



AGENDA
College of Arts Curriculum Committee
Friday, October 13, 2023 - 10:00 AM
Microsoft TEAMS

Page

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 13 October 2023

THAT CACC adopt the agenda for 13 October 2023 as presented.

2 - 4

2.2. Approve the College of Arts Curriculum Committee minutes of 15 September 2023

THAT CACC approve the minutes of 15 September 2023 as presented.

[2023-09-15 CACC Minutes DRAFT](#)

3. FOR DECISION

5 - 47

3.1. MACS 210, 215, 221, 230, 240, 299, 399, and MACS/ SOC 460 (Course Revisions)

Presented by Chantelle Marlor 10:15 A.M.

THAT CACC approve the changes to MACS 210, 215, 221, 230, 240, 299, 399, and MACS/ SOC 460 as presented.

[MACS 210 Memo 2023](#)

[MACS 210 Course Outline 2023](#)

[MACS 215 Memo 2023](#)

[MACS 215 Course Outline 2023](#)

[MACS 221 Memo 2023](#)

[MACS 221 Course Outline 2023](#)

[MACS 230 Memo 2023](#)

[MACS 230 Course Outline 2023](#)

[MACS 240 Memo 2023](#)

[MACS 240 Course Outline 2023](#)

[MACS 299 Memo 2023](#)

[MACS 299 Course Outline 2023](#)

[MACS 399 Memo 2023](#)

[MACS 399 Course Outline 2023](#)

[MACS SOC 460 Memo 2023](#)

[MACS 460 Course Outline 2023](#)

Page

[SOC 460 Crosslist Course Outline 2023](#)

4. FOR INFORMATION

4.1. [New CACC Historic Questions and Answer Document](#)

4.2. [NEW CACC TEAMS Channel Overview for Committee Members](#)

5. ADJOURNMENT and NEXT MEETING

5.1. Next CACC Meeting:
November 10, 9:00 a.m. to Noon (MS Teams)

5.2. Adjournment - 12 p.m.



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE
September 15, 2023
9:00AM - Microsoft TEAMS

PRESENT: M. Batu, L. Buker, H. Celinski, G. Gill, K. Harms, V. Krahn, M. de Luna, M. Opmeer, P. Sharifi, L. Pardy (chair), T. Kaszonyi (recorder)

REGRETS: R. Atake, A. Brown, and E. Newman

GUESTS: H. McAlpine, C. Hart, H. Kaur, & J. Deon

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 15 September 2023.

MOTION:

THAT CACC adopt the agenda for 15 September 2023 as presented.

M. Batu & G. Gill

CARRIED

2.2. Approve the College of Arts Curriculum Committee minutes of 31 August 2023

MOTION:

THAT CACC approve the minutes of 31 August 2023 as presented.

M. Batu & K. Harms

CARRIED

3. FOR DECISION

3.1. ENGL 200, 240, 309, 323, 325, 340, 354, 356 491, and 492 (Course Revisions)

CACC's Global Feedback

- Review Learning Outcomes (LOs) for instances of "demonstrate understanding" and change demonstrate to a more measurable verb, such as articulate.
- Review memos to ensure the Department Head and date are current.
- All comments can be removed from the documents before UEC, but the track changes should be left.

ENGL 200

- LO#3: CACC noted that UEC may have additional questions/ comments about this LO, but does not have any recommendations at this time.

ENGL 240

- CACC and ENGL had a lengthy discussion about this course description and how best to ensure it highlights the work ENGL has done to weave EDI and indigenization into this course. They collaborated to draft a revised description.
 - Example: *Introduces students to the rich diversity of Canadian literature in English, including writings from indigenous writers, settlers, and others.*

ENGL 309

- Memo Q. 7: CACC recommends elaborating on this question to explain how this is being achieved.

MOTION:

THAT CACC approve the changes to ENGL 200, 240, 309, 323, 325, 340, 354, 356 491, and 492 with recommended changes.

