

MOUNT ALLISON UNIVERSITY
MEETING OF THE UNIVERSITY SENATE

March 13, 2018, 4:00 p.m.
Tweedie Hall

Present: C. Brett (Secretary), A. Cockshutt, G. Cruttwell, J. Devine, J. Dryden, E. Edson, B. Evans, A. Fancy, N. Farooqi, M. Fox, N. Fry, A. Grant, O. Griffiths, D. Hamilton, R. Howlett, A. Irwin, L. Keliher, L. Kern, J. Lilburn, W. Lundell, D. Mawhinney, K. Meade, L. Michaelis, A. Moreira, G. Nichols, A. Nurse, E. Patterson, B. Robertson, J. Rogers, S. Runge, V. St. Pierre, K. Stel, E. Steuter, F. Strain, J. Tomes, M. Truitt, N. Verret, N. Vogan, J. Waller, E. Wells, B. White, A. Wilson

Regrets: R. Campbell, P. Kelly-Spurles, J. Ollerhead

Observers: R. Adlam, L. Bennett, Q. Cobe, A. d'Entremont, E. Godfrey, K. Herriot, M. Herriot, E. Lartein, B. Melnyk, E. Ostafichuk, R. Polegato, D. Richard, S. Vlaar, B. Wright, S. Young

00.03.13 Election of a Chair *pro tem*

In the absence of both the Chair and Vice-chair, C. Brett called the meeting to order and requested the election of a Chair *pro tem*.

Motion (N. Farooqi/B. Robertson): that A. Cockshutt be elected Chair *pro tem*

Motion Carried

A. Cockshutt assumed the chair and acknowledged that the meeting was held on the traditional lands of the Mi'kmaq and Wolastoqiyik peoples. She passed on regrets from R. Campbell, who was unable to attend due to weather-related changes in travel plans for University business.

01.03.13 Approval of the Agenda

Motion (M. Truitt/E. Wells): that Senate adopt the Agenda as circulated

Motion Carried

02.03.13 Approval of the Senate Minutes of February 13, 2018

Motion (M. Truitt/R. Polegato): that Senate adopt the Minutes of the meeting of February 13, 2018

Motion Carried

03.03.13 Business Arising from the Minutes

There was no business arising.

04.03.13 Report from the Chair

A. Cockshutt presented some remarks that had been prepared by R. Campbell. Several recent events were highlighted, including the Achebe 60th Anniversary Celebration, the Women and Leadership Conference and the campus visit by Michael Munger organized in conjunction with PPE students. Upcoming events of note include a reading by Indigenous Poet Liz Howard, the Japanese Cultural Festival at Gracie's, Mount Allison's First Powwow and flag-raising on March 22, the Science Atlantic Environment

Conference, the CCAA national Women's basketball tournament, the final "Action" conversation at the Owens. Finally, 2018-2019 will be the Year of Public Service and Engagement.

A. Cockshutt then said that the 2018-2019 budget is taking shape and the academic staffing plan is set out.

K. Meade reported that applications, offers, deposits and residence deposits are all up compared to last year. She thanked everyone who participated in the recent University Open House.

05.03.13 Report from the University Planning Committee

Senate received the report, the text of which is appended to these minutes.

S. Vlaar read a statement on behalf of the Anthropology Society in response to the report. That statement is appended to these minutes. B. Wright, an Anthropology major and Women's and Gender Studies minor, spoke of the frustration of seeing both her programs of study come under threat in her time at Mount Allison. She also worried that failing to offer first-year Anthropology for a second consecutive year would weaken the support base for the program when it comes time to make a final decision. B. Melnyk, another Anthropology student, stated that students are confused by the current situation. She also argued that restricting intake into the program will rob future students of potential mentors in the event that intake restarts. Members of the Anthropology Society, she noted, have told incoming students that they should probably go to another university in order to study Anthropology. She also expressed a sense of students not having been told the entire story about why the decision to suspend enrollment was made. She ended by stating that Anthropology matters and so do its students.

