physical Chemistry and Electroanalytical Chemistry – can be taught by existing faculty. The Physical Chemistry course is considered an essential ingredient of any credible program in chemistry. The Electroanalytical Chemistry course will add much strength to our current chemistry offerings. For the Honors Specialization program, we plan to have in place an option where students can carry out a project-based research project. Such an option (a parallel to the Thesis course in Biology) will enable future students to have hands-on experience at carrying out research, an aspect which would make honors students all the more marketable.

In accordance, and in keeping with this process, this Letter of Intent is submitted as the 1st step (Stage 1). The courses that will constitute the program are shown below according to their levels. Once the Stage 1 letter is approved, we will provide a more detailed description of where the courses will be fitted in – in the proposed Environmental Chemistry program. As well, we will provide more details of comparative data.

The program will be structured to include key courses at the levels illustrated below:

Level 1 Courses	
CHEM 1006 General Chemistry I	GEOG 1017 Introduction to Physical Geography
CHEM 1007 General Chemistry II	MATH 1036 Calculus I
ENSC 1005 An Introduction to Environmental Science	MATH 1037 Calculus II
BIOL 1006 Introduction to Molecular and Cell Biology	MATH 1046 Linear Algebra
BIOL 1007 Introduction to Organismal and Evolutionary Biology	PHYS 1006 General Physics I: Mechanics
GEOG 1007 Surficial Geology	

Level 2 Courses	
CHEM 2046 Environmental Analytical chemistry	BIOL 2127 Molecular and Cell Biology
CHEM 2106 Analytical Chemistry - Introduction	ENSC 2006 Topics in Environmental Science I
*CHEM 2206 Introduction to Biochemistry	ENSC 2007 Topics in Environmental Science II
CHEM 2306 Introduction to Organic chemistry I	GEOG 2106 Geomorphology
CHEM 2307 Introduction to Organic Chemistry II	GEOG 2107 Climatology
CHEM 2407 Inorganic Chemistry I	GEOG 2126 Physical Hydrology
CHEM 2--- Physical chemistry (NEW COURSE)	

Level 3 Courses	
CHEM 3017 Instrumental Analysis	BIOL 3126 Molecular Biology Techniques
CHEM 3026 Organic Structure Determination	BIOL 3397 Introductory Soil Science
BIOL 3306 Enzymology	GEOG 3096 Environmental Hydrology

Level 4 Courses	
*CHEM 4347 Chemistry in Life Sciences	#CHEM 4706 Literature Research and Seminar
CHEM 4--- Electroanalytical Chemistry (New course)	#CHEM 4886 Internship I
BIOL 4107 Limnology	#CHEM 4887 Internship II
BIOL 4357 Chemical ecology	#CHEM 4986 Directed studies
	#CHEM 4995 Thesis
<p><i>*These would be cross-coded from currently existing Biology courses. # Students taking these courses have always operated under the "BIOL" designation – no matter how "chemical" their interests and projects. In the future, students with a focus on chemistry could claim the "CHEM" designation.</i></p>	

In accordance with the university's expectation, breadth requirement courses will be included.

Similar programs

Similar programs are contained in the links below:

Ohio University: <https://www.ohio.edu/chemistry/undergraduate/environmental.php>.

Trent University:

http://www.trentu.ca/calendar/documents/TrentCalendar2015_onlineMAY.pdf

University of Toronto: <http://www.chem.utoronto.ca/undergrad/environmental.php>.

University of British Columbia (Okanagan campus):

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1256>.

Queen's University: <http://www.chem.queensu.ca/undergraduate/degree-programs>.

We are proposing a well-structured, balanced, and clear-cut program that will attract students who plan to find employment in business, government, or industry that requires application of skills to solving of the environment-related issues from a multidisciplinary perspective. It will also be attractive for those students who plan to continue their studies in graduate schools in programs related to chemistry.

Admission Main Requirements:

Grade 12 courses in chemistry, biology, math (and/or physics)

2. How does the proposed program fit with the university's vision, mission, and goals?

One of the NU's goal involves a strategic growth in the university. A Specialization in Environmental Chemistry has a very high potential of attracting a fresh crop of students to Nipissing University who may have not opted for NU. Such a move would also help to retain students who come to Nipissing University for 'Science' and then have to leave to pursue chemistry-related majors elsewhere. Additionally, the move carries a very high potential of attracting international students to NU. The Specialization in Environmental Chemistry is designed to provide a thorough grounding in fundamental principles of chemistry as well as

understanding of environmental issues and their scientific context. Graduates of the program will have experience with various scientific techniques, and will be prepared to handle challenging environmental problems from a multidisciplinary perspective.

3. How might the resources required be made available?

The program as proposed demonstrates a need for Physical Chemistry I (CHEM 2---) and Electroanalytical Chemistry (4---). Neither of these courses is being offered at the moment; however, a colleague in the Department of Math and Computer Sciences has agreed to offer the Physical Chemistry course. The Electroanalytical Chemistry course will be developed by one of our Chemistry professors and alternated with his Instrumental Analysis (CHEM 3017) course. Therefore, no new hires are required to offer this program. Somewhere down the line, assuming that this program demonstrates success and attracts the students that are anticipated, it would be beneficial to develop other courses to enrich the program.

4. Current and proposed faculty

As explained above in the section concerning resources, the program described can be presented based on courses that are already being offered, plus two new courses that can be cycled by existing NU faculty. At some point, assuming that the program is demonstrating success and growth, it would be beneficial to add an extra faculty member who can teach further aquatic-and-air chemistry-related courses. This would allow the program to be enriched in a very significant manner.

Note that “the chemistry specialists” of the Biology and Chemistry Department are Dr. Stephen Kariuki and Dr. Mukund Jha (Professors) as well as Dr. Joey Patapas (Lab Instructor and Lecturer) and Scott Kaufman (Lab Instructor). However, chemistry and biology are well integrated in our department. Chemistry-related courses such as “Biochemistry” and “Chemical Ecology” are taught by Professors whose main course-load consists of Biology courses. In short, the topic of chemistry is well supported and broadly taught by members of our department.

5. Current and proposed teaching and research resources

Current and Proposed Teaching Resources:

- 1) Note that investments have already been made in establishing and developing the teaching resources we use for our current courses. In order to make those investments “pay off” in terms of increased enrollments and lower costs per student, we need to attract larger numbers of students to chemistry. At the moment, chemistry can only be used to support other programs such as Biology by offering courses, and at most – a Minor in Chemistry. However – offering Chemistry Programs at Nipissing University (based on courses we already offer) would attract and retain students who are currently forced to go elsewhere to pursue chemistry.

- 2) When new students are attracted and the program grows as expected, extra lab space would be helpful. Fortunately, there is a lab (H207) adjacent to the Chemistry Storeroom (H206) and our Chemistry Teaching Lab (H205) that we have not exploited to any significant degree in the past because it was being used by large groups of Education students. With recent enrollment reductions in Education, the room has been vacant much more often. We could solve our future lab-space needs, and achieve certain efficiencies in offering our labs, by simply making greater use of that pre-existing lab.

Current and Proposed Research Resources:

Current Chemistry Professors already have their research labs. Since no new hires are required by the program described above, no new research labs are required. If enrollments greatly increase in the future, and we are in a position to consider hiring somebody to help cope with this success, we would seek a research lab at that point (but that would be a good problem to have, implying a healthy growing populace of chemistry students).

6. Library resources

No anticipated change since we are primarily repackaging courses that we already offer into the form of a program. Chemistry students will continue to use their textbooks, various online resources specific to chemistry, and the journals that are already provided by the Library.

7. Confirmed partnerships with other institutions, units

As per the design of the proposed program, it is anticipated that some courses will be offered by the Departments of Geography and of Math and Computer science. These departments have agreed to offer the geography/geology and math/physics courses as needed

8. Consultation with what other units?

We have consulted with the departments mentioned in Point 7 (who are the most likely units to be affected by this program) as well as with the Dean of Arts and Science.

PPC MOTION: 5

Stage Two: BA in Human Rights and State Violence***Mission Statement, Rationale and Fit***

The Human Rights and State Violence (HRSV) program is an interdisciplinary and multidisciplinary exploration of the political, economic, gendered, class, and racial structures of violence and forms of resistance through the mobilization, institutionalization, and protection of human rights. The program combines historical and contemporary examinations of mechanisms of violence and abuses of power, including exploitation and oppression, colonization and imperialism, revolution and insurgency, terrorism and state terror, war, genocide and mass atrocity. With historical and theoretical grounding in mechanisms of violence, students are equipped to analyze and engage justice and human-rights based responses, including resistance and activism, decolonization and healing, international intervention and humanitarianism, United Nations initiatives, as well as institutional and non-institutional forms of post-conflict peace, justice, reconciliation, and memorialization.

The HRSV program maximizes existing resources and expertise, representing tremendous efficiency of faculty and resources, and it allows for the packaging of existing courses into a new and exciting program that has practical import. Human rights is a growing, popular field of study. It has high attraction for students and a wide range of personal and professional opportunities and applications. Uniquely, the HRSV program centralizes the history of state violence as integral to understanding the evolution and practice of human rights. State violence is a permanent feature of the contemporary world and is therefore integral to virtually every area of modern scholarship regardless of national, geographical, or temporal context. There are no universities in Canada offering programs focused on state violence. Nipissing will be the only university in the north to offer a program in human rights and state violence, and it is this link that distinguishes the HRSV program regionally and nationally.

The proposed program fits with Faculty and University planning priorities including through its inter- and multi-disciplinary use of existing course offerings across multiple departments. It aims for teaching and learning excellence by challenging students to think about the myriad causes of violence, oppression, and human rights through diverse theoretical and analytical perspectives. The program offers both strong international content, including opportunities to study abroad, and significant regional relevance, including a curriculum stream that focuses on colonization, decolonization and Indigeneity across Canada and in the North. Moreover, given the breadth of human rights and state violence in people's everyday experience, the proposed program will attract new students to Nipissing University, including first generation students, who are exposed to these issues at the secondary level or in their own lives.

The external IQAP reviewers, Dr. Margaret Denike of Dalhousie University and Dr. Valerie Hébert of Lakehead University (Orillia), were very enthusiastic and supportive of the proposed program. This is reflected in their overall finding that **“the HRSV program would be an appropriate and valuable contribution to Nipissing, that it exceeds expectations with respect to its innovative and economic use of available resources in the delivery of a well supported and well designed program that will be compelling to both new and existing students, and which will mutually support and complement existing programs, while expanding and enhancing learning opportunities for students”** (p. 2).

1. Detailed Program Outcomes

The learning objectives of the proposed B.A. program in Human Rights and State Violence are:

- a) To identify and explain historical struggles for human rights in national, international, and comparative contexts;
- b) To identify, explain, and apply major theories regarding the basis of human rights and rights-bearing persons, inclusive of ethical, political, and legal theories of rights;
- c) To identify and critically evaluate ethical arguments, and to produce ethical arguments of their own;
- d) To explain and analyze the interlocking systems of oppression—colonization, gender, race, class, sexuality, etc.—underlying war and conflict, structural and acute violence, in both “public” and “private” contexts;
- e) To critically and historically analyze how and under what historical circumstances modern nations engage in and apply coercive power;
- f) To identify and assess the functioning of human rights laws, institutions, and politics, in local and global contexts, including through feminist, critical race, postcolonial, and other critical perspectives; and
- g) To identify and critically evaluate historical and contemporary responses to human rights violations, such as, revolution, resistance, and activism; decolonization; humanitarianism and intervention; justice, healing, and reconciliation.

2. Student Outcomes and Their Relevance

2a) Learning Outcomes:

As seen in the learning objectives above, students will develop *critical thinking skills* through engagement with diverse theoretical and analytical perspectives on human rights and state violence. *Communication skills* will be developed through written and oral assignments, and also through opportunities such as community-service learning, honours seminar presentations, community outreach, and social and research events. The multi- and inter-disciplinary nature of the program provides students with *breadth of knowledge* across intersecting fields of study in the area of state violence and human rights. Moreover, multidisciplinary and interdisciplinarity challenge students to recognize the complex nature of social problems and the need for multifaceted analyses and responses. At the same time, *depth of knowledge* is afforded through students' ability to focus on one or more of the four thematic clusters organizing the curriculum.

2b) Graduates' Outcomes:

The HRSV program prepares graduates for professional engagement in a number of areas including law, conflict resolution and mediation, teaching, public service, policy analysis, advocacy, activism, journalism, politics, international development, humanitarian or refugee work, foreign service, and national and transnational government agencies, as well as the military and law enforcement.