M. Batu & P. Sharifi

CARRIED

3.2. GD 159, 254, and 358 (Course Revisions)

Global Feedback

- CACC recommends reviewing all calendar copy to ensure it is written in first person and has an active voice.

GD 358

- Prerequisites: Since a prerequisite is being added to this course in may impact future enrollment, especially of CIS students who are taking this course as an elective.
- CACC recommends that GDD reach out to the CIS advisor to learn how CIS students may be impacted by this change.
 - The chair will also contact M. Fischer and Dean Murray to discuss enrollment planning.

MOTION:

THAT CACC approve the changes to GD 159, 254, and 358 with recommended revisions.

M. de Luna & M. Batu

CARRIED

3.3. GD 222 and 469 (New Courses)

MOTION:

THAT CACC approve the new courses GD 222 and 469 as presented.

L. Buker & M. de Luna

CARRIED

3.4. GDD Diploma, Extended Minor, Minor, and Major (Program Change)

MOTION:

THAT CACC approve the changes to the GDD Diploma, Extended Minor, Minor, and Major as presented.

K. Harm & P. Sharifi
CARRIED

3.5. RLST 201, 202, 320, 330, 340, and 380 (Discontinuation)

MOTION:

THAT CACC approve the discontinuation of RLST 201, 202, 320, 330, 340, and 380 as presented.

H. Celinski & M. Batu
CARRIED

3.6. Subcommittee: BA Core Competencies Review

CACC will strike a sub-committee to rework the Intercultural and Civic Engagement BA Core Competencies. The subcommittee will have a 4 hour work bee in Oct/ Nov.

The following names will be forward to CAC for subcommittee approval:

- Geetanjali Gill
- Keith Harms
- Lolehawk Buker
- Marie de Luna
- Hannah Celinski

4. FOR DISCUSSION

4.1. NEW CACC Pre-Check

The committee discussed the new CACC Pre-check process and shared the UEC pre-check rubric for information and discussion.

5. ADJOURNMENT and NEXT MEETING

**5.1. Next CACC Meeting:
10:00 a.m. to Noon (MS Teams)**

5.2. Adjournment - 10:51 p.m.

Memo for Course Changes

To: [Linda Pardy and College of Arts Curriculum Committee Members](#)

From: Chantelle Marlor, [Director, School of Communication, Media, and Society](#)

Date: ~~September 28~~ October 6, 2023

Subject: **Proposal for revision of MACS 210: History of Communication**

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

Commented [MB1]: Please tick the "Prerequisites and/or co-requisites" box. The prerequisite for MACS 210 used to be "None", now we changed it to "15 university credits". In the rationale for change you can say that "The prerequisites now reflect that students need 15 university credits."

2. Rationale for change: _____

2-e Revised to recognize the distinct history of indigenous communication and culture in Canada as well as addressing how they were impacted by colonization.

Commented [MB2]: For each of the ticked boxes in (1), you need to explain in 1-2 sentences why this is course is being revised.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): _____

3-e Not substantial. Simply highlighting the focus on Canada and it's Indigenous peoples.

Commented [MB3]: The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written. The revised learning outcome also recognizes the distinct history of indigenous communication and culture in Canada as well as addressing how they were impacted by colonization.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

4-e N/A Not applicable.

5. Which program areas have been consulted about the change(s)?

5-e N/A Not applicable.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- There is a more focused look at how Canada's (as well as other nation's) Indigenous peoples communicated, currently communicate, and how they historically were impacted with the introduction of new forms of communication. _____

Commented [MB4]: I suggest that you cross refer the responses to #6 with the course outline. For example, you may want to mention changes to the learning outcome and suggested topics (i.e., Oral Traditions) that can highlight that the course has been Indigenized.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

7. The use of an edited anthology allows for multiple perspectives to be presented from many different authors with diverse backgrounds. Looking at the evolutionary role of communication media in a global context demonstrates the multiplicity of ways that media can and has affected all persons including traditionally marginalized groups.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)

Changed to reflect that it has not been traditionally taught every semester due to the lack of faculty.