J. Devine thanked the students for coming forward. He also urged senators to keep thinking about this issue, perhaps in conjunction with the still-to-be fleshed out plans surrounding Indigenous studies. He stated his belief that people on campus want to see an Indigenous Studies program, but not at the expense of Anthropology.

L. Michaelis said that the Anthropology program will die a slow death if first-year enrollments are suspended again, despite Senate having voted in December against a motion to reallocate its teaching resources. She said that it is unfortunate that the Chair of the University Planning Committee, the Provost, has sent regrets and cannot respond to the student's statements. L. Michaelis and O. Griffith asked whether a motion directing a response from the Provost would be in order. It was deemed so.

Motion (L. Michaelis/J. Lilburn): that Senate direct the Provost to prepare a response to the student comments on the March 13, 2018 Report from the University Planning Committee and that this response be given at the April 2018 meeting of Senate. Moreover, students in Anthropology are to be invited to that meeting.

Motion Carried

J. Devine noted that there were some enrollment pressures in first-year classes this year that might have been eased by offering a first-year Anthropology course. B. White asked whether uncertainty over the status of Anthropology has affected applications. K. Meade responded that it is difficult to know because B.A. applicants do not declare a major at the time of application.

06.03.13 Report from the Academic Matters Committee

E. Wells gave the report, which consisted of the following motions and associated rationales.

Motion (E. Wells/C. Parker): that Senate approve the changes to distribution requirements as outlined in the Report to Senate, March 13, 2018

Motion Carried

Motion (E. Wells/C. Parker): that Senate approve the changes to the Canadian Studies Program as outlined in the Report to Senate, March 13, 2018

Motion Carried

Motion (E. Wells/C. Parker): that Senate approve the changes to the Geography and Environment Program as outlined in the Report to Senate, March 13, 2018

Motion Carried

Motion (E. Wells/C. Parker): that Senate approve the changes to the Music Program as outlined in the Report to Senate, March 13, 2018

Motion Carried

Motion (E. Wells/C. Parker): that Senate approve the changes to the Fine Arts Program as outlined in the Report to Senate, March 13, 2018

Motion Carried

E. Wells noted that the changes in the Fine Arts Program have no relation to a potential program in Museum Studies.

The text of the report is appended to these minutes.

07.03.13 Report from the Committee on Committees

J. Dryden gave the report, which consisted of the following motion.

Motion: (J. Dryden /L. Michaelis) The Committee on Committees moves that the following students be acclaimed to positions on the following committees for terms to begin immediately and end in May 2018:

Graduation Review Committee: 1 student, elected by the Senate
Noah Fry

Scholarships and Bursaries Committee: 1 student, elected by the Senate
Everett Patterson

Motion Carried

C. Parker remarked that the student representative on the Graduation Review Committee should not be a graduating student.

08.03.13 Report from Faculty Council

Senate received the report. There were no questions or comments. The text of the report is appended to these minutes.

09.03.13 Other Business

There was no other business.

10.02.13 Adjournment

There being no further business or announcements, the meeting was adjourned at 4:33 pm (E. Wells/ B. Robertson).

Respectfully submitted,

Craig Brett
Secretary

Report to Senate from the University Planning Committee

J. Ollerhead | 5 March 2018

At recent weekly meetings, the University Planning Committee has continued its work on Academic Unit Reviews along with completing specific discussions on (i) tenure-track (or tenured) hiring, (ii) the structure of the deans+ group, and the future of Anthropology programming.

All tenure-track (or tenured) searches are underway and the committee has already considered one position request from Commerce, to start 1 July 2019, in some detail. Searches are currently under way as follows: 2 in Indigenous Studies, 1 Librarian, 1 Chemistry/Biochemistry, and 1 Computer Science (CS). Two additional positions have already been filled as follows: 1 in Biology and 1 in Mathematics and CS.