There are also countless graduate programs in human rights or related fields, including disability studies, peace and conflict studies, transitional justice, and sexuality studies. Graduate students may also pursue human rights and state violence specializations within traditional disciplines such as history and political science.

2c) Other Outcomes:

The program rests on the imperative that learning from the past and the present will encourage students to become *active global citizens* capable of identifying and redressing human rights violations locally, nationally, and internationally. Community-service learning, field trip and study abroad options, as well as social and research events, also aim to foster a lifelong commitment to and participation in collaboration, dialogue, activism, and engagement at local, national and/or international levels. Such commitment also depends upon the development of *team-building* and *leadership skills*. This will occur in particular through core courses and social and research events, which are designed to strengthen program cohesion, cohort identity, and active, informed citizenship.

3. Admission Requirements: There are no special requirements.

4. Degree Structure:

Human Rights and State Violence can be pursued as:

- *Honours Bachelor Degree** (120 credits)

* Average requirements as per the Common Degree Framework apply

- *Honours Specialization Major* (60 credits) with 6 credits at the 4000 level
- *Honours Double Major* (36 credits in each major) with 3 credits at the 4000 level in each major in addition to the 36 credits
- *Bachelor Degree** (120 credits)
 - *Specialization* (54 credits)
 - *Double Major* (36 credits in each major)
 - *Major* (36 credits)
- *Minor* (18 credits)

The HRSV program offers approximately 100 courses (roughly 300 credits) in total with an estimated 160 credits offered each year. The key departments involved in the planning and offering of the program are Gender Equality and Social Justice, History, Political Science, and Social Welfare and Social Development. The program also includes course offerings in Anthropology, Biology, Business, Classics, Criminal Justice, Economics, English, Geography, Native Studies, Philosophy, and Religions and Cultures. See Appendix B for a listing of courses by contributing department and Appendix C for all course descriptions.

4a) Program and Courses

Core Degree Courses

The program has 5 required core courses (18 credits). These five courses comprise the pedagogical foundations of the study of human rights and state violence, and they draw from the four main contributing departments. This number of courses also ensures that HRSV students gain a sense of cohort and community with one another and the contributing departments.

HIST 100X - Human Rights and State Violence (3 cr.)

GEND 2187 - International Human Rights (3 cr.)

POLI 2406 - Great Political Questions II (3 cr.)

SWLF 3006 - Social and Economic Justice (3 cr.)

HRSV 4XXX - Honours Seminar in Human Rights and State Violence (6 cr.)*

Optional courses

HRSV 3XXX - Special Topics in Human Rights and State Violence (3 cr.)

HRSV 4XXX - Directed Readings in Human Rights and State Violence (3 cr.)

Optional CSL courses:

SWLF 2995 - Community Service Learning for Social Development (6 cr.)

GEND 2176 – Social Justice in Practice (Practicum) (6 cr.)

UNIV 3006 - Experiential Learning for Arts and Science Students (3 cr.)

Group 1: War, Atrocity, and Conflict

1. CLAS 2406 - War and Society in Ancient Greece

* In some years, we may also cross-list existing honours seminars in contributing departments.

2. CLAS 2407 - War and Society in Ancient Rome
3. GEND 2226 - Case Studies in Persecution and Violent Conflict
4. GEND 2277 - Genocide and Mass Violence in Rwanda
5. GEND 3227 - Justice After Atrocity
6. HIST 1006 - Introduction to Historical Studies
7. HIST 1007 - The Second World War
8. HIST 1016 - Introduction to Historical Studies
9. HIST 1017 - Introduction to Historical Studies
10. HIST 1206 - Introduction to the History of Genocide
11. HIST 3416 - War and Peace: The Making of the International System from 1648-1919
12. HIST 3417 - War and Peace in the Twentieth Century
13. HIST 3626 - Interwar Europe: Fascism and the Radical Right 1918-1945
14. HIST 3705 -The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews
15. HIST 2137 - Global Cold War
16. HIST 3126 - Hot Wars in the Cold War
17. HIST 3127 - Insurgency & Terrorism
18. HIST 2226 - The Making of Modern Europe: From Revolution to Total War, 1789-1914
19. HIST 2227- The Making of Modern Europe: From Total War to Revolution, 1914-1991
20. POLI 2307 - The Cold War & After
21. RLCT 2056 - Religion and Violence

Group 2: Law, Politics, and Institutions

1. CRJS 1206 - An Introduction to Canadian Law
2. CRJS 3086 - Law and Society
3. GEND 2146 - Law, Power and Justice
4. GEND 2147 - Bodies, Borders and Belonging
5. GEND 2157 - Case Studies in Gender and the Law
6. GEND 2506 - Global Gender Issues
7. GEND 3057 - Selected Topics in Human Rights And Social Justice
8. GEND 3127 - Gender, Globalization and Human Rights
9. GEND 3207 - The United Nations and the Responsibility to Protect
10. GEND 3407 - Gender and Global Politics
11. HIST 1405 - Power and Resistance in Canada's Past
12. HIST 3286 - Taking Liberties: Human Rights in Canadian History
13. ORGS 3007 - Strategic Corporate Social Responsibility
14. POLI 1006 - Politics, Power and the Common Good
15. POLI 2106 - Great Political Questions I
16. POLI 2207 - Democracy and Development
17. POLI 2306 - The Origins of International Relations
18. POLI 3206 - Conflict and Unity: Political Culture in the 21st Century
19. RLCT/POLI 3506 - Religion and Politics

Group 3: Diversity and Social Change

1. BIOL 3557 - Genetics and Society
2. ECON 3067 - Problems and Policies of Economic Development
3. GEND 3036 - Global Social Movements
4. GEND 3067 - HIV/Aids Health and Social Change
5. GEOG 3217 - Political Geography and Development

6. GEOG 3356 - Introduction to International Development
7. HIST 4335 - Sex and Violence in Early America
8. HIST 1XXX - The Roots of Globalization
9. PHIL 2706 - Ethical Theory: Moral and Ethical Perspectives
10. PHIL 2717 - Environmental Ethics
11. PHIL 2716 - Bioethics
12. POLI 3116 - How Political Ideas Changed the World
13. RLCT XXXX - Religion and Human Rights (to be created)
14. RLCT 2057 - Peace and Non-Violence
15. SWLF 1006 - Introduction to Social Welfare and Social Development
16. SWLF 2007 - Poverty and Social Policy in Canada
17. SWLF 3007 - History of Social Welfare
18. SWLF 3506 - Social Change for Social Justice
19. SWLF 3706 - Crime, Wealth and Poverty
20. SWLF 3806 - Family Violence
21. SWLF 3807 - Social and Political Violence

Group 4: Colonization, Slavery, and Race

1. ANTR 3006 - Anthropology of Development in the Canadian North
2. ANTR 3027 - Anthropology, Aboriginal Peoples, and The Law
3. CLAS 3207 - Slavery in the Roman World
4. CLAS 3066 - Race and Racism and Ethnic Identity in Ancient Rome
5. CRJS 3416 - Aboriginal Legal Studies
6. ENGL 3146 - Postcolonial Literatures
7. ENGL 2057 - World Drama
8. ENGL 3276 - Native Literatures of North America
9. ENGL 3277 - Topics in the Native Literatures of North America
10. GEND 2066 - Race, Colonization and Indigeneity
11. GEND 3066 - Invasion and Resistance
12. HIST 10XX - Introduction to Genocide
13. HIST 2517 - Race and Racism in America
14. HIST 3567 - Slavery and the American Civil War
15. HIST 3346 - First Nations in Historical Perspective
16. NATI 1005 - Madjitang, in the Beginning...An Intro. to Native Studies
17. NATI 2905 - Native Philosophy
18. NATI 3406/SWLF 3406 - Colonialism in First Nations Communities
19. NATI 3407 - Social Development in First Nations' Communities

The courses below can also be credited toward Human Rights and State Violence:

- SWLF 2995 - Community Service Learning for Social Development (6 cr.)
 GEND 2176 - Social Justice in Practice (6 cr.)
 HRSV 3XXX - Special Topics in Human Rights and State Violence (3 cr.)
 HRSV 4XXX - Directed Readings in Human Rights and State Violence (3 cr.)
 HIST 4605 - War and Society in the twentieth century

HIST 4665 - Twentieth Century International History to 1953
 HIST 4675 - International History of the Cold War
 HIST 4805 - War and Genocide in the Twentieth Century
 HIST 4815 - The Third Reich
 HIST 4XXX - War Crimes Tribunals
 GEOG 4227 - Social and Cultural Geography
 GEOG 4026 - Political Ecology
 GEOG 4777 - Water Governance

Other courses may be credited toward the HRSV degree upon approval from the program coordinator.

Honours Specialization in Human Rights and State Violence

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

HIST 100X	Human Rights and State Violence	3 cr.
GEND 2187	International Human Rights	3 cr.
POLI 2107	Great Political Questions II	3 cr.
SWLF 3006	Social and Economic Justice	3 cr.
HRSV 4000	Honours Seminar in Human Rights and State Violence	6 cr.
Groups 1-4		24 cr.
Groups 1-4 or other HRSV or cross-listed courses		18 cr.

Specialization in Human Rights and State Violence

Students must complete 120 credits including 54 credits in the Specialization as follows:

HIST 100X	Human Rights and State Violence	3 cr.
GEND 2187	International Human Rights	3 cr.
POLI 2107	Great Political Questions II	3 cr.
SWLF 3006	Social and Economic Justice	3 cr.
Groups 1-4		24 cr.
Groups 1-4 or other HRSV or cross-listed courses		18 cr.

Major in Human Rights and State Violence

Students must complete 36 credits in the Major as follows:

HIST 100X	Human Rights and State Violence	3 cr.
GEND 2187	International Human Rights	3 cr.
POLI 2107	Great Political Questions II	3 cr.
SWLF 3006	Social and Economic Justice	3 cr.
Groups 1-4 or other HRSV or cross-listed courses		24 cr.

Minor in Human Rights and State Violence

Students must complete 18 credits in the minor as follows:

HIST 100X	Human Rights and State Violence	3 cr.
GEND 2187	International Human Rights	3 cr.
POLI 2107	Great Political Questions II	3 cr.
Groups 1-4 or other HRSV or cross-listed courses		9 cr.

4c) Program Quality and Coherence

The structure of the Bachelor of Arts degree in Human Rights and State Violence is designed to meet Nipissing University Degree Level Expectations as outlined in Appendix A of the NU-IQAP policy document. *Depth of knowledge* is developed in the foundational required courses, while *breadth of knowledge* is facilitated through the broad choice across disciplines and curriculum groups. While students will gain *knowledge of different methodologies* from contributing disciplines, the program is united by a common commitment to critical thinking and evidence-based, theoretically informed, ethical problem-solving. Students' ability to *apply knowledge* and to *communicate findings* is a consistent objective across the Arts, and it will be honed and developed especially in the core courses. The multi- and inter-disciplinary approach of the HRSV program is especially conducive to *awareness of the limits of knowledge* because students are taught that social and historical problems cannot be analyzed or tackled from a single perspective. *Autonomy*

and professional capacity are developed through the program's commitment to active and informed citizenship, through community-service learning, and through curriculum programming in general.

Given the broad assortment of HRSV courses, every effort will be made to ensure that students' intellectual and collegial experience remains centered on core principles, teachings, and experiences. This is a challenge in any inter- or multi-disciplinary program, and meeting it requires ongoing creativity, resourcefulness and innovation. Having 5 required courses for Honours (and 4 for all else) serves to ensure a common cohort experience as well as foundational knowledge in the field of human rights and state violence. The curriculum is also organized into four groups in order to provide structure and commonality across the diverse offerings. Due to anticipated scheduling difficulties, there is no requirement that students take a minimum amount of credits in each group.

Program quality and coherence will be monitored and ensured through the allocation of a contributing faculty member to coordinate the program and the establishment of a program steering committee comprised of members from contributing departments. These administrative measures enable: (1) ongoing evaluation of the program, including ensuring that contributing courses maintain sufficient HRSV content; (2) continuing curriculum development, including team teaching and other potential teaching and learning and research collaborations; and (3) the organization of research, outreach and social events.

4d) Total number of new courses required:

6 credits of HRSV required courses must be developed and offered (the honours seminar). We will also create HRSV 4XXX Directed Readings, HRSV 3XXX Selected Topics in Human Rights and State Violence. Contributing departments are also planning at least 21 credits in elective courses.