9. Estimate of the typical costs for this course, including textbooks and other materials:

9. \$125

Commented [MB5]: Please specify this, breaking down the costs if necessary.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991
 REVISED COURSE IMPLEMENTATION DATE: September 2011
 COURSE TO BE REVIEWED (six years after UEC approval): March 2017
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 210	Number of Credits: 3 Course credit policy (105)										
Course Full Title: History of Communication Course Short Title: History of Communication											
Faculty: Faculty of Social Sciences	Department (or program if no department): Social, Cultural & Media Studies										
Calendar Description: <p style="color: red;"><u>Focuses on the historical development of communication systems and technology from cave paintings to social networks. Students examine the changing relationships between technology, access to knowledge, and social values, and reflect on how these connect to their own relationship to communication today.:</u></p> <p style="color: red;">This course focuses on the historical development of systems of communication, from ancient pictographs and oral traditions to the social networks of today. Focusing primarily on Western civilization, the course assesses how and why these systems arose, how their adoption affected existing technologies, and what their myriad social effects were. It shows that today's optimistic and pessimistic assessments of new communication technologies have numerous precedents.</p> <p>Note: Students with credit for GD 256 cannot take this course for further credit.</p>											
Prerequisites (or NONE):	None 15 university credits										
Corequisites (if applicable, or NONE):	None										
Pre/corequisites (if applicable, or NONE):											
<p>Antirequisite Courses <i>(Cannot be taken for additional credit.)</i></p> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<p>Course Details</p> <p>Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: No <i>(See policy 207 for more information.)</i></p> <p>Grading System: Letter grades</p> <p>Delivery Mode: May be offered in multiple delivery modes</p> <p>Expected frequency: Annually</p> <p>Maximum enrolment (for information only): — 36</p>										
Typical Structure of Instructional Hours											
<table border="1" style="width: 100%; border-collapse: collapse;"><tr><td>Lecture/seminar</td><td style="text-align: center;">45</td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr></table>	Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		
Lecture/seminar	45										
[click to select]											
[click to select]											
[click to select]											
[click to select]											
Total hours 45											
Scheduled Laboratory Hours											
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes											
Prior Learning Assessment and Recognition (PLAR)											
PLAR is available for this course. — yes											
Transfer Credit (See bctransferguide.ca)											
Transfer credit already exists: [click to select] Yes											
Submit outline for (re)articulation: [click to select] No <i>(If yes, fill in transfer credit form.)</i>											

[COURSE] **University of the Fraser Valley Official Undergraduate Course Outline** Page 2 of 4

Department approval	Date of meeting:
Faculty Council approval	Date of meeting:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. ~~Assess-Analyze~~ the social, cultural, and economic impact of ~~media-on-civilizations-in-the-Western world~~ ~~communications technology~~;
2. Explain the factors involved in a ~~given~~ society's adoption of new communication systems;
3. Describe the ~~impact relationship between~~ ~~of~~ ~~historical~~ ~~emerging~~ media ~~and~~ ~~en~~ ~~today's media environment~~; ~~existing media~~;
4. ~~Demonstrate-Outline~~ the ways ~~s~~ media influence people's perceptions of time and space;
5. Discuss the connections between a society's dominant media ~~, its social structure,~~ and ~~its~~ distribution of knowledge and power;
6. ~~Identify how decisions about the development of communication systems over the past several millennia have shaped today's media environment~~;
7. ~~6. Examine how what~~ ~~access to historical media is preserved~~ ~~shapes our understanding of the past~~; ~~synthesize their knowledge and skills in the history of communication to develop and communicate informed and nuanced arguments about the role of media and digital technology in shaping contemporary society and culture.~~
8. ~~7. Apply theoretical concepts to an analysis of media and communications in a historical context.~~

Recommended Evaluation Methods and Weighting (Evaluation should align to learning outcomes.)

Quizzes/tests:Project:	30%	Assignments:	40%	Final exam:	30%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.)

May vary by instructor, but typical methods would include lectures, in-class discussions, group discussions, student-led activities, videos, and practice tests.