The Committee discussed the Provost's plan for the deans+ group. Committee members agreed that the new plan seems reasonable, given community feedback. The Provost is currently consulting with Department Heads with an intention to launch at least one dean search, following Policy 3001, by 8 March. Additional community consultation will be undertaken in the coming months.

The Committee has also discussed the implications of its failed motion at December's Senate meeting. The motion that failed was/is:

“On the recommendation of the University Planning Committee, Senate confirms that our existing Anthropology academic programs (Disciplinary B.A. Honours, Major and Minor) be decommissioned when currently enrolled students have completed their programs and that the resources currently allocated to these programs, including faculty positions, be reallocated to the development of an interdisciplinary program in Indigenous Studies, with the intention to deliver a Major insofar as the Indigenous Studies faculty desires one, which will include key elements of our existing Anthropology academic programs.”

The Committee is aware that some members of our community interpret this outcome as endorsing a plan to immediately take steps to reconstitute the Anthropology program in its current form. The Committee's interpretation of the outcome is that the question of resource allocation to the Anthropology program must be treated as an independent question and placed within the context of all other requests for tenure-track positions.

Given that hiring priorities for 1 July 2018 have already been decided, the Committee will return to the question of resource allocation for tenure-track positions in September 2018. Until the 2018 tenure-track hiring is completed and the outcomes known, the Committee supports the Provost's decision to maintain a moratorium on new student enrolment in our Anthropology programs. Offering ANTH 1011 “Introduction to Anthropology” in the Fall 2018 term might prove misleading to students and therefore the moratorium on offering this course will continue as well. These decisions should not be interpreted in any way as a statement on the intrinsic value of Anthropology.

In summary, the Planning Committee will explicitly discuss the merits of allocating tenure-track positions to Anthropology in the fall of 2018 relative to all identified priorities and will provide firm recommendations to Senate before the end of the calendar year. The Planning Committee understands the need for clear direction in this matter and it will continue to engage with stakeholders, including students, over the next 6 months before it makes a new recommendation to Senate.

Dear Members of Senate,

On behalf of the Anthropology Society and members of the program itself, I would like to thank you very much for the opportunity to speak here today. The past year has been extremely stressful for students in the program, and we appreciate having space to voice a few of our concerns.

We believe Anthropology to be one of the core foundations of the Social Sciences and an essential part of a well-rounded liberal arts degree. Upon graduation, it has led students in many different directions, entering a variety of fields. This program has brought forward a Rhodes scholar and graduates sprinkled in graduate and other professional programs such as law school, medical anthropology at Oxford, visual Anthropology at Simon Fraser, museum studies at the Museum of Anthropology at UBC, and history at Carleton, among many other talented leaders in the work force.

Anthropology offers valuable knowledge that overlaps with and complements other disciplines. Its students develop critical skills, a high standard of ethics, and are introduced to conceptual tools such as cultural relativism, intersecting marginalities, and rites of passage. Anthropology is unique in its ability to address local knowledge and issues, while also taking on a larger, global perspective. Anthropology is the only discipline that focuses specifically on learning about human cultural diversity, and employers in every field are looking for students with this background. Completely removing Anthropology from the university is a disservice to students, faculty, staff, and administrators.

Anthropology, like every other discipline in the Western academy, has a colonial past; however this is not something we can tuck away and forget about by removing it from the curriculum. It is something we need to continue to work through as part of this university's commitment to indigenization. Introductory Anthropology offers an opportunity to understand concepts and people within the overarching context of a globalized world. Further, this approach is also consistent with one of the key goals of the university—internationalization. All students benefit from developing an appreciation for and understanding of decolonization and cultural diversity in a way not addressed by any other discipline in the University.