5. Other Requirements: None.

6. Method of delivery: The proposed program will involve traditional classroom (lecture, seminar, tutorial) delivery as well as opportunities for community-service learning and study abroad.

7. In case of graduate program indicate whether research based: N/A

8. Human and Resource Implications

Use of Existing Sources:

8a) Academic Staff

Sociology and Anthropology:

- Dr. Carly Dokis (Assistant Professor)

English Studies:

- Dr. Laurie Kruk (Associate Professor)
- Dr. Kristin Lucas (Assistant Professor)
- Dr. Gyllian Phillips (Associate Professor)

Geography:

- Dr. James Abbott (Assistant Professor)
- Dr. Kirsten Greer (Assistant Professor; cross-appointed History)
- Dr. Dan Walters (Associate Professor)

Gender Equality and Social Justice:

- Dr. Rosemary Nagy (Associate Professor)
- Dr. Wendy Peters (Assistant Professor)
- Dr. Sal Renshaw (Associate Professor)
- Dr. Leslie Thielen-Wilson (LTA)

History:

- Dr. Stephen Connor (LTA)
- Dr. Mark Crane (CASBU)
- Dr. Hilary Earl (Associate Professor)
- Dr. Kirsten Greer (Assistant Professor; cross-appointed Geography)
- Dr. Gordon Morrell (Associate Professor)
- Dr. Katrina Srigley (Associate Professor)

Native Studies:

- Prof. Terry Dokis (Assistant Professor)

Philosophy:

- Dr. David Borman (Assistant Professor)

Political Science:

- Dr. Toivo Koivukoski (Associate Professor)
- Dr. David Tabachnick (Professor)
- Dr. Herminio Teixeira (sabbatical replacement)

Religions and Cultures:

- Dr. Nathan Colborne (Assistant Professor)
- Dr. Susan Srigley (Associate Professor)

Social Welfare and Social Development:

- Dr. Lanyan Chen (Associate Professor)
- Dr. Manuel Litalien (Assistant Professor)
- Dr. Larry Patriquin (Professor)

8b) Steering Committee: A Steering Committee will be comprised of one person from each of the core contributing departments (English, Gender Equality and Social Justice, History, Political Science, and Social Welfare and Social Development). The program coordinator will convene meetings and the Steering Committee will assume responsibility for curriculum planning, development, extracurricular activities, and recommendations of staffing to the Dean.

8c) Library: Students will use existing library services to access books, e-journals and inter-library loans. For additional library resources required, see 8h below. See the full library report in Appendix A.

8d) Space: Existing space is adequate.

8e) Equipment: N/A

8f) Other: Support will be required from the Advancement Office to develop marketing materials (e.g., pamphlets, posters, videos) to assist with promotion of the Human Rights and State Violence program and student recruitment.

Additional Sources Required during the First Five Years

8g) Faculty needed to meet objectives of the program: The program can be offered with existing faculty.

8h) Library resources needed: The library currently has a number of existing databases and books that would support the program. The library also recommends the purchase of additional books and e-resources such as Canadian Human Rights Reporter, PAIS, Peace Research Abstracts, Alternative Press Index and Keesing's World News Archive. Please see Appendix A for further details.

8i) Other: Marketing, promotion, and recruitment support needed on an ongoing basis.

9. Impacts on other programs due to the use of resources for this program: Any investment in Human Rights and State Violence will also be an investment in the contributing programs. Any new faculty position will serve “double duty” (if not triple duty) depending on the teaching portfolio of the hire and how that person’s courses would be cross-listed. It would also permit further curriculum programming and reduce the burden on contributing departments who have existing commitments to their own programs. Similarly, additional library resources will serve double if not triple duty due to the interdisciplinary and cross-disciplinary nature of the program.

10. Estimate of resource needs beyond the first five years: There are no other anticipated additional resources needed beyond the first five years with the exception of ongoing library resource requirements.

11. Proposed Cost Recovery Strategy: Please see financials below.

12. Expectations in Terms of Additional Capital or Operating Funding: A number of contributing faculty hold or will seek external and internal research grants and a component of this funding will go toward the training of highly qualified personnel. Current available grant funds are approximately \$8000.

13. Relationship to Other Programs and Institutions (service courses, partners): Contributing departments have agreed to cross-list relevant courses with the HRSV program and to help staff the steering committee.

14. Relationship to Existing Programs in the Faculty (synergies):

The HRSV program lends itself very well to double majors, particularly with, but not limited to, the main contributing departments. The program also envisions the possibility of collaborative teaching amongst contributing faculty in order to develop further dialogue, interdisciplinarity, and program cohesion. Contributing faculty also have overlapping research interests, particularly in the areas of *Colonization, Slavery, and Race* and *War, Atrocity, and Conflict*.

15. Relationship to Other programs in other faculties, opportunities for collaboration, transformation and leveraging resources:

By using existing courses for the bulk of the HRSV curriculum, the program strengthens and maximizes current faculty resources and expertise.

As noted in 14 above, there are opportunities for collaborative teaching and research amongst contributing departments. The HRSV program will also provide relevant curriculum for the proposed Bachelor of Social Work (BSW) program.

16. Comparative programs elsewhere:

While Nipissing's proposed program would be one of four in Ontario, it is the only one located in the near north. The University of Ottawa program specializes in conflict resolution and peace processes, and the York program focuses on diversity and equity. In comparison, the HRSV curriculum speaks to a broad range of human rights issues (like the Carleton and Laurier programs) while also providing a unique niche focus on state violence.

Institution	Program Name	Key features
Wilfrid Laurier (Brantford)	Human Rights and Human Diversity	<ul style="list-style-type: none"> • BA Honours, combined honours, BA general • 8 required courses

		<ul style="list-style-type: none"> • 2 streams over a broad range of topics • No Practicum option • Closest comparator to Nipissing U in terms of university size
Carleton University	Human Rights	<ul style="list-style-type: none"> • BA Honours, major • 5 required courses • 5 streams over a broad range of topics • Practicum option • Biggest program with 315 majors
University of Ottawa	Conflict Studies and Human Rights	<ul style="list-style-type: none"> • BSocSc Honours • Fairly open-ended requirements; no streams • Heavy focus on international affairs, conflict resolution and peace processes • Practicum option • French immersion stream
York University	Human Rights and Equity Studies	<ul style="list-style-type: none"> • BA Specialized Honours, Honours, Major • 4 required courses (5 for honours) • No streams • Broad range of courses but overall focus is on diversity and equity
University of Winnipeg	Human Rights and Global Studies	<ul style="list-style-type: none"> • BA 3 and 4 year, minor • 9 required courses • No streams; credit requirements in “area” courses and “cognate” courses (research methods, applied skills and ethics) • Broad range of topics; some focus on Canada
St. Thomas University	Human Rights	<ul style="list-style-type: none"> • BA major • 7 required courses • 5 streams over broad range; some focus on Canada

17. Collaboration potential with other institutions/community colleges: N/A.

18. Evidence of consultation with other departments: The HRSV program obtained support and approval from contributing departments and faculties during Stage One of the proposal process. The proposal committee is comprised of faculty from English, Gender Equality and Social Justice, History, Political Science, and Social Welfare and Social Development.

19. Evidence of Student Demand

Since the end of the Cold War, the global expansion of the human rights as a tool of naming and redressing state violence is evidenced in the proliferation of international human rights instruments and international human rights non-governmental organizations, the use of human rights as a tool of foreign policy and as the language of resistance and struggle. In turn, human rights as an interdisciplinary field of study has also grown intensely. Students encounter the language of human rights in their daily existence, whether as a response to contemporary issues such as anti-gay bullying or war crimes in Syria or in honour of leaders like Nelson Mandela, Martin Luther King, and Malala Yousafzai.

Human rights and state violence are meaningful in students' lives and therefore attractive as a field of study with multiple career paths. We see this in Canada and internationally with the growth of human rights programs, as well as the growth of human rights journals and research centers. At Nipissing University, existing human rights and state-violence-themed courses are already quite popular, particularly in the Department of History, which has the largest number of students out of the main contributing departments—students who may enter the HRSV program as a double major. We also expect to attract new students to the program because this is the only program in the country focusing on state violence, and the only program the region offering a human rights degree.

20. Priority within University's program structure and development. Relationship to Faculty plans and objectives:

The proposed program fits with overall university and faculty objectives because it will strengthen interdisciplinarity, an approach that has been successfully demonstrated with the new interdisciplinary courses *Water, Sloth* and *Dirt* (the latter was featured on the cover of *University Affairs*). As a flagship program, Human Rights and State Violence will help to grow the university's student base, and enhance existing programs through innovative curriculum delivery and research collaboration amongst members of contributing departments. The program will develop the university's commitment to Aboriginal and first-generation learners through relevant and appealing course offerings that lead to a variety of career paths. The program proposal has the strong support of the Faculties of Arts and Science, and Applied and Professional Studies.

21. Anticipated Enrolment

Given the existing popularity of the human rights and state violence-themed courses at Nipissing University, we anticipate recruitment, including through double majoring in the HRSV program, and external recruitment once the program establishes itself. The most comparable program in the province, at Wilfrid Laurier (Brantford), has 64 single honours students with a cohort of roughly 20 students per year. They run three sections of Intro every year with one hundred students per section. There are 50 majors at Winnipeg, 40 majors at St. Thomas, and 315 majors at Carleton. Judging by these comparator numbers, as well the number of majors in Nipissing University's core contributing programs, (GESJ 27; SWSD 56; History 191; POLI 31), the program is anticipated to grow from 15 majors/honours students per year in Year 1 to 25 per year in Year 5.

The long-term sustainability of the program is guaranteed both in the general growing popularity of human rights as a field of study and in the ways in which the program lends itself well to double-majoring.

22. Enrollment Limits or Expected Maximum and Limiting Factors: There are no anticipated limiting factors.

23. Source of students: Recruitment is anticipated from existing students who will choose to double-major in HRSV and new students who will come to Nipissing University for the program.

25. Geographic distribution of proposed annual student intake

Student intake will follow the standard geographic distribution of Nipissing University, although we hope the program will attract additional international students.

26. Consultation with employers and/or professional organizations and research as to the current and anticipated job market and employment potential;

Human Rights and State Violence is an interdisciplinary Bachelor of Arts degree. Unlike a degree in, say, Nursing, it is impossible to determine with any degree of precision "the current and anticipated job market" for HRSV majors. We expect our graduates to find employment in a number of different areas in the public and non-profit sectors and, to a lesser extent, the private sector. Typical areas of work have been identified in Section 2(b).