Texts and Resource Materials (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Heyer, P. & Urquhart, P. (Eds.)	Communication in History: Stone Age Symbols to Social Media (7 th ed). Routledge.	2018
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

No

Course Content and Topics

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

- [Methodology of studying communication history](#)

[Methodology of studying communication history](#)

~~Communication in oral societies~~

~~The cultural traditions of indigenous civilizations~~

- ~~Oral traditions~~
- ~~Harold A. Innis on Sspace- and ttime-biased media~~
- ~~The development of writing systems~~

[Writing and the birth of mathematics and science](#)

- ~~Indigenous concepts of knowledge~~

- Printing and the mechanization of writingprinting, mass literacy, and industrialization
 - Communication technology and colonialism
 - Post-colonial and Indigenous critiques of the media framework
Mass literacy and industrialization
Distinct forms of media: nNewspapers, -and- magazines, p
Early image technologies: Pphotography, -and- motion pictures,
Radio broadcasting and mass culture Ssound recording, -and- radio
, Ttelevision, and -and- the growth of consumer culture
 - The development of the iInternet
- Old and new media in the information age
The future of communication systems

Memo for Course Changes

To: [Linda Pardy and College of Arts Curriculum Committee Members](#)

From: Chantelle Marlor, [Director, School of Communication, Media, and Society](#)

Date: ~~September 28, 2023~~ [October 6, 2023](#)

Subject: Proposal for revision of MACS 215: Advertising as Social Communication

Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

Commented [MB1]: Please tick the "Prerequisites and/or co-requisites" box. The prerequisite for MACS 215 used to be "None", now we changed it to "15 university credits". In the rationale for change you can say that "The prerequisites now reflect that students need 15 university credits."

1. Rationale for change:

1.● Update the textbook as well as emphasize the critical and theoretical components of the course while also highlighting the potential for creative practical elements.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

2.● Not substantial.

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

3.● ~~N/A~~ Not applicable

4. Which program areas have been consulted about the change(s)?

4.● ~~N/A~~ Not applicable

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

● While there are no direct links in the course materials to indigenous forms of "advertising", the course does allow for the opportunity of content delivery on the modern uses of creative

Commented [MB2]: For each of the ticked boxes in (1), you need to explain in 1-2 sentences why this is course is being revised. Here are some suggested wording: for changes to calendar description you can say "Revisions to the calendar description describe the course in clear language."; for six-year review you can say "The course is up for six-year review.". For the rest, you can begin with the following "Revisions to the learning outcomes, texts, and evaluation methods are necessary to better reflect ..."

Commented [MB3]: The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

Commented [MB4]: Aside from content delivery, I think the assessment methods for this course allow for Indigenous ways of knowing. This is similar to your response to #6 where the creative elements can be an opportunity for students to reflect on their lived experiences and their connection to the land.

practices by indigenous peoples as well as highlighting how historical advertising worked to create stereotypical or racist imagery of indigenous peoples.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

6.e The course's creative elements present the opportunity for multiple knowledge delivery methods from the traditional term paper to the production of advertising copy and video content.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)

N/A Not applicable

8. Estimate of the typical costs for this course, including textbooks and other materials:

8.e **-\$125**

Commented [MB5]: Please specify the cost (\$125), breaking down the costs if necessary.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991
 REVISED COURSE IMPLEMENTATION DATE: September 2008
 COURSE TO BE REVIEWED (six years after UEC approval): February 2012
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 215	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Advertising as Social Communication													
Faculty: Faculty of Social Sciences	Department (or program if no department): School of Culture, Media, and Society												
Calendar Description: This course provides an interdisciplinary examinationExplores of the significance of advertising as a system of social messagecommunication, considering issues such as consumerism, identity construction, and social values -system-in-our-consumer culture. While the course is grounded in critical theories, it may also include creative and practical opportunities for students to demonstrate their knowledge.													
Prerequisites (or NONE):	15 university creditsNone												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 36												
Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. FORMTEXT													
Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: YesNo (If yes, fill in transfer credit form .)													
Typical Structure of Instructional Hours													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	
Lecture/seminar	45												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
Total hours	45												
Labs to be scheduled independent of lecture hours: No Yes													
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