We want the uncertainty about the future of Anthropology at Mount Allison lifted by, at the very least, having Introductory Anthropology reinstated for the forthcoming academic year. Even if the program is not maintained in its present form, we can envision a selection of Anthropology classes continuing at Mount Allison in the coming years. This offers students the opportunity to take these courses as distribution credits—much like the set up of Linguistics. Failing to offer this may cause students seeking the opportunity to study Anthropology at Mount Allison to pursue their studies elsewhere.

We fully understand that new programs are developed and some are let go of, this is typical university business. However, Anthropology is a healthy program that, in a normal year when a variety of courses are offered, enjoys high enrolment. Last year alone the introductory class had over 320 students enrolled across the two semesters. Anthropology continues to offer the high quality of education demanded by its students and by the

university. The way the process has been handled has also been problematic. Students were not provided with one clear answer as to why the program was under review or being closed. It boggles the mind, the arbitrary way in which our program has been placed on suspension.

Thank you very much for allowing us to make this statement today. We wanted to express ourselves and demonstrate how important Anthropology is to many students at this institution. We hope that our opinions and suggestions will be taken into consideration.

ACADEMIC MATTERS COMMITTEE
Report to Senate, March 13, 2018

This report contains recommendations for changes to academic programs effective under the 2018-2019 academic calendar:

- Academic regulations 11.2.2, 11.3.2 Distribution Requirements
- Canadian Studies
- Geography & Environment
- Music
- Fine Arts

Note: additions/changes are indicated in bold text, deletions are indicated with strikethrough.

1. **DISTRIBUTION REQUIREMENTS**

The Academic Matters Committee recommends the following changes to academic regulations 11.2.2 and 11.3.2.

- The addition of PHIL 2611 to the list of courses in distribution category Natural Science-a, Analytic and Quantitative Reasoning : These courses involve analytic reasoning and might include the study of abstract structures or the analysis and interpretation of quantitative and categorical information. They often introduce methods of problem solving and logical thinking in approaching these types of information.

COMP 1631

MATH 1111, 1151, 1251, 2311

PHIL 2611

PHYS 1041, 1051

PHIL 2611 (3.00)

INTRODUCTORY LOGIC

This course introduces the study of logic, examining the basic structure of arguments, common reasoning fallacies, truth tables, and propositional logic. Further topics may include an introduction to quantification theory, syllogistic reasoning, Venn diagrams, Mill's methods, and issues central to inductive and deductive reasoning. (Format: Lecture 3 Hours) (**Distribution: Natural Science-a**) (Exclusion: Any version of PHIL 2611 previously offered with a different title; PHIL 2621)

Rationale: PHIL 2611 is significantly unlike introductory courses in the PHIL 1600-series. It serves as an introduction to logical reasoning, using symbolic notation, and is helpful to students in a wide range of disciplines. We eliminated the prerequisite last year as part of a plan to be able to include this course within the distribution scheme.

The current course description for PHIL 2611 is an appropriate fit for the description of distribution category Natural Science(a). A benefit of locating PHIL 2611 within the 'analytical and quantitative reasoning' distribution category is that it remedies a longstanding concern in the Philosophy Department that BSc students could get a 'Humanities credit' for PHIL 2611. The course introduces students to a variety of area concerns in *Philosophy* (such as epistemological, metaphysical, and ethical commitments involved in logical inference), but does not present students with a rich and varied introduction to topics described in 11.2.2/11.3.2 as 'Belief, Thought, and Meaning.' In a word, under the old system BSc students could receive a Humanities credit that functioned as a 'quantitative and analytical' class. With PHIL 2611 appropriately classed as 'quantitative & analytical' under the new distribution, students are better presented with an accurate list of excellent options for engagement with these aspects of the

Humanities. PHIL 1601, PHIL 1611, PHIL 1621, and PHIL 1651 are appropriate courses for 'Belief, Thought, and Meaning' in a way that PHIL 2611 isn't.