FINANCIAL OVERVIEW

Business Plan for HRSV, Modest Growth Model

	Year 1 Hours	Year 1 Weeks	Year 1 Terms	Year 1 per IU	Year 2 Hours	Year 2 Weeks	Year 2 Terms	Year 2 per IU	Year 3 Hours	Year 3 Weeks	Year 3 Terms	Year 3 per IU	Year 4 Hours	Year 4 Weeks	Year 4 Terms	Year 4 per IU	Year 5 Hours	Year 5 Weeks	Year 5 Terms	
Program Enrollment																				
New Enrollment																				
Continuing Enrollment																				
Total Enrollment																				

Revenue	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total
Tuition	5878	15	88,170	6054	31	187,685	6236	48	299,327	6423	67	430,344	6616	86	568,954
Tuition -Returning Students						0			0			0			0
Other Fees															
Co-op fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donation/endowments															
Govt operating grant (\$*BIU) 1 BIU	5300	15	79,500	5300	38	198,750	5300	62	328,600	5300	89	471,700	5300	117	617,450
Less Formula Fees	2386	15	(35,790)	2386	31	(73,966)	2386	48	(114,528)	2386	67	(159,862)	2386	86	(205,196)
Other revenues															
Total Revenues			131,880			312,469			513,399			742,182			981,208

Expenses															
<i>Salaries for new faculty & staff</i>															
Faculty Mid Range for Assoc Prof	0.6	110,000	66,000	0.8	115,500	92,400	1.2	121,275	145,530	1.4	127,339	178,274	2.0	133,706	267,411
Faculty Supervision Thesis/MRP	0	10,000	0	0	11,000	0	0	11,550	0	0	12,128	0	0	12,734	0
PD (for instructors)	1900	0.6	1,140	1900	0.8	1,520	1900	1.2	2,280	1900	1.4	2,660	1900	2.0	3,800
Seminar tutorial leaders (CASBU)	1	5,000	5,000	1	5,250	5,250	1	5,512	5,512	1	5,788	5,788	1	6,077	6,077
Student research assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Curriculum development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benefits			14,520			20,328			32,017			39,220			58,831
Total Salary Expense			86,660			119,498			185,339			225,943			336,119

Other Expenses															
Materials and supplies			500			520			541			562			585
Faculty Office			1,500			1,500			3,000			3,000			3,000
Capital equipment															
Library resources			15,000			2,000			2,060			2,122			2,185
Research support (start up grants)			0			0			0			0			0
Information technology															
Printing			1,000			1,040			1,082			1,125			1,170
Advertising, marketing and promotion			1,000			1,040			1,082			1,125			1,170
Travel			0			0			0			0			0
Recruiting costs			2,500			0			2,500			0			0
Grad Financial Support - RA			0			0			0			0			0
Grad Financial Support - TA															
Student Access Guarantee			6,172			13,138			20,953			30,124			39,827
Professional Fees - Accreditation			0			0			0			0			0
Other admin costs															
Total other expenses			27,672			19,238			31,217			38,058			47,937

Total Expenses			114,332			138,736			216,556			264,001			384,056
Contribution Before Overhead			17,548			173,733			296,843			478,182			597,152
Admin Overhead			45,733			55,494			86,622			105,600			153,622
Surplus/ (Deficit)			(28,185)			118,238			210,220			372,581			443,529

FINANCIAL OVERVIEW cont.**Input Factors**

Benefits as a percentage of salary	22%
Tuition increase - First Year	3%
Tuition Increase - Second Year	3%
Factor new student enrollment	100%
Average change faculty salary/ben	5%
Admin overhead	40%
Ratio scholarship	10%
Rate of annual fee increase	3%
Student Access Guarantee	7.00%

FINANCIAL DETAILS (TO BE REVISED)

ENROLLMENT AND TUITION REVENUE

1. **Proposed tuition fees in the initial year of program operation:** Tuition will be set at the standard rates for BA students at Nipissing University.

2. **Describe the basis for the enrollment estimates, including attrition assumptions. Indicate if students are enrolled in two or three semesters per academic year.**

Enrollment estimates are projections from the Office of Institutional Planning. See also the rationale in 21 above. Students will enroll in two semesters per year, with spring/summer courses being optional.

	Year 1	Year 2	Year 3	Year 4	Year 5
Program Enrollment					
New Enrollment	15	18	20	23	25
Continuing Enrollment		13	28	44	61
Total Enrollment	15	31	48	67	86

3. Estimated annual tuition revenue and non-tuition (BIU) operating funding:

	Year 1			Year 2			Year 3			Year 4			Year 5		
Revenue	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total	Rate	# students	Total
Tuition	5878	15	88,170	6054	31	187,685	6236	48	299,327	6423	67	430,344	6616	86	568,954
Tuition - Returning Students						0			0			0			0
Other Fees															
Co-op fees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donation/ Endowments			0			0			0			0			0
Govt operating grant (\$*BIU) 1 BIU	5300	15	79,500	5300	38	198,750	5300	62	328,600	5300	89	471,700	5300	117	617,450
Less Formula Fees	2386	15	(35,790)	2386	31	(73,966)	2386	48	(114,528)	2386	67	(159,862)	2386	86	(205,196)
Total Revenues			131,880			312,469			513,399			742,182			981,208

4. Other compulsory tuition-related student fees proposed. Rationale for the fee and its level: None

5. Ancillary Student Fees: Ancillary fees set at standard rates for BA students at Nipissing University.

6. Capital funding (including equipment): Not applicable

7. Student support funding estimates (Scholarships, bursaries, support from research operating grants, etc.)

HRSV students will be eligible for the same general scholarships and bursaries as other Nipissing University students. Funds from research grants to hire student research assistants are currently at \$8000 and will extend into 2019 (Year 3 or 4) of the program.

INCREMENTAL COSTS

Salaries for New Academic Faculty and Staff

Total Salaries and Benefits (Benefit percentage TBD each year per VPFA)

	Year 1			Year 2			Year 3			Year 4			Year 5		
Expenses															
<i>Salaries for new faculty & staff</i>															
Faculty Mid Range for Assoc Prof	0.6	110,000	66,000	0.8	110,000	88,000	1.2	110,000	132,000	1.4	110,000	154,000	2.0	110,000	220,000
Faculty Supervision Thesis/MRP	0	10,000	0	0	11,000	0	0	11,000	0	0	11,000	0	0	11,000	0
PD (for instructors)	1900	0.6	1,140	1900	0.8	1,520	1900	1.2	2,280	1900	1.4	2,660	1900	2.0	3,800
Seminar tutorial leaders (CASBU)	1	5,000	5,000	1	5,250	5,250	1	5,512	5,512	1	5,788	5,788	1	6,077	6,077
Student research assistants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Curriculum development	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benefits			0			0			0			0			0
Total Salary Expense			72,140			94,770			139,792			162,448			229,877

Incremental Non-Salary Operation Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Other Expenses					
Materials and supplies	500	520	541	562	585
Faculty Office	1,500	1,500	3,000	3,000	3,000
Capital equipment					
Library resources	15,000	2,000	2,000	2,000	2,000
Research support (start up grants)	0	0	0	0	0
Information technology					
Printing	1,000	1,040	1,082	1,125	1,170
Advertising, marketing and promotion	1,000	1,040	1,082	1,125	1,170
Travel	0	0	0	0	
Recruiting costs	2,500	0	2,500	0	
Grad Financial Support - RA	0	0	0	0	0
Grad Financial Support - TA					
Student Access Guarantee	0	0	0	0	0
Professional Fees - Accreditation	0	0	0	0	0
Other admin costs					
Total other expenses	10,204	0	0	0	0

IMPACT OF WORKLOAD AND ASSIGNMENTS ON CURRENT FACULTY AND STAFF

Impact on University Services

1. Library acquisitions costs: See Appendix A

Start-up: \$15,000
Annual recurring: \$2,000

2. Computing (description of current computing facilities that will be available to faculty and students): HRSV students will use existing computing facilities.

3. (a) Expenditures for additional university computing facilities: None

(b) Special demands on other university services (registrar, audio-visual, video-conferencing, personnel, communications, marketing/public relations, technical, legal services)

Service Unit	Impact	Name of Person Consulted
Registrar	none	Andrea Robinson
Audio-Visual	none	Jamie Graham
Personnel	none	Jamie Graham
Communications	none	Jamie Graham
Marketing/Public Relations/Recruitment Materials	\$2500 in Years 1 and 3	Jamie Graham
Technical	none	Jamie Graham
Legal	none	Jamie Graham
Other: specify	none	

(c) Space Requirements

Space	Requirements	Estimated Costs				
		Year 1	Year 2	Year 3	Year 4	Year 5
Classrooms (new and modifications)	office for new faculty	\$1,500	\$1,500	\$3,000	\$3,000	\$3,000
Offices (new and modifications)						
Student Space (lounge, study areas)						
Laboratories						
Other: specify						
Total:		\$1,500	\$1,500	\$3,000	\$3,000	\$3,000

(d) Special insurance or risk exposure implications: None.

(e) Summary of Revenues and Costs

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Tuition and BIU Revenues	131,880	312,469	513,399	742,182	981,208
Total Salary Expense	86,660	119,498	185,339	225,943	336,119
Total Other Expenses	27,672	19,238	31,217	38,058	47,937
Total Expenses	114,332	138,736	216,556	264,001	384,056
Contribution Before Overhead	17,548	173,733	296,843	478,182	597,152
Admin Overhead	45,733	55,494	86,622	105,600	153,622
Surplus/ (Deficit)	(28,185)	118,238	210,220	372,581	443,529

Appendix A: Library Evaluation for Program Proposal

Program: Human Rights and State Violence
Department: Gender Equality and Social Justice
Faculty: Arts & Science
Institution: Nipissing University
Librarian: Heather Saunders
Date: August 25, 2014

Introduction

The Library is a shared service between Canadore College and Nipissing University and serves a total of seven campuses. Most of the collection and staff are housed in the Harris Learning Library located at the North Bay College Drive Campus. There is a branch at Canadore's Commerce Court Campus and also collections in three partner public libraries: the Brantford Public Library, the Bracebridge Public Library, and the Parry Sound Public Library. Additionally, there is a strong partnership with the local public libraries via PALS (Public and Academic Libraries Sharing) program that allows for reciprocal borrowing.

The library website can be accessed at <http://www.eclibrary.ca/library/>

Section 1: Services & Spaces

The Harris Learning Library opened in the summer of 2011. Its popular spaces include bookable group study rooms, a silent study area, and adaptive technology rooms for learners with special needs.

The library provides wireless access, as well as computers for student use, including 54 desktops and 18 laptops that can be borrowed for in-library use.

The e-Resources and catalogue are accessible through the library website on- and off-campus, 24 hours a day, 7 days a week, so that students, faculty, and others are able to perform research outside of library hours.

Students and faculty can also request items through interlibrary loan. There is no direct charge to users for this service, as the library subsidizes it.

Section 2: Information Literacy Instruction

The Info Desk is staffed during the library's hours of operation, providing reference service in person and via phone and email. Distance students have access to a toll-free line. Personal research appointments are available, allowing students, faculty, or staff to book one-on-one time with a member of the Info Desk staff. Chat reference will be implemented in January 2014.

There is a strong information literacy program in place, with Info Desk staff providing instruction and support to enable faculty to incorporate information literacy into the curriculum. Faculty from many of the contributing programs have working relationships with Info Desk staff through ongoing instruction. For example, in the 2013-14 academic year, library staff conducted 16 history classes and 19 geography classes. Information literacy sessions are available for upper year classes and may include in-depth coverage of specialized databases, advanced searching techniques, and tools such as citation management software.

Section 3: Collections

Overview

The library is a member of several consortia and through these academic partnerships, provides access to more content than would be possible without group purchasing.

Nationally, the library is a member of CRKN (Canadian Research Knowledge Network), which invests in large-scale content acquisition to support research and development in Canada's universities.

The library is active in Ontario's university consortium, the Ontario Council of University Libraries (OCUL). OCUL negotiates database purchases such as Sociological Abstracts for all Ontario universities; manages interlibrary loans through RACER (Rapid Access to Collections by Electronic Requesting); provides the SFX citation linker service, branded "Get it!"; and provides access to data through Odesi and Scholars Geportal, and the web-based bibliographic citation manager RefWorks/RefShare. Additionally, through the Scholars Portal initiative, the content of many databases is centrally loaded in Ontario, ensuring long-term access.

The library is also a member of Ontario's college consortium, Ontario College Library Service (OCLS), which makes consortial purchases of databases.

Many databases acquired through consortial purchasing are generic but contain academic journals relevant to studies in human rights and violence. For example, top ranking journals in terms of Eigenfactor, like the *Journal of Social Issues*, are available through the EBSCOHost database, Academic Search Premier.

The library is a Selective Depository Library for the Government of Canada and the Government of Ontario as well as being a member of Statistics Canada's Data Liberation Initiative (DLI). For an annual subscription fee, DLI offers unlimited access to a range of Statistics Canada microdata and geographic files.

Lastly, the library participates in the Canadian Universities Reciprocal Borrowing Agreement and Ontario Colleges Reciprocal Borrowing Agreement, which allows for in-person borrowing of material.

Acquisitions decisions for journals, books, and other media are made in consultation with faculty, but are constrained by a small budget allocation and shortage of library staff to perform comprehensive collection analysis.

With recent changes to Canadian copyright law, the library can purchase films without public performance rights but many American providers compensate for this change by charging an institutional fee; thus, the institution's purchasing power for films has improved but expectations for a rapidly expanding film collection would be unrealistic.

Currency of content is a critical factor for monograph acquisitions. At the same time, selected rare monographs are retained in the collection to demonstrate shifting values over time. As e-books have increased in popularity, the library collection has been transformed accordingly. In the library collection as a whole, e-books account for approximately one-third; for example, in gender studies, approximately two-thirds of the library's books are electronic.

Section 4: Recommendations

Books

The library has extensive holdings in the areas of human rights and state violence, with international coverage as well as a national focus for certain subtopics. Because the proposed program would be the only one in Canada to focus on state violence, access to interlibrary loan books in this subject area may be limited and the need to bolster this portion of the library collection is anticipated. Curricula for new courses might be supported by existing collections, but to be cautious, new acquisitions should be expected. An estimated start-up cost of \$2000 is recommended to add to the collection as needed, and an ongoing cost of \$1000/year to update the collection. The ongoing cost is conservative and accounts for the interdepartmental partnerships that would make this program possible.