Learning Outcomes

(5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

- 1. ~~Understand Outline~~ the historical and theoretical foundations of advertising ~~as a social message system within the context of consumer culture~~
- 2. ~~Critically assess the implications of the Examine the~~ intersections ~~between of~~ gender, race, class, and other social categories in advertising, ~~and critically assess their implications~~
- 3. Deconstruct advertising texts, images, and narratives to identify meanings, ideologies, and persuasive techniques
- 4. ~~Discuss the role that advertising plays in constructing reality in contemporary market-industrial cultures~~
- 5. Describe models for criticizing and justifying advertising's prominent position ~~in society in consumer culture~~
- 6. Assess advertising's relationship to corporate and government institutions and markets
- ~~Demonstrate the role that advertising plays in constructing reality in contemporary market-industrial cultures~~
- ~~Explain Demonstrate how- understanding of how~~ form and content in advertising combine to attract and influence ~~target~~ audiences
- ~~Analyze and critically evaluate the impact of advertising on individuals, society, and culture, considering issues such as consumerism, identity construction, and social values~~

Recommended Evaluation Methods and Weighting (Evaluation should align to learning outcomes.)

Assignments:	30%	Project:	20%	[click to select]	%
Quizzes/tests:	30%	Final exam:	20%	[click to select]	%

Details Assignments may include creative projects that require the use of audio and/or video editing equipment

(Itemize assignments if more than 50%, and provide any other relevant information.)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Holm, N	Advertising and Consumer Society: A Critical Introduction, 2nd ed.	2017 2023

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

(Use this section for supplies and materials for all sections of this course.)

[Access to video equipment or a smart phone capable of recording video](#)

Course Content and Topics

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

- History of advertising
- Analyzing advertisements
- Advertising, capitalism, and ideology
- Commodities, commodity fetishism, and the commodification of culture
- The audience and audience research
- Role of the advertising agency
- Art and advertising
- Gender and advertising
- Race and advertising
- Children and advertising
- Advertising and political and regulatory concerns
- Digital advertising and data mining
- Global advertising

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Communication, Media, and Society

Date: October 6, 2023

Subject: Proposal for revision of MACS 221

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change:

- The review for this course is overdue. This course should have been reviewed last October 2018. The calendar description and course learning outcomes have been updated to match the standards of the School of Culture, Media & Society and the College of Arts. Revisions to the calendar description describe the course more clearly and concisely. The prerequisites have been updated to be consistent with other School offerings.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

- Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

- No, this course is not required by any other program.

5. Which program areas have been consulted about the change(s)?

- The School of Culture, Media & Society.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
 - This course can focus on expressions of popular culture by and for Indigenous peoples. It can examine such issues as the representation of Indigenous peoples, the power of Indigenous peoples to tell their own stories, and cultural appropriation. Moreover, students have the option of exploring Indigeneity in their assignments.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - This course focuses on cultural studies, a progressive approach to the study of popular cultures in all their diversity. This approach celebrates the production and consumption of popular cultures by communities of different backgrounds, including underrepresented and marginalized ones. It also critically examines incidences of sexism, racism, ageism, etc., in popular cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
 - Not applicable

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
 - \$80.00 (the approx. cost of the required textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991
 REVISED COURSE IMPLEMENTATION DATE: September 2013
 COURSE TO BE REVIEWED (six years after UEC approval): October 2018
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 221		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Media and Popular Cultures			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural and Media Studies School of Culture, Media & Society	
Calendar Description:			
This course provides an introduction to Introduces students to the field of the field of cultural studies, particularly as it relates to through a critical examination of contemporary popular cultures. Writers in cultural studies take a critical look at the mass media and their audiences. How do media and audiences affect each other, and how does this relationship make for a better or a worse society? Cultural studies considers media production, meaning, and audience consumption.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		NONE 15 university credits or MACS 110	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: No	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	45	Delivery Mode: May be offered in multiple delivery modes	
[click to select]		Expected frequency: Every other year	
[click to select]		Maximum enrolment (for information only): 36	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	45	Transfer Credit (See bctransferguide.ca .)	
Scheduled Laboratory Hours		Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