The Philosophy Department understood that a key purpose of the new descriptive categories of distribution requirements was to move *away* from thinking of students as having to take courses in separate faculties (Arts/Humanities/Social Sciences/Sciences) and to move *toward* students learning particular content and developing specific skills. If this is the case, then a distribution is no longer identified by whether it is taught in a faculty, but by the specific content it offers and the specific skills it develops. PHIL 2611 offers content and develops skills squarely, by definition, within the description 'analytic and quantitative reasoning' as described in regulation 11.2.2/11.3.2.

2. CANADIAN STUDIES

The Academic Matters Committee recommends approval of the following changes to CANA 4611:
CANA 4611 (3.00)

~~ADVANCED STUDIES ON MAJOR CANADIAN ISSUES~~ **IMAGINING CANADA**

Prereq: 6 credits from CANA 1001, 1011; ~~or 6 credits from CANA 2001, 2011;~~ or permission of the Program Director

This course provides an in-depth, advanced-examination of ~~key Canadian issues.~~ **the ways that various public intellectuals and cultural producers have imagined or narrated Canada.**

(Format: Seminar 3 Hours) (Exclusion: ~~CANA 4600~~ **Any other version of CANA 4611 previously offered with a different title**)

Rationale:

The new description more accurately reflects the way this course is now taught which looks at key Canadian thinkers, their works, and conceptions of Canada.

CANA 2001 and 2011 have not been offered for two years. It is doubtful that anyone will now be moving into this course with these requisites and, if they are, they can be addressed through permission.

CANA 4600 has not been offered in many years. The course content was, at that time, different than 4611 is now.

3. MUSIC

The Academic Matters Committee recommends approval of the following changes to MUSC 4181 :

MUSC 4181 (3.00)

ANALYTICAL TECHNIQUES

Prereq: MUSC 2111; or permission of the Department

This course develops skills in the analysis of music through ~~examination of scores drawn~~ **practical application of some of the central approaches and tools used in analyzing music** from a wide range of periods, and styles and media. ~~It introduces various theories of coherence and unity (Schenker, Hindemith, Messiaen, et al.).~~ (Format: Lecture 3 Hours)

Rationale: The current course description is inaccurate in its mention of "theories of coherence and unity (Schenker, Hindemith, Messiaen, et al.)" – of the three names mentioned, only Schenker actually developed a real theory of coherence and unity. Given that we now have just a single term of Analytical Techniques (the current description comes from a time when we had two terms), the course description should cast a wide net. Faced with the simple impossibility of covering all analytical approaches, tools, and types of music in a single term, the course instructor can then slant their course to suit their specific aims and views about what will be of most benefit to their students. For instance, in the confines of a single term, I've tried to introduce students to Schenkerian analysis and pitch-class set analysis, figuring that these two basic sets of ideas and tools will be of good use to students entering graduate school. Other instructors, however, may well wish to place more stress on sociologically-based approaches and/or on non-art-music repertoires.

4. **GEOGRAPHY & ENVIRONMENT**

The Academic Matters Committee recommends approval of the following changes to the exclusions for GENS 3401:

GENS 3401 (3.00)

RESEARCH METHODS IN ENVIRONMENTAL SCIENCE

Prereq: Third-year standing; GENS 2431; permission of the Department

This course begins with a critical examination of current research techniques. Students then design, implement, complete, and evaluate a field research project in environmental science. [Note 1: This course requires attendance at an off-campus field camp and students will be liable for some field trip costs.](Format: Lecture 3 Hours, Multi-Day Field Camp)(Exclusion: GEOG 3401, 3701; ~~GENV 3701~~)

Rationale: GENS 3401 currently lists GENV 3701 as an exclusion but GENV 3701 does not list GENS 3401 as an exclusion. The course descriptions are identical with the exception of the focus of the research project and both courses require participation in a field camp. However, the two courses are radically different, given that the GENS course is heavily science-based and involves the scientific method as part of the research field course. The GENV is very much a social science approach to environmental issues and, even when the two courses are in the same place (such as Jasper), they are very different courses (glaciology vs parks planning, for example) and have different instructors. The proposed revision simply reflects a “house keeping” modification.