Additional Physical Materials

Films or other audiovisual materials may be required, depending on course curricula and instructor methodology. To compensate for gaps in the collection, films can be ordered up to two weeks from the date needed, from other campuses. A start-up cost of \$1000 is recommended to build the library's collection.

E-resources

The library currently has a number of databases that would support the program, such as LexisNexis Quicklaw; PsycINFO; Sociological Abstracts; and Annual Reviews.

Also recommended for subscription are:

Alternative Press Index: \$960
Canadian Human Rights Reporter: \$1,620
Keesing's World News Archive \$2,400
PAIS: \$5,200
Peace Research Abstracts \$1,775
Total: \$11,955

The above costs are estimated, based on quotes provided in July, 2014. To account for fluctuations in currency conversion, \$12,000 is recommended.

Additionally, if the program were approved, links could be made from the library website to free resources such as the Online Encyclopedia of Mass Violence and the Human Rights Search Engine.

Start-up Costs: \$15,000

Ongoing Costs: \$2,000/year

Collections and Instruction Snapshot (Source: CARL statistics)						Spaces and Services				
Library Collections						Spaces for learning and research (Harris Learning Library)				
	2012-13	2011-12	2010-11	2009-10	2008-09		2012-13	2011-12	2010-11	2009-10
# print volumes	TBD	199,979	197,756	201,067	200,761	seating capacity	533	533	250	250
print books	TBD	184,981	183,312	187,451	186,471	# group study rooms	12	12	0	0
e-books	TBD	344,673	317,829	284,525	275,676	# individual study rooms	7	7	3	3
print journals	TBD	318	236	356	369	turnstile count (sample day)	TBD	1,638	2,380	2,270
electronic journals	TBD	49,820	44,564	39,048	36,271	*Note these are different years than the other tables to show the change in the new building.				
Expenditures						Services				
	2012-13	2011-12	2010-11	2009-10	2008-09	Fall and winter building hours	8:00am to 10:30pm (Mon.-Thurs.) 8:00am to 6 p.m. (Fri.) 10:00am to 5:30pm (Sat., Sun.)			
print books	TBD	\$74,646	\$91,354	\$59,224	\$150,819	Info Desk hours	Same as building hours			
e-books	TBD	\$47,159	\$46,598	\$27,651	\$27,651	Wireless	√			
one-off serials	TBD	\$46,449	\$52,633	\$50,349	\$52,057	24/7 access via proxy	√			
electronic serials	TBD	\$448,799	\$391,950	\$429,063	\$362,406	URL Resolver	√			
total budget	\$672,680	\$789,621	\$733,404	\$676,725	\$769,109	Integrated one-card	√			
						Free interlibrary loan	√			
						Photocopiers	√			
						Computers	√			
						B&W and colour printing	√			
						Audiovisual viewing	√			
Use of Collections						External Rankings (Source: Maclean's)				
	2012-13	2011-12	2010-11	2009-10	2008-09		2012	2011	2010	2009
Circulation	28,162	31,727	38,634	46,942	56,942	Holdings per student	16	16	17	17
Reserves circulation	TBD	3,982	3,993	2,802	3,616	Acquisitions	19	19	22	22
COUNTER full-text journal requests (calendar year)	TBD	n/a	194,462	168,939	n/a	Expenses	18	18	20	17
Library web site visits (calendar year)	TBD	221,408	195,829	176,310	n/a	Total schools in category	19	19	22	21
Use of Other Collections										
	2012-13	2011-12	2010-11	2009-10	2008-09					
Books borrowed via interlibrary loan	1,373	1604	2,024	2,670	3,229					
Article photo-copies via interlibrary loan	259	311	223	267	419					
Teaching and learning										
	2012-13	2011-12	2010-11	2009-10	2008-09					
# reference questions	9,550	14,212	10,965	10,756	11,029					
# classes	150	197	222	187	173					
# students in classes	4,209	3,940	5,550	4,675	4,325					

APPENDIX B: HRSV Curriculum by Contributing Department

Anthropology

ANTR 3006 Anthropology of Development in the Canadian North
ANTR 3027 Anthropology, Aboriginal Peoples, and The Law

Biology

BIOL 3557 Genetics and Society

Business

ORGS 3007 Strategic Corporate Social Responsibility

Classics

CLAS 2406 - War and Society in Ancient Greece.
CLAS 2407 - War and Society in Ancient Rome.
CLAS 3066 - Race, Racism, and Ethnic Identity in Ancient Greece and Rome.
CLAS 3206 - Gender and Sexuality in Ancient Greece and Rome.

Criminal Justice

CRJS 1206 - An Introduction to Canadian Law
CRJS 3086 - Law and Society
CRJS 3416 - Aboriginal Legal Studies

Economics

ECON 3067 - Problems and Policies of Economic Development

English

ENGL 2057 - World Drama
ENGL 3146 - Postcolonial Literatures
ENGL 3276 - Native Literatures of North America
ENGL 3277 - Topics in the Native Literatures of North America

Gender Equality and Social Justice

GEND 2066 - Race, Colonization and Indigeneity
GEND 2146 - Law, Power and Justice
GEND 2147 - Bodies, Borders and Belonging
GEND 2157 - Case Studies in Gender and the Law
GEND 2187 - International Human Rights
GEND 2226 - Case Studies in Persecution and Violent Conflict
GEND 2277 - Genocide and Mass Violence in Rwanda
GEND 2506 - Global Gender Issues
GEND 3036 - Global Social Movements
GEND 2176 - Social Justice in Practice (Practicum)
GEND 3057 - Selected Topics in Human Rights And Social Justice
GEND 3066 - Invasion and Resistance
GEND 3067 - HIV/Aids Health and Social Change
GEND 3127 - Gender, Globalization and Human Rights
GEND 3207 - The United Nations and the Responsibility to Protect
GEND 3227 - Justice After Atrocity
GEND 3407 - Gender and Global Politics

Geography

GEOG 3217 - Political Geography and Development
GEOG 3356 - Introduction to International Development
GEOG 4227 - Social and Cultural Geography
GEOG 4026 - Political Ecology
GEOG 4777 - Water Governance

History

HIST 100X - Human Rights and State Violence
HIST 1006 - Introduction to Historical Studies
HIST 1007 - The Second World War
HIST 1016 - Introduction to Historical Studies
HIST 1017 - Introduction to Historical Studies
HIST 1206 - Introduction to the History of Genocide
HIST 1XXX - The Roots of Globalization
HIST 1405 - Power and Resistance in Canada's Past
HIST 2137 - Global Cold War
HIST 2226 - The Making of Modern Europe: From Revolution to Total War, 1789-1914
HIST 2227 - The Making of Modern Europe: From Total War to Revolution, 1914-1991
HIST 2517 - Race and Racism in America
HIST 3126 - Hot Wars in the Cold War
HIST 3127 - Insurgency & Terrorism
HIST 3286 - Taking Liberties: Human Rights in Canadian History
HIST 3346 - First Nations in Historical Perspective
HIST 3416 - War and Peace: The Making of the International System from 1648-1919
HIST 3417 - War and Peace in the Twentieth Century
HIST 3567 - Slavery and the American Civil War
HIST 3626 - Interwar Europe: Fascism and the Radical Right 1918-1945
HIST 3705 - The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews
HIST 4335 - Sex and Violence in Early America (Topics in American History)
HIST 4605 - War and Society in the Twentieth Century
HIST 4665 - Twentieth Century International History to 1953
HIST 4675 - International History of the Cold War
HIST 4805 - War and Genocide in the Twentieth Century
HIST 4815 - The Third Reich
HIST 4xxx - War Crimes Tribunals

Human Rights and State Violence

HRSV 3007 - Critiques of Human Rights
HRSV 3906 - Special Topics in Human Rights and State Violence
HRSV 4000 - Honours Seminar in Human Rights and State Violence
HRSV 4106 - Directed Readings in Human Rights and State Violence
HRSV 4XXX - Human Rights and State Violence Practicum Placement

Native Studies

NATI 1005 - Madjatang, in the Beginning...An Intro. to Native Studies
NATI 2905 - Native Philosophy
NATI 3406/SWLF 3406 - Colonialism in First Nations Communities
NATI 3407 - Social Development in First Nations' Communities

Philosophy

PHIL 2706 - Ethical Theory: Moral and Ethical Perspectives
PHIL 2716 - Bioethics
PHIL 2717 - Environmental Ethics

Political Science

POLI 1006 - Politics, Power and the Common Good
POLI 2106 - Great Political Questions I
POLI 2406 - Great Political Questions II
POLI 2207 - Democracy and Development
POLI 2306 - The Origins of International Relations
POLI 2307 - The Cold War & After
POLI 3116 - How Political Ideas Changed the World
POLI 3206 - Conflict and Unity: Political Culture in the 21st Century

Religions and Cultures

RLCT 2056 - Religion and Violence
RLCT 2057 - Peace and Non-Violence
RLCT/POLI 3506 - Religion and Politics
RLCT XXXX - Religion and Human Rights (has to be created)

Social Welfare and Social Development

SWLF 1006 - Introduction to Social Welfare and Social Development
SWLF 2007 - Poverty and Social Policy in Canada
SWLF 2995 - Community Service Learning for Social Development
SWLF 3006 - Social and Economic Justice
SWLF 3007 - History of Social Welfare
SWLF 3406/NATI 3406 - Colonialism in First Nations' Communities
SWLF 3506 - Social Change for Social Justice
SWLF 3706 - Crime, Wealth and Poverty
SWLF 3806 - Family Violence
SWLF 3807 - Social and Political Violence

APPENDIX C: HRSV Course Descriptions

CORE COURSES

HIST 1XXX: Introduction to Human Rights and State Violence (3 credits)

This course offers an introduction to the study of human rights and state violence. Through an examination of specific cases, the course explores the evolution, theory, and implementation of Human Rights and an examination of State Violence and its consequences. In surveying the issues, the course engages compelling theoretical, practical, and historical questions. Questions that will be explored may include: what are Human Rights? What is State Violence? How did such notions and structures come about? To what degree can explanations be found in wider cultural, social and historical developments? What impact do the assumptions, ideas, ideologies, theories and structures of State Violence and Human Rights have on the contemporary world? The ultimate goal of the course is to introduce students to the myriad issues associated with Human Rights and State Violence from a variety of perspectives.

GEND 2187: International Human Rights (3 credits)

In this course we examine how international human rights law and norms are promoted and protected under conditions of globalization. We survey major human rights instruments and the different actors and institutions involved in the international human rights regime. We ask what it means to say that human rights are "universal" and how they interact with local values and processes. When might "sovereignty," "culture" and "tradition" serve to protect gender-based violence and other human rights abuses, and when does the discourse of human rights function to impose "Western" values in the interests of dominant powers? How can international human rights be translated into local justice?

POLI 2107: Great Political Questions II (3 credits)

What is power? Can nature be controlled? Are humans good or evil? Is a bad law everyone follows better than a good law nobody follows? These questions will be asked in the context of the distinction between the state of nature and civil society, the place of democracy, the concept of sovereignty, nationalism, the rise of totalitarianism, and the early transformative influence of technology. They will be answered by reading a selection of works from early modern, late modern, and postmodern political thinkers.

SWLF 3006: Social and Economic Justice (3 credits)

This course examines the ownership, control and distribution of resources in society, with a particular emphasis on the arguments that have been made for and against equality. Key concepts considered include capitalism, socialism, the state, class, democracy, freedom, rights and human needs.

HRSV 4XXX: Honours Seminar in Human Rights and State Violence (6 credits)

Human Rights and State Violence is an interdisciplinary and multidisciplinary program that examines the political, economic, gendered, class, and racial structures of violence and forms of resistance through the mobilization, institutionalization, and protection of human rights. Students in this honours seminar will research, theorize, and analyze at an advanced level various topics in human rights and state violence. Topics will vary from year to year.

The honours seminar will be rotated amongst contributing faculty members. In some years, we may cross-list an existing seminar of a contributing faculty member (e.g. HIST 4817 The Third Reich or HIST 4805 War and Genocide in the Twentieth Century).