[COURSEMACS 221] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 3

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

Upon successful completion of this course, students will be able to:

1. Evaluate contrasting various theoretical perspectives for the study of media and popular cultures with an emphasis on cultural studies.
 2. Analyze media representations of diverse identities, including ability, age, ethnicity, and gender/sexuality, and race.
 3. Explore the intersections of media and popular cultures with other fields of study such as art, music, fashion, sports, or politics.
 4. Contrast media trends and practices across different cultural contexts, including global, regional, and local ones.
 5. Describe the history of scholarly debates on high versus low culture.
 6. Explain how political and economic factors affect the content and accessibility of popular-culture texts in North America and beyond.
 7. Assess how audiences participate in shaping media and popular cultures through their consumption practices, online participation, fandom, etc.
- Develop effective communication skills through presenting research findings, engaging in class discussions, and writing clear and concise essays on course topics.

Explain why scholars and others in the past have viewed popular culture negatively;

1. Explain how the field of cultural studies originated;
2. Analyze popular-culture texts;
3. Evaluate popular-culture representations of social class, gender and sexuality, race and ethnicity;
4. Assess reasons for which popular culture is popular;
5. Explain how political and economic factors affect the content and accessibility of popular-culture texts in North America;
6. Analyze how fans and other audience members respond to popular culture and integrate it in their lives;
7. Demonstrate research, observation, scholarly-writing, and presentation skills.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	35%	Project:	1520%	[click to select]	%
Quizzes/tests:	20%	Final exam:	3025%	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

May vary by instructor, but typical methods would include: lectures, in-class discussions, group discussions, student-led activities, videos, music, practice tests.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Storey, John Susie O'Brien & Imre Szeman	<i>Cultural Theory and Popular Culture: An Introduction</i> <i>Popular Culture: A User's Guide, 4th ed.</i>	2012 2017
2. Textbook [click to select]	Storey, John	<i>Cultural Theory and Popular Culture: A Reader</i>	2009
3. [click to select]			
4. [click to select]			
5. [click to select]			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

There are generally no unusual supplies required for this course.

Course Content and Topics

- Week 1 Defining "cultural studies and "popular culture."
- Week 2 Mass society critics: the precursors of cultural studies.
- Week 3 The British origins of cultural studies in the 1950s and 60s.
- The production of popular culture.
- Weeks 4 & 5 Popular culture and social class.

[COURSEMACS 221]University of the Fraser Valley Official Undergraduate Course Outline Page 3 of 3

- ~~Week 6~~ Popular culture and identity formation.
- ~~Subcultures and countercultures.~~

~~Week 7 Structuralist and post-structuralist approaches to media texts and audiences.~~

- ~~Week 8~~ Popular culture, gender, and sexuality.
- ~~Week 9~~ Representations of race and ethnicity.
- ~~Week 10~~ Postmodernist perspectives on popular culture.
- ~~Week 11~~ Popular culture as social practice: fans and other audience members.
- ~~Week 12~~ The role of popular culture in reflecting and prompting social change.

Memo for Course Changes

To: [Linda Parly and College of Arts Curriculum Committee Members](#)

From: [Chantelle Marlor](#) [Chantelle Marlor, Director, School of Communication, Media, and Society](#)

Date: ~~September 28, 2023~~ [October 6, 2023](#)

Subject: Proposal for revision of MACS 230: Cultural Industries in Canada

Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

Commented [MB1]: Please tick the "Prerequisites and/or co-requisites" box. The prerequisite for MACS 230 used to be "MACS 110 or 130 recommended", now we changed it to "None". In the rationale for change you can say that "The course no longer list specific prerequisite courses."