5. **FINE ARTS**

The Academic Matters Committee recommends approval of the following changes to the Fine Arts /Art History programs:

- the deletion of the following course:

FINH 4041 (3.00)

ART CRITICISM AND THEORY

Rationale:

This course is rarely taught (once in last 17 years) and does not fall under the current rotation of courses offered. This deletion will not affect other programs or courses taught in the Fine Arts Department.

- the following changes to titles, pre-requisites, and/or course descriptions for the following courses:

FINH 3021 (3.00)

CANADIAN ART FROM ITS BEGINNINGS TO THE 1960s

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course surveys the history of art in Canada from its beginnings to the 1960s within its historical, social, political, and cultural contexts and considers the ways in which art history and its narratives function. ~~The course covers~~ **Topics include:** the art of Canada's **Indigenous peoples** ~~First Nations~~; topographical and portrait traditions in the Colonial period; landscape painting and the idea of Nationhood; mysticism and nature in Canadian painting; art and democracy; formal experimentation and the urban space in the art of the Inter-War Years; the development of Canadian sculpture; modernism in Canadian painting; Quebec art, politics, and the Church; and the development of abstraction. (Format: Lecture 3 Hours) (~~Exclusion: FINA 3021~~)

FINH 3031 (3.00)

CANADIAN ART FROM THE 1960s TO THE PRESENT

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course considers visual art in Canada from the mid-1960s to the present. It looks at a range of media,

including painting, sculpture, photography, video, audio, performance, installation, and Internet art. It investigates current issues in contemporary art practice including cultural identity, the politics of representation, gender and the body, audience, and censorship. (Format: Lecture 3 Hours) (~~Exclusion: FINA 3031~~)

FINH 3041 (3.00)

MUSEUM STUDIES

Prereq: 6 credits from Art History courses; or permission of the Department

This course examines the art museum within contemporary society. It considers the history and future shape of the museum, and examines current practice, issues, and debate. ~~Topics covered include~~ **It includes topics such as:** the politics of the museum; its history and discourse; curatorial practice and the development of exhibitions; the museum and its publics; museums and new media; collections; and issues of artistic freedom and censorship. (Format: Seminar 3 Hours) (~~Exclusion: FINA 3041~~)

FINH 3051 (3.00)

TWENTIETH CENTURY ART TO 1940

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course examines art and architecture in Europe and North America from 1900 to 1940. It covers schools and movements including the Secession, Expressionism, The Fauves, Cubism, Futurism, Constructivism, Abstraction, Dada, Surrealism, and Social Realism, as well as artists working independently of any formal group. ~~The architectural movements covered include Art Nouveau, Bauhaus, De Stijl, Prairie style, and International style. Issues addressed in this course~~ **It also addresses issues such as** ~~include~~ gender, psychoanalysis, "primitivism," and the politics of colonialism and international warfare. (Format: Lecture 3 Hours) (~~Exclusion: FINA 3051~~)

FINH 3061 (3.00)

MODERN ART FROM 1940 TO 1970

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course examines art ~~and architecture~~ in Europe and the United States from 1940 to 1970. It considers schools and movements including Abstract Expressionism, CoBrA, Pop Art, Junk Art, Minimalism, Kinetic Art, Op Art, Land Art, Process Art, Conceptual Art, Arte Povera and Performance Art, as well as artists ~~and architects~~ working independently of any formal group. ~~Issues addressed in this course include~~ **It also addresses issues such as** notions of modernism and the avant-garde, gender, international warfare, post-World War II consumerism, internationalism, and the role of art critics in shaping a "canon" for twentieth-century art. (Format: Lecture 3 Hours)

FINH 3071 (3.00)