Group 1: War, Atrocity, and Conflict

CLAS 2406: War and Society in Ancient Greece (3 credits)

Warfare was endemic in the ancient world. Therefore, this course is a study of the origins of military conflict and the evolution of warfare in ancient Greece from the eighth century BCE through to the Roman conquest. While attention will be paid to strategy, tactics, technology, organization and set battles, close attention will also be paid to the social, economic, cultural, and political consequences of warfare and conquest in ancient Greece.

CLAS 2407 - War and Society in Ancient Rome (3 credits)

This course will examine the causes of organized violence and the evolution of warfare in ancient Rome from the eighth century BCE to the collapse of the Western Roman Empire. Organization, strategy, tactics, and technology will be studied, however, special attention will be paid to the social, cultural, economic and political consequences of Roman warfare and imperial expansion.

GEND 2226 - Case Studies in Persecution and Violent Conflict (3 credits)

This course investigates the social, political and legal conditions that make possible the persecution of vulnerable groups. We examine how specific groups are constructed as social or political threats and targeted as scapegoats, enemies, or even non-human. The course may focus on phenomena such as general religious, ethnic or political persecution; the role of persecution in maintaining social and sexual oppression or vice versa; and how persecution and fear may escalate into violent conflict, ethnic cleansing, or genocide. This course may be credited towards Political Science.

GEND 2277 - Genocide and Mass Violence in Rwanda (3 credits)

From April to July 1994, approximately 800,000 ethnic Tutsi and "moderate" Hutu were killed and an estimated 250,000 women were raped in the Rwandan genocide. In addition to Tutsi loss of life, between 10,000 and several hundred thousand ethnic Hutu were killed in efforts to end the civil war and in reprisal attacks. How and why did this happen? In this course, we undertake an in-depth study of the causes and aggravating factors in the Rwandan genocide. We do so through an examination of structural violence, gender inequality, international complicity and human agency. We then turn to a brief examination of post-genocide Rwanda, noting particular the complexities of conducting research in politically oppressive situations with traumatized populations.

GEND 3227 - Justice After Atrocity (3 credits)

This course examines legal, ethical and sociopolitical responses to massive human rights violations in post-authoritarian and post-conflict societies. We ask whether, and how, the restoration of the rule of law, the (re)construction of democratic institutions, and the demands of truth, justice and reconciliation can be met. How should countries "deal with the past?" Is justice enough, and what kind of justice? Are some acts beyond forgiveness and punishment? Are truth, reparation and reconciliation possible? What are the gendered implications of atrocity and its remedy? We investigate these and other questions through historical and current case studies. This course may be credited towards Political Science.

HIST 1006 - Introduction to Historical Studies (3 credits)

These courses are designed to introduce students to the study of history through a particular theme, approach, or topic of historical study. Students will gain necessary skills for historical analysis, research, and writing at the university level. Consult the History Department's website for a detailed list of course offerings for this academic year.

HIST 1007 - The Second World War (3 credits)

These courses are designed to introduce students to the study of history through a particular theme, approach, or topic of historical study. Students will gain necessary skills for historical analysis, research, and writing at the university level. Consult the History Department's website for a detailed list of course offerings for this academic year.

HIST 1016 - Introduction to Historical Studies (3 credits)

These courses are designed to introduce students to the study of history through a particular theme, approach, or topic of historical study. Students will gain necessary skills for historical analysis, research, and writing at the university level. Consult the History Department's website for a detailed list of course offerings for this academic year.

HIST 1017 - Introduction to Historical Studies (3 credits)

These courses are designed to introduce students to the study of history through a particular theme, approach, or topic of historical study. Students will gain necessary skills for historical analysis, research, and writing at the university level. Consult the History Department's website for a detailed list of course offerings for this academic year.

HIST 1206 – Introduction to the History of Genocide (3 credits)

this course surveys the history and practice of genocide as it has occurred in the modern world. Beginning with an examination of Raphael Lemkin's 1943 definition of genocide, the course examines chronologically and thematically, various instances of genocide in Asia, Africa, and Europe. The course explores the role of the nation-state, imperialism, colonialism, racism, war, and other factors in understanding the evolution, implementation, and consequences of genocide. It also considers the history of victim and perpetrator groups and their relationship to one another and the development of international law as a response to state violence. The objective of this course is to offer students an introduction to the brutalizing effects on real people of modern ideologies and their link to state sponsored genocide in the twentieth century. *This is a reading intensive course and students will be expected to participate regularly in class discussion.*

HIST 3416 - War and Peace: The Making of the International System from 1648-1919 (3 credits)

This course examines the political, military, diplomatic, legal, philosophical, technological, economic, ideological and cultural forces that shaped the international system from the Treaty of Westphalia in 1648 to the Paris Peace Conference of 1919. It considers the impact of war-making and peace-making on the states and societies of this period and explores the relationship between foreign and domestic policy.

HIST 3417 - War and Peace in the Twentieth Century (3 credits)

This course considers the impact of war-making and peace-making on the states and societies of this period and explores the relationship between foreign and domestic policy. A primary focus of the course will be the two world wars of the 20th century and the peace-settlements that followed each of these conflicts. This course examines the political, military, diplomatic, legal, philosophical, technological, economic, ideological and cultural forces that make war possible, and peace fragile.

HIST 3626 - Interwar Europe: Fascism and the Radical Right 1918-1945 (3 credits)

This course will examine the various political, cultural, and social dimensions of European fascism during the interwar and war years (1918-1945). The course focuses primarily on German and Italian fascism, but also French, Spanish, Romanian, and Hungarian varieties. Lectures will stress comparative aspects of interwar and wartime fascism, emphasizing similarities and differences in fascist movements and regimes in their national contexts. Special attention will be paid to the differences between fascist movements and fascist regimes. The course will also examine the nature of fascist rule, the role of the dictator, race, gender, fascist economics and ideology, the role of militarization in fascist ideology, and the social bases of support. The aim of the course is to explore some of the basic interpretive problems concerning the definition and theory of fascism, whether there is such a thing as "generic fascism," and how useful the term is for historical understanding.

HIST 3705 - The Holocaust: Nazi Germany, World War II, and the Genocide of European Jews (3 credits)

During the Second World War the Nazis deliberately murdered two-thirds of Europe's Jews, approximately 6 million people according to the prosecutors and judges at the International Military Tribunal at Nuremberg. In surveying the history of this atrocity, this course explores Nazi policy toward the Jews in the context of German and European anti-Jewish and antisemitic ideology, modern bureaucratic structures, and the varying conditions of war, occupation and domination in Europe under the Third Reich. Particular attention will be paid to the evolution of the "Final Solution to the Jewish Question," the role of specific institutions and non-German collaboration in the killing process, the motives of the perpetrators, and the reaction of the Jews to the persecution. The murder of European Jews continues to generate compelling historical and interpretive questions. How did it come about? To what degree can an explanation be found in wider developments in German and European history and culture? What impact does the Holocaust have on the contemporary world? The ultimate goal of the course is to help students understand how and why the Holocaust happened.

HIST 2137 - Global Cold War (3 credits)

Students examine world politics after 1945 as they were shaped by a Cold War that was initially dominated by the superpower conflict between the USA and the USSR. A major part of the course concerns the impact of the Cold War on developments in Asia, Africa, the Middle East and Latin America.

HIST 3126 - Hot Wars in the Cold War (3 credits)

The course will focus on some aspect of European or World History. The content of this course will vary from year to year. Topic: Summer: Intellectual and Cultural Theory of 19th Century Europe.

HIST 3127 - Insurgency & Terrorism (3 credits)

This course will focus on some aspect of European or World History. The content of this course will vary from year to year.

HIST 2226 - The Making of Modern Europe: From Revolution to Total War, 1789-1914 (3 credits)

Students consider developments in European history over the span of the "long 19th century" from 1789-1914. Among the principal events examined are the French Revolution and its consequences, industrialization, the rise of nationalism, liberalism, socialism and Imperialism. Students gain a foundational understanding of the rise of European hegemony.

HIST 2227- The Making of Modern Europe: From Total War to Revolution, 1914-1991 (3 credits)

Students consider the developments in European history over the span of the "short 20th century" from 1914-1991. Among the principal events examined are the century's two total wars, the Russian Revolution and its consequences, the rise of communism and fascism, the Cold War and the end of empires. Students gain a foundational understanding of the decline of European hegemony.

POLI 2307 - The Cold War & After (3 credits)

This course is a study of Cold War politics and its continued influence on contemporary international relations. What started the Cold War and how did it end? This question will be answered by exploring the practical and ideological divisions that divided the planet in the decades following World War II. This course may be credited towards History.

RLCT 2056 - Religion and Violence (3 credits)

While most religious traditions espouse doctrines of non-violence, history bears witness to a longstanding association between religion and personal and collective episodes of violence and conflict. Through a consideration of both Western and Eastern religious traditions this course will consider the beliefs, doctrines and ideologies which support violent behavior despite doctrines of non-violence. This course may be credited to Gender Equality and Social Justice.

Group 2: Law, Politics, and Institutions**CRJS 1206 - An Introduction to Canadian Law (3 credits)**

This course offers students a basic understanding of the workings of the Canadian Legal system through an examination of its origins, with emphasis on British common law traditions, our adversarial trial system and how it compares to the inquisitorial system employed in other western democracies. We examine particular areas of public substantive law, including criminal, constitutional, family and tort law. Students learn about the connection between law and politics, how law evolves along with changing public attitudes and how the law impacts their everyday lives.

CRJS 3086 - Law and Society (3 credits)

This course investigates the socio-historical origins of law, and the development of the Canadian legal system. Sociological theories of law and the functions of law in society are examined in depth. The empirical methods that sociologists use to study law are surveyed. How and why laws are made, and the organization and administration of law, both public and private, are examined, and the role of law as both an agent of social change and as a response to social change is analyzed. This course may be credited towards Sociology.

GEND 2146 - Law, Power and Justice (3 credits)

What is the relationship between law, power and justice? How do systems of law create or reinforce inequalities? What is the emancipatory potential of law? In this course, we examine various critical approaches in understanding the practice and organization of law and legal institutions. We explore the dual nature of law as both a system of power and a means to challenge existing relations of power. Topics may include the intersections between law, justice and gender, race, class, sexuality, or disability.

GEND 2147 – Bodies, Borders, and Belonging (3 credits)

This course is a broad survey of the relationship between citizenship and the enjoyment of rights. We examine the meaning of citizenship, its historical expansion, and the extent to which access to rights is dependent upon recognition and belonging to a community. Topics may include the gendered dimensions of citizenship, marginalization and identity, the place of the enemy, alien, or refugee, and cosmopolitan or global citizenship. This course may be credited towards Political Science and Social Welfare & Social Development.

GEND 2157 - Case Studies in Gender and the Law (3 credits)

This course will examine a range of contemporary issues and debates concerning sexual politics and social justice. We will study the history of women's engagement with the law and the development of feminist approaches to achieving equality and social justice, particularly as they relate to topics that have been central to the women's movement. We will study the work of government and non-government organization to change existing laws and social policies to answer to the changing needs and concerns of Canadian society. With this approach, we will review the notions of justice that guide these initiatives, and evaluate both their success and failure in achieving social and legal reform. This course may be credited towards Sociology.

GEND 2506 - Global Gender Issues (3 credits)

This course will begin with the premise that 'gender makes the world go round' and explore the place of gender in global politics. We will consider how gender inequality at the global level impacts everyday life and how it also influences local political, economic, and cultural choices. Specifically, we will examine the ways in which the use of gender as an analytical tool shifts our understanding of global violence, militarism / security, international political economy, the environment, health, human rights and global resistance movements.

GEND 3057 - Selected Topics in Human Rights And Social Justice (3 credits)

This course will provide students with the opportunity to examine topical issues relating to human rights and social justice. The theme and content of this course will change from year to year. Topics may include globalization, international justice, human rights conventions and perspectives on power and equality.

GEND 3127 - Gender, Globalization and Human Rights (3 credits)

This course is designed to familiarize students with a range of issues related to gender and globalization. To achieve this end, the course will first endeavour to make sense of the concept of globalization; this will necessitate a look at how globalization is structured, how it operates and how it conditions both local and global contexts. We will investigate gender relations and gendered processes in the contexts of economic, legal, political, and/or cultural globalization. Specific topics may include the feminization of labour and poverty, sex work and trafficking, development and neoliberalism, militarization, migration, and social justice activism. This course may be credited towards Sociology and Political Science.