1. Rationale for change:

1. To update and recognize the increasing significance of both the roles and impacts of technology in this field as well as to update potential texts.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

2. Not substantial.

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

3. N/A Not applicable

4. Which program areas have been consulted about the change(s)?

4. N/A Not applicable

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

5. The Canadian textbooks have substantial looks at indigenous media in Canada.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Commented [MB2]: For each of the ticked boxes in (1), you need to explain in 1-2 sentences why this is course is being revised. Here are some suggested wording: for changes to calendar description you can say "Revisions to the calendar description describe the course in clear language."; for six-year review you can say "The course is up for six-year review.". For the rest, you can begin with the following "Revisions to the learning outcomes, texts, and evaluation methods are necessary to better reflect ..."

Commented [MB3]: The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UVF's rules for how learning outcomes should be written.

Commented [MB4]: I suggest that you cross refer the responses to #6 with the course outline. For example, you may want to mention changes to the learning outcome and/or suggested topics that can highlight that the course has been Indigenized.

6. • |
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)

- There was nothing regarding frequency of offering before so it was updated to every other year to reflect the lack of faculty for a more regular offering.

8. Estimate of the typical costs for this course, including textbooks and other materials:

- 8. • \$125 Please specify this (\$125), breaking down the costs if necessary.

Commented [MB5]: I have here a revised sample from POSC 335 for item 6. See if you can make use of these for this course:

- The readings and topics that the revised version of the course ask students to think critically.
- The course readings are designed to be posted on Blackboard and to be accessible to students using screen readers. Course assignments can be modified for students who need accommodations, and the course does not include any timed exams.
- The course revisions include texts written by women, ethnic and racial minority scholars, and Indigenous scholars. Students should be able to see that people with backgrounds similar to their own can become experts in this field through the class readings.

Commented [MB6]: I could be wrong but the revised version of the course outline in "Course Revisions Paperwork" folder say that the frequency of offering this course is "Annually".



ORIGINAL COURSE IMPLEMENTATION DATE: January 1991
 REVISED COURSE IMPLEMENTATION DATE: ~~January-September 2009~~ ~~2023~~ ~~December~~ ~~November 2012~~ ~~2026~~
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 230		Number of Credits: 3 Course credit policy (105)	
Course Full Title: The Cultural Industries in Canada: Global Contexts			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural and Media Studies School of Media, Culture & Society	
Calendar Description: Focuses on a selection of media in Canada with an emphasis on conditions of production and the impact of globalization. What interests do the media in Canada reflect, and how well do the media serve Canadians? Conglomerates produce and distribute most of the information and entertainment that we encounter in our day-to-day lives. Much of this mass culture is American in origin. Nevertheless, through public and private initiatives, Canadians over the decades have managed to create a space for their own industries. MACS 230 explores this situation by focusing on specific cultural industries in Canada — how they came about, how they are organized, and where they are going — and their impact on Canadian audiences.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		None; MACS 110 or 130 recommended.	
Corequisites (if applicable, or NONE):		None	
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: [click to select] No	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: [click to select] No	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Grading System: Letter Grades	
Typical Structure of Instructional Hours		Delivery Mode: May be offered in multiple delivery modes	
Lecture/seminar	45	Expected frequency: Annually	
[click to select]		Maximum enrolment (for information only): 36	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca)	
Total hours	45	Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: Yes No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Learning Outcomes

~~(5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)~~

Upon successful completion of this course, students will be able to:

- ~~• Discuss what it would be like to work in selected cultural industries like film, sound recording or book publishing~~
- ~~1. Explain how selected representative cultural industries developed in this country Canada~~
- ~~2. Describe the role that governments' role has played in regulating and subsidizing representative cultural these industries~~
- ~~3. Demonstrate Outline how technological change has affected these cultural industries~~
- ~~4. Locate/Situate Canadian cultural industries within Canada in the context of the r-global contexts global media production industry~~
- ~~5. Recall State Analyze the various functions of workers in the selected cultural industries~~
- ~~6. Discuss the struggles challenges that marginalized cultural producers in Canada have faced to make themselves heard~~
- ~~• Explain how technological change has affected these industries~~
- Identify some great Canadian works, including Indigenous ones, produced produced through in selected the cultural industries