CONTEMPORARY ART SINCE 1970

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course examines contemporary art ~~and architecture~~ since 1970 and focuses on themes including the body and identity. Topics include naturally, and culturally, constructed bodies, gender identity, sexual identities, ethnic bodies, abject bodies, and political and religious identities. ~~This course will include~~ **It includes** art in a variety of media including the bodies of humans and animals, painting, sculpture, assemblage, installation, photography, printmaking, architecture, textiles, film, video, and performance art. (Format: Lecture 3 Hours) (~~Exclusion: FINA 3071~~)

FINH 3081 (3.00)

WOMEN, AND GENDER IN ART AND SOCIETY

Prereq: ~~6 credits from~~ FINH 2001, 2011, 2101, 2111; or permission of the Department

This course offers a history of women in art and society, ~~with examples~~ from the Medieval period through

to the practice of women artists in contemporary culture. Drawing on social history, feminism and its implications, and the representation of women **and gender** in the visual arts, this course ~~will~~ provides a better understanding of the situation of ~~women~~ artists within different social, regional, and global contexts. (Format: Lecture 3 Hours) (Exclusion: ~~FINA 3081~~, **any version of FINH 3081 previously offered with a different title**)

FINH 3141 (3.00)

NINETEENTH CENTURY ART, PART ONE

Prereq: ~~6 credits from FINH 2001, 2011, 2101, 2111~~; or permission of the Department

This course examines art and architecture during the first half of the nineteenth century in the United States and Western Europe (particularly Belgium, England, France, Germany, and Spain). ~~This course~~ **It** includes art in a variety of media and ~~will~~ pays particular attention to the inventions of lithography and photography during this time. **It considers** Aartistic movements such as Neo-Classicism, Romanticism, and Realism ~~will be considered in this course~~ along with artists who worked independently from these movements. (Format: Lecture 3 Hours) (~~Exclusion: FINA 3141~~)

FINH 3241 (3.00)

NINETEENTH CENTURY ART, PART TWO

Prereq: ~~6 credits from FINH 2001, 2011, 2101, 2111~~; or permission of the Department

This course examines art and architecture during the second half of the nineteenth century in the United States and Western Europe (particularly Belgium, England, France, Germany, and Spain). ~~This course~~ **It** includes art in a variety of media and ~~will~~ pays particular attention to innovations in the production of photographs, ~~and~~ etching, ~~s,~~ and posters during this time. **It considers** Aartistic movements such as Realism, Impressionism, Post-Impression, and Art Nouveau. ~~will be considered in this course.~~ (Format: Lecture 3 Hours) (~~Exclusion: FINA 3241~~)

FINH 4091 (3.00)

ADVANCED SEMINAR IN ART HISTORY

Prereq: ~~Six credits from FINA 2001, FINA 2011, FINH 2001, FINH 2011, FINH 2101, FINH 2111~~; or permission of the Department

This course explores key issues in nineteenth to twenty-first century art, with topics to vary from term to term. It emphasizes contemporary, theoretical, methodological, and critical approaches to the art of the recent past. [Note: Students may register for FINH 4091 more than once, provided the subject matter differs.] (Format: Seminar 3 Hours)

Rationale: FINA 2001, 2011, FINH 2001, 2011 are no longer offered and have been replaced by FINH 2101, 2111. Changes to course descriptions are in compliance with the style guide.

- the following changes to the BA Major /Minor in Art History, the Major/Minor in Fine Arts, and the BFA degree requirements under 11.7.4:

MINOR in Art History is 24 credits earned as follows:

6 from ~~FINA 2001, FINA 2011, FINH 2001, FINH 2011, FINH 2101, FINH 2111~~

18 from Art History at the 3/4000 level or from CLAS ~~3601, 3611, 3621, 3631, 3701,~~
or 3711, ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401

MAJOR in Art History is 60 credits earned as follows:

6 from ~~FINA 2001, FINA 2011, FINH 2001, FINH 2011, FINH 2101, FINH 2111~~

36 from Art History at the 3/4000 level or from CLAS ~~3601, 3611, 3621, 3631, 3701,~~ or 3711,

ENGL 3621, FREN 2801, GERM 2701, HIST 4001, PHIL 2401

18 from complementary courses in Arts and Letters and Humanities, chosen in consultation with the Program Advisor

MINOR in Fine Arts is 24 credits earned as follows:

6 from ~~FINA 2001, FINA 2011, FINH 2001, FINH 2011, FINH 2101, FINH 2111; or other Art History with permission of the Department~~

6 from 1000 level Fine Arts studio courses

6 from 2000 level Fine Arts studio courses

6 from 3000 level Fine Arts studio courses

MAJOR in Fine Arts is 60 credits earned as follows:

~~12~~ **6 FINH 2101, 2111** from Art History, (including 6 at the 2000 level)

6 from Art History at the 2/3/4000 level

15 from ~~Fine Arts~~ FINA1101, 1111, 1921, 1931, 2101

24 from 1000/2000/3000 level Fine Arts studio courses (9 credits must be at the 3000 level)

6 from 4000 level Fine Arts Advanced studio courses

3 from Fine Arts Seminar 3701, 4701 ~~or Art History Seminar 4091~~

11.7.4 Requirements for the Bachelor of Fine Arts Degree

Year One:

- a. 18 Studio Art credits - Fine Arts 1101, 1111, 1901, 1911, 1921, and 1931
- b. 6 credits from ~~FINA 2001, FINA 2011, FINH 2001, FINH 2011, FINH 2101, FINH 2111~~
- c. 6 credits from outside of Fine Arts

Rationale: FINA 2001, 2011, FINH 2001, 2011 are no longer offered and have been replaced by FINH 2101, 2111. Senate has recently approved the deletion of CLAS 3601, 3611 and addition of CLAS 3621, 3631.

➤ the following changes to the Art History program description:

ART HISTORY

The Department of Fine Arts offers a B.A. with a Major or Minor in Art History. The study of Art History is integral to the study of art and visual culture. With its increasingly interdisciplinary approach, Art History encompasses a broad range of visual, cultural and social studies. An art history background provides valuable insight into history, philosophy and the humanities in general. Course offerings range from an introduction to World Art to more focused examinations of the Nineteenth and Twentieth Centuries, including Canadian Art, Contemporary Art, and Women **and Gender** in Art. Advanced seminars are also offered on subjects ranging from critical issues ~~around Modernism and Postmodernism, Feminist and Gender Studies, in Archival research, Museum and Curatorial Studies, and Art Criticism, and Theory, and Photography and Film Studies.~~ Students majoring in Art History are also encouraged to do a ~~Special Topics~~ **an Independent Study** paper on a specific area of interest. Courses are also offered for credit as Art History courses in Classics, Philosophy, English, History, and Modern Languages and Literatures. The Owens Art Gallery is an invaluable resource for the study of Art History and for the Fine Arts Department. Further resources include Fine Arts field trips and a Visiting Artists' Program.

Report for Senate from Faculty Council
Feb. 27, 2018

As quorum was not achieved at this meeting, no motions were entertained.

After a presentation on cybersecurity by A. Blakney (a copy of which will be circulated with meeting notes in mid-March), H. Becker and A. Blakney outlined the ways through which the university and its staff can improve cybersecurity. Specific measures include the adoption of 14-character minimum for passwords on university accounts as well as revisions and additions to account management policies. An engaged discussion ensued, after which the chair presented various updates on campus activities and business as part of his monthly report to members.

Finally, R. Adlum inquired about the status of the Anthropology department and its programming, and J. Ollerhead provided an update and also indicated that the Planning Committee will be examining the matter of resource allocation in Fall 2018. A substantial discussion ensued, after which the meeting adjourned.

Respectfully submitted,

Lauren Beck,
Secretary of Faculty Council