GEND 3207 - The United Nations and the Responsibility to Protect (3 credits)

How have the United Nations and other international organizations fared in their "responsibility to protect" human beings from genocide, war crimes, and crimes against humanity? Inquiring into the three main principles of the "responsibility to protect"-to prevent, to react, and to rebuild-we examine intervention, justice, and peacebuilding through an overview of the structure and functions of the United Nations, and an examination of its record of protection in specific cases including gender-based violence. This course may be credited towards Political Science.

GEND 3407 - Gender and Global Politics (3 credits)

This course will examine a range of competing approaches to the study of gender and global politics. Students will learn to analyze the interrelationship of gender, politics, the state and globalization. We begin by examining feminist, traditional, and non-feminist critical approaches to global politics in order to understand the role of gender in political mobilization, representation and participation, public policy, and international relations. This course provides students with conceptual and analytical tools for the study of gender, sexuality, race and politics in globalized contexts. This course may be credited towards Political Science.

HIST 1405 - Power and Resistance in Canada's Past (6 credits)

This course considers the ways in which the politics, culture and society of northern North America have been shaped by power relations between Natives and newcomers, women and men, French and English speakers, and many others. How was power deployed and resisted in the reshaping of peoples, places and environments in our past? How have encounters between Europeans and Indigenous peoples, and the powerful and the less powerful throughout Canadian history, shaped our country? Students debate such questions in weekly seminars, and will participate in workshops designed to sharpen their writing and research skills. Through this course they gain the ability to critique and better understand their society.

HIST 3286 - Taking Liberties: Human Rights in Canadian History (3 credits)

This course examines the ways that Canadians and their institutions have thought about, responded to, and dealt with issues of human rights in Canada from the 19th century to the present, with a focus on the transformation of a regime based on the protection of civil liberties into a system designed to protect a broader set of political, economic, and social rights by the late 20th century. The course examines issues as the sources of Canadians' rights and freedoms; evolving definitions of those rights and the protections afforded to them; and the tension inherent in balancing individual rights versus broader societal interests. This course may be credited towards Political Science.

ORGS 3007 - Strategic Corporate Social Responsibility (3 credits)

It has become clear that business decision makers must not only be concerned with the financial implications of their decisions but also be aware of the social and environmental repercussions of their decisions. There exists an emergent body of research which demonstrates that a commitment to being socially and environmentally responsible has a positive impact on the financial bottom line. The challenge of how to be socially and environmentally responsible while simultaneously being concerned with return-on-investment (ROI) for shareholders is one with which managers increasingly now struggle. This course examines the manner in which Corporate Social Responsibility (CSR) can become an integral part of setting corporate/organizational strategies.

POLI 1006 - Politics, Power and the Common Good (3 credits)

Political questions are everywhere. Why do I have to follow laws that I think are unfair? What can I do when government power conflicts with the practice of my individual rights? How can I fulfill my obligation as a citizen when it clashes with loyalty to my family? Disagreement about how to answer these kinds of questions animates political discussion and debate. Studying politics allow you to understand the way in which our politicians answer these questions, help define and direct our laws, political structures, institutions and ideas. It also provides you the necessary skills to challenge their answers and articulate your own informed and thoughtful responses.

POLI 2106 - Great Political Questions I (3 credits)

Who should rule? What is the best regime? What is the good life? Why do we have war? These timeless questions are at the heart of ancient political thinking. This course explores the origins of Western politics by looking at the ideas of great thinkers such as Plato and Aristotle. By understanding the origins of politics, we will better understand the politics of today. This course may be credited towards Classical Studies, History and Philosophy.

POLI 2207 - Democracy and Development (3 credits)

What is progress and how does it translate into political terms? This course will employ a comparative approach in the analysis of development and its relation to democracy. Depending on the expertise of the professor, the course will address various institutional, cultural, historical and economic contexts of democratization towards an understanding of how the success of democratic politics and of development can be judged in their relations. This course may be credited towards Social Welfare and Social Development.

POLI 2306 - The Origins of International Relations (3 credits)

This course is an historical and theoretical consideration of the major events and philosophies that characterize the interaction of states. We will explore the fundamental divisions between war and peace; conflict and cooperation; as well as the international and the domestic. Foundational thinkers such as Thucydides, Sun Tzu and Machiavelli will be read alongside contemporary theorists. This course may be credited towards History.

POLI 3206 - Conflict and Unity: Political Culture in the 21st Century (3 credits)

Political culture has been resurgent in the post-Cold War world as a significant bond for communities, as well as a potential source of conflict. This course will consider in what ways culture brings people together and in what ways it can divide them. Specific topics may include sub-national identities, ethnic conflict, separatism, civilizational identities, democratic cultures, language rights, and experiences in multi-culturalism, drawing on specific case study comparisons depending on the expertise of the professor.

RLCT/POLI 3506 - Religion and Politics (3 credits)

A study of the complex relationship between religious and political life. Topics will include the nature of leadership and authority, secularization, and the limits of tolerance. Special attention will be paid to the changing nature of the relationship between religion and public life in modern secular states.

Group 3: Diversity and Social Change**BIOL 3557 - Genetics and Society (3 credits)**

This course will examine ethical, philosophical, and religious issues raised by the rapidly advancing field of molecular biology and genetics. Topics will include an introduction to science, pseudoscience, and skepticism; the history of eugenics; the significance of the Human Genome Project; the social implications of research into the genetic basis of behaviour; issues of privacy relating to genomic profiling; genetic screening; reproductive technology and human cloning; genetically modified organisms; patent rights; xenotransplantation; and discussion of the potential and perils of increasing human lifespan through biomedical advances. Questions of resource allocation and access will also be considered. An emphasis will be placed on critical thinking, formulation of logical argument, and the recognition and personal resolution of ethical dilemmas. This course may be credited towards Philosophy.

ECON 3067 - Problems and Policies of Economic Development (3 credits)

The course examines domestic and international problems and policies in economic development. Topics include economic growth, poverty and income distribution, population, migration, urbanization, technology, agriculture and rural development, the environment, education, health, international trade and finance, foreign aid, private foreign investment, and the debt crisis.

GEND 3036 - Global Social Movements (3 credits)

This course will examine the shifting role of social movements in bringing about change in a globalized world, with particular attention to gender, race and class. From the 1960s on so-called 'new social movements', including civil rights, women's, lesbian and gay, anti-colonial and environmental movements, have transformed the social and political landscape of western societies. We will examine these and other global movements in light of current research and analysis. This course may be credited towards Political Science.

GEND 3067 - HIV/Aids Health and Social Change (3 credits)

This course explores the social, cultural, political, and economic dimensions of HIV/AIDS. We examine the ideological challenges that arise as a result of the modes of transmission as well as the activities of the populations most at risk. We are interested in local, national and global levels of analysis, and in particular, we seek to apply an intersectional framework of analysis. Finally, we reflect on the evolution of governance and policies at the national and international levels that have resulted from HIV/AIDS as it has morphed and changed from its introduction in the 1980s to the present. This course may be credited towards Social Welfare and Social Development.

GEOG 3217 - Political Geography and Development (3 credits)

This systematic human geography course deals with political geography at the national and international levels. Topics include the political geography of the world order, the state, and development. Examples and case studies are used to demonstrate the political geography of development. Sustainability is used as a fundamental benchmark.

GEOG 3356 - Introduction to International Development (3 credits)

Students are introduced to the fundamentals of development geography in terms of theoretical and intellectual frameworks that have informed the study of international development from a spatial perspective. Students examine comparative, philosophical and analytical approaches to international development from the conventional to the 'new' nature of 'development' in societies from both North and South.

HIST 4335 - Sex and Violence in Early America (6 credits)

This course offers a critical examination of selected issues in the history of the United States. Topics will vary from year to year, yet may include the African-American experience, women's history, and popular culture.

HIST 1XXX - The Roots of Globalization (to be created)**PHIL 2706 - Ethical Theory: Moral and Ethical Perspectives (3 credits)**

This course provides students with a foundation in the dominant moral and ethical theories in Western philosophy, including virtue ethics, utilitarianism, deontology, moral sense theory, and moral relativism and scepticism.

PHIL 2717 - Environmental Ethics (3 credits)

Students examine important historical positions as well as recent developments in moral philosophy as they are applied to questions of environmental practice and the moral status of the environment. Topics to be discussed may include: the moral status of nonhuman nature; duties to respond to climate change, including issues of intergenerational justice and collective responsibility, as well as consideration of the social construction of the natural; economics and sustainability; deep ecology; and environmental activism and eco-terrorism.

PHIL 2716 - Bioethics (3 credits)

Students will examine bio-ethical issues emerging in therapy, research, public policy, and law. The course will include a brief discussion of perspectives in moral philosophy; however, the bulk of the course will deal with specific debates within bio-ethics. Topics to be discussed may include the role of well-being and care in moral argumentation; the moral significance of biological life; patient autonomy and questions of competence and consent; cultural diversity and medical ethics; end-of-life issues, such as euthanasia and the definition of death; abortion; genetic manipulation, screening, and eugenics; the ethics of medical experimentation and research; the question of a right to healthcare; and the application of principles of distributive justice to scarce medical resources.

POLI 3116 - How Political Ideas Changed the World (3 credits)

This course is an examination of origins and development of ideologies as well as the influence of ideology on modern and contemporary politics. While ideologies have spawned oppressive regimes, they have also brought forth liberating social, economic, and political changes. Ideologies covered may include liberalism, conservatism, socialism and communism, and fascism.

RLCT XXXX - Religion and Human Rights (to be created)**RLCT 2057 - Peace and Non-Violence (3 credits)**

This course will examine the religious and spiritual foundations of non-violence in various religious traditions, with a view to the ethical motivation and goal of non-violent action. Attention will be directed towards the religious pursuit of inner peace as the means for living non-violently, drawing on thinkers like Gandhi and Tolstoy, who saw the ethics of non-violence as inextricably tied to political, social and religious life. This course may be credited towards Gender Equality and Social Justice.

SWLF 1006 - Introduction to Social Welfare and Social Development (3 credits)

This course provides an overview of the social, economic, and political context of social welfare and social development, considering how we can meet human needs and advance individual and social well-being. The course focuses on inequality and the groups that have been underrepresented in the distribution of resources, opportunities, and power. Topics covered may include social welfare, social development, poverty, justice, human rights, democracy, capitalism, globalization, race, class, and gender.

SWLF 2007 - Poverty and Social Policy in Canada (3 credits)

This course analyzes poverty as a central issue in the modern Canadian welfare state. Definitions of poverty, rates of poverty, and causes and effects of poverty will be examined. Topics covered may include full employment, training, unemployment insurance, social assistance, workfare, minimum wages, pensions, social housing, child care, child tax benefits, guaranteed annual incomes, and private charities such as food banks. Students are introduced to theories of public policy analysis.

SWLF 3007 – History of Social Welfare (3 credits)

This course surveys the origins of public welfare in England, with an emphasis on the old poor law, settlement laws, Speenhamland and the new poor law of 1834. Attention will then be given to the development of social welfare in the United States and Canada from the colonial period to the present day. This course may be credited towards History.

SWLF 3506 - Social Change for Social Justice (3 credits)

This course explores various methods of advocating for social justice. Past and current anti-oppression strategies and other social change approaches will be studied. Topics discussed may include social movements, electoral politics, consumer/citizen activism, professional activism, popular education, participatory action research, the arts and social change, the media, public protest, and social change leadership

SWLF 3706 - Crime, Wealth and Poverty (3 credits)

This course considers the relationship between the justice system and inequalities that are rooted in race, class, and gender, with an emphasis on the nature of legal problems faced by poor people. Topics covered may include the social construction of crime, media coverage of crime, corporate crime, the relation between economic inequality and criminal behaviour, the policing of socially marginalized groups, the provision of legal services to the poor, and the war on drugs.

SWLF 3806 - Family Violence (3 credits)

This course examines the problem of violence within the family. Topics may include child abuse and neglect, intimate partner abuse, elder abuse, and sexual violence. We also explore the role of professionals (in fields like criminal justice, mental health, and child welfare) in the detection, treatment, and prevention of violence and abuse. This course may be credited towards Gender Equality and Social Justice.

SWLF 3807 - Social and Political Violence (3 credits)

This course focuses on social and political violence and the long-term effects of violence on social development. Topics covered may include war, genocide, state repression, terrorism, colonialism, rebellions and insurgencies, and ethnic and religious conflicts.

Group 4: Colonization, Slavery, and Race**ANTR 3006 - Anthropology of Development in the Canadian North (3 credits)**

This course offers anthropological perspectives of key issues facing Canada's changing North including: resource development and associated social, ecological, and economic impacts; impacts of development on sustainable livelihoods and health; changing governance structures as a result of Aboriginal land claims; social conceptions and implications of climate change in the North; and the role of the North in future energy, resource, and international politics. This course may be credited towards Native Studies.

ANTR 3027 - Anthropology, Aboriginal Peoples, and The Law (3 credits)

This course will explore anthropological approaches to the role of law and legal systems with respect to Aboriginal peoples in Canada. Particular attention will be paid to diverse cultural perspectives that have informed legal traditions in the areas of land, resources, governance, legal procedures, and Aboriginal and Treaty rights. This course may be credited towards Native Studies.

CLAS 3207 - Slavery in the Roman World (3 credits)

This course examines the institution of slavery at Rome. Some of the main themes pursued in this course include the origins and development of Roman slavery, how it was maintained, and what its impact was on a society that depended on slavery for its wealth and power. We will look at the slave supply, at what slaves did, and how they were treated. We will also investigate how slave ownership affected values and attitudes. What, for example, was its impact on family life and sexual behaviour? This course may be credited towards History.

CLAS 3066 - Race and Racism and Ethnic Identity in Ancient Rome (3 credits)

Until very recently it used to be assumed that racism was a modern phenomenon and that it did not exist in the ancient world. This position has begun to change and historians have discovered numerous examples of racist thought and behavior in antiquity. This course is an examination of the origins and evolution of racist thought and behavior in ancient Greece and Rome. Special attention is paid to competing theories about racism and ethnic identity formation in antiquity as well as to the role played by ancient ideas about race in shaping modern racist ideas and practices. This course may be credited towards History.

CRJS 3416 - Aboriginal Legal Studies (3 credits)

This course is designed to introduce the students to a broad range of topics pertaining to aboriginal persons in Canada. The focus is a historical and legal review of the status of First Nations Peoples in Canada. The Reserve System, Legislation such as the Indian Act, Self Governance, Civil Law suits and Land Claims are important historically and presently in that the issues have still not been adequately resolved in the eyes of many Canadian citizens. Furthermore, the sociological impact and implications of some of these issues, such as discrimination, abuse and alcoholism will be examined as they have arisen, often in relation to, or in response to, the aforementioned legal issues.

ENGL 3146 - Postcolonial Literatures (3 credits)

This course focuses on literature coming from countries which are former British colonies, excluding Canada and the United States. The emphasis in the selection of texts and approaches is on tracing the effects of (de-)colonization on emerging literatures in English. The collision and collusion of cultures brought together by imperial domination have produced theatre, fiction and poetry rich in controversy and imagination. As well, the process of British colonization has helped to rewrite the texts and traditions of British literary history, and the English language itself. The course is divided and defined regionally rather than historically, and while they should include a short history of colonization, the readings are drawn largely from the twentieth-century. Some of the regions covered may include the Caribbean, Africa, India, Australia, New Zealand, and Ireland. Recent developments in literary theory and critical approaches to postcolonial literature are also considered.

ENGL 2057 - World Drama (3 credits)

Students study the diverse and often politically charged plays from around the non-English speaking world. Most of the plays are post-1950, and come from such places as Nigeria, South Africa, India, and Chile. While reading selected plays, students learn a critical vocabulary unique to theatre, and study the play as performance. Specific content may vary from year to year.

ENGL 3276 - Native Literatures of North America (3 credits)

This course offers an historical and self-reflexive exploration of Native North American literature in English (with some work in translation) and its meaning for us as Canadians, both Native and non-Native. After some grounding readings and presentations from the oral tradition of Native

'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. Native Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3276](#). This course may be credited towards Native Studies.

ENGL 3277 - Topics in the Native Literatures of North America (3 credits)

This course offers an historical and self-reflexive exploration of Native North American literature in English (with some work in translation) and its meaning for us as Canadians, both Native and non-Native. After some grounding readings and presentations from the oral tradition of Native 'mythology,' the class will focus on works written in the last two centuries, with an emphasis on the modern and contemporary periods of the twentieth-century. Specific course content varies from year to year. Native Studies students who have not completed the prerequisite may request permission from the Department Chair to take [ENGL 3277](#). This course may be credited towards Native Studies.

GEND 2066 - Race, Colonization and Indigeneity (3 credits)

This course will examine the central problems of colonization through a range of critical perspectives. Developing upon the position that colonization shapes lived experience as well as what counts as knowledge, topics will include the effects of colonization on sexualized and racialized embodiment; the role of nationalism; and ideas of community and belonging. This course may be credited towards Native Studies.

GEND 3066 - Invasion and Resistance (3 credits)

This course will investigate the politics of resistance to colonization within the Canadian context. Using contemporary as well as historical case studies, this course examines strategies of anti-colonial resistance and the possibility of alliance-building. Topics will include sovereignty, representation, responsibility and action. This course may be credited towards Native Studies and Political Science.

HIST 10XX - Introduction to Genocide (3 credits) (has to be created)

HIST 2517 - Race and Racism in America (3 credits)

The American past has been shaped in part by the construction of racial categories. Whether to colonize, enslave, disenfranchise, or resist one another, the peoples of the Americas often used perceptions of racial difference to justify their actions. Students explore how these perceptions influenced American society, culture, and politics from pre-Columbian times to the election of Barack Obama.

HIST 3567 - Slavery and the American Civil War (3 credits)

Slavery, the great American paradox, caused Americans to take up arms against one another in a civil war that ultimately cost over 600 000 lives. Students explore how slavery shaped the political, economic, and social fabric of the United States, as well as the particular events that caused and shaped the Civil War. They also consider the various ways historians have written about the "irrepressible conflict."

HIST 3346 - First Nations in Historical Perspective (3 credits)

This course examines the First Nations in North America and their interaction with European colonial and later national governments and society. This course may be credited towards Native Studies.

NATI 1005 - Madjitang, in the Beginning...An Intro. to Native Studies (6 credits)

This course is an opening survey of the inner workings and underpinnings of the Native cultures of Canada using historical, philosophical, spiritual and sociological frameworks from which to gather insight into both the uniqueness and the universality that flows through Native communities to this day. Special emphasis is placed on exploring fundamental principles involving Native evolution, values, current lifestyles and world view, with an eye to observing these constructs coming from the environment or natural world.

NATI 2905 - Native Philosophy (6 credits)

This course will explore the foundations of Native thought and cosmology with an emphasis on the nature of Native world-view, its derivation and evolution. The philosophical process will be considered in the context of a quest- for knowledge, wisdom and fundamental truths. The Shamanic tradition, ceremonies, rituals and other vehicles used in the outward expression of inner processes, will be examined to further enhance the understanding of Native culture and its philosophical formulations. Teachings from Native mystics, elders and visionaries will be utilized to further explore the rich tapestry of Native thought and related actions. This course may be credited towards Philosophy.

NATI 3406/SWLF 3406 - Colonialism in First Nations Communities (3 credits)

This course examines colonialism in First Nations' communities from contact with Europeans to the 1960s. Topics covered may include early patterns of treaty making, the imposition of a colonial relationship, measures of control and assimilation, the Indian Act, residential schools, relocation of Aboriginal communities, and the 1969 White Paper.

NATI 3407 - Social Development in First Nations' Communities (3 credits)

This course examines social development in First Nations' communities from the 1970s to the present. Topics covered may include treaties, self-determination and self-government, land claims, access to and management of natural resources, economic development, family life, child welfare, urban Aboriginal populations, health and healing, housing, education, and culture.

Courses that can also be credited toward Human Rights and State Violence:

SWLF 2995 - Community Service Learning for Social Development (6 credits)

The focus of this course is a community service-learning (CSL) practicum which provides students with applied experiences in social development. During in-class sessions students will learn about theories of social development and CSL, examples of social development approaches and CSL, the causes and effects of the social issues dealt with in the placements, and engage in critical reflection on their experiences with the CSL placements.

GEND 2176 – Social Justice in Practice (Practicum) (6 credits)

How do local community agencies work toward gender equality and social justice? What are the diverse skills needed to work in these organizations? In this course, students are placed in a local agency or community project for community service learning. In class, students learn theory and practical skills integral to social justice organizing. The course combines readings, practicum and assignments relevant to learning both inside and outside the classroom.

HRSV 3XXX - Special Topics in Human Rights and State Violence (3 credits)

The content of this course will vary according to the specialization of the instructor teaching the course. The specific topics and course descriptions are available to students during registration in each year of offering.

HRSV 4XXX - Directed Readings in Human Rights and State Violence (3 credits)

In consultation with faculty in Human Rights and State Violence, students will undertake a guided readings course on a focused topic within the field. Research will involve the examination of secondary literature on the topic, and students will write a term paper.

UNIV 3306 - Experiential Learning for Arts and Science Students (3 credits)

Students will identify an experiential learning opportunity in the community that reflects their current field of study and future ambitions. Students will work with a community partner to complete at least 60 hours of placement as well as academic assignments.

Note: The Faculty of Arts and Science will look into how to deliver UNIV 3006 (experiential learning) as a cross-coded course to HRSV.

HIST 4605 - War and Society in the twentieth century (6 credits)

The seminar topics lie in the professor's field of specialization. This is not an individualized study course.

HIST 4665 - Twentieth Century International History to 1953 (6 credits)

Among the topics that may be examined are the origins, course, and consequences of the two world wars, the impact of the Russian revolution on the international system, the role of international law and international organizations, and the foreign policies of the major European and Asian states, the emergence of the US and USSR as global powers, the politics of the early Cold war and decolonization, and the relationship between foreign and domestic politics.

HIST 4675 - International History of the Cold War (6 credits)

Among the topics that may be examined are the global impact of the Second World War and its role in the origins of the Cold War, the causes and consequences of a divided Europe, Stalinization and de-stalinization, the Anglo-American relationship, the impact of the Cold War on political culture, the importance of the anti-colonial and non-aligned movement in the Cold War, the role of international law, the UN and other international organizations, the hot wars of the Cold War, the politics of the nuclear arms race, the intelligence war, the Gorbachevshchina and the end to the Cold War.

HIST 4805 - War and Genocide in the Twentieth Century (6 credits)

This course examines the connection between war and genocide in the twentieth century. The course begins with an examination of the crime of genocide as it was defined by the United Nations in 1948. The definition is used as a demarcation point to further examine the question "what is genocide and how and why does it occur." The Nazi 'Final Solution' may be used as the major example of genocide in the twentieth century in order to better understand the crime as it was originally defined. Selected topics will be examined from a variety of perspectives in order to understand modern genocide. The objective of this course is to offer students a critical understanding of the brutalizing effects of modern war and its links to state sponsored genocide in the years leading up to and including WWII. This is a reading intensive course.

HIST 4815 - The Third Reich (6 credits)

This course examines the history of modern Germany during the first half of the twentieth century in an attempt to determine the place of Hitler and the Third Reich in relation to the German past and present. The course begins with an examination of the establishment of the Weimar Republic (1918) followed by its collapse and the simultaneous rise of Nazism in the late 1920s and early 1930s. Selected topics will include the rise of National Socialism in Weimar Germany, the Nazi "seizure of power," Nazi ideology, the leadership role of Adolf Hitler, collaboration and resistance, and the Nazi Holocaust. These and other topics will be examined from a variety of perspectives in order to understand this disturbing episode in the history of the twentieth century. This is a reading intensive course.

HIST 4XXX - War Crimes Tribunals (to be created)**GEOG 4227 - Social and Cultural Geography** (3 credits)

The main components of this course examine the impact of human society and culture on the earth's surface. It seeks to understand how places develop meaning for people, through the analysis of socio-cultural processes, landscapes, and identities. Topics may include ethnic divisions, religious denominations, and socio-professional structures.

GEOG 4026 - Political Ecology (3 credits)

Students gain an understanding of the unequal distribution of costs and benefits of environmental change, as well as how seemingly objective concepts like sustainability, biodiversity and degradation are influenced by social norms. Case studies are drawn from rural and urban settings in the developing and developed world.

GEOG 4777 - Water Governance (3 credits)

In this course students will explore the governance of water resources from a socio-ecological systems perspective. Some of the topics covered will include the water availability, equality and accessibility, public-private partnerships, source water protection, First Nations water rights, transboundary conflicts, among others.

MOTION: Approval of the BA Program Proposal (Stage 2) in Human Rights and State Violence.