Institutional Learning Outcomes

~~(Optional section: Indicate which ILOs this course contributes to by deleting the ILOs that are not applicable, or remove this section.)~~

This course contributes to the students' ability to meet the following institutional learning outcomes:

- Demonstrate information competency.
- Analyze critically and imaginatively.
- Use knowledge and skills proficiently.
- Initiate inquiries and develop solutions to problems.
- Communicate effectively.
- Pursue self-motivated and self-reflective learning.
- ~~• Engage in collaborative leadership.~~
- Engage in respectful and professional practices.
- Contribute regionally and globally.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	4 30%	Quizzes/tests: Final exam:	2 20%	Quizzes/tests: _____	2 0%
Quizzes/tests:	3 20%	[click to select] Project:	_____ %	[click to select]	%

Details:

~~(Itemize assignments if more than 50%, and provide any other relevant information.)~~

~~Written Two written assignment assignments, 20%~~
~~Student-led activity activity, 15%~~
~~Participation _____ Participation, 5%~~

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

[COURSEMACS 230] University of the Fraser Valley Official Undergraduate Course Outline Page 3 of 4

Texts and Resource Materials (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Vivian, John, & Peter J. Maurin Hesmondhalgh, David	"The cultural industries approach: Distinctive features of culture-producing businesses." <i>The Cultural Industries</i> , 4 th ed. The Media of Mass Communication, 5 th Canadian Ed.	2008 2019
2. [click to select] Article	—DeCillia, Brooks, & Patrick McCurdy	—"The sound of silence: The absence of public service values in Canadian media discourse about the CBC." <i>Canadian Journal of Communication</i> , 41(4)	2016
3. [click to select] Article	—Armstrong, Robert	—"Canadian ownership and competition policy." <i>Broadcasting Policy in Canada</i> , 2 nd ed.	2016
4. [click to select] Article	—Schnitzer, Ben	—"Netflix: Canadian (dis)content. Competing sovereignties and the cultural politics of cultural policy." <i>American Review of Canadian Studies</i> , 49(1)	2019
5. [click to select] Article [click to select]	—Darchen, Sebastien, & Diane-Gabrielle Tremblay	—"Policies for creative clusters: A comparison between the video game industries in Melbourne and Montreal." <i>European Planning Studies</i> , 23(2)	2015

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

(Use this section for supplies and materials for all sections of this course.) None

Course Content and Topics

- (Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.) Critical theory of the cultural industries
- Critical theories of nation, multiculturalism, and decolonization in Canada
- Subsidization and regulation as government tools to steer the cultural industries
- Public and private television in Canada
- Differences in broadcast and digital media policy
- Internet media
- Film as business versus film as art
- Video game production in Canada
- The recording industry in Canada
- Publishing in Canada
- The sports entertainment industry in Canada

Part One: Introduction

- Course overview
- Key challenges facing cultural industries in Canada

Part Two: Film in Canada

- Development of the industry
- Government interventions
- Functions of key personnel
- Creating and promoting a movie in Canada
- Significant works in Canadian film
- Current state of and prospects for the industry

Part Three: The Recording Industry in Canada

- Development of the Industry
- Government interventions
- Functions of key personnel
- Recording and promoting a record in Canada
- Significant works in Canadian popular music
- Current state of and prospects for the industry

Part Four: Book Publishing in Canada

- Development of the industry
- Government interventions
- Functions of key personnel
- Publishing and promoting a book in Canada
- Significant works in Canadian publishing
- Current state of and prospects for the industry

Part Five: Conclusion

[COURSEMACS 230]University of the Fraser Valley Official Undergraduate Course Outline Page 4 of 4

- Film, recording and publishing in relation to other cultural industries in Canada
- Course review

Memo for Course Changes

To: Linda Parady and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Communication, Media, and Society

Date: October 6, 2023

Subject: Proposal for revision of MACS 240

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):
 - Six-year review
 - Number and/or course code
 - Credits and/or total hours
 - Title
 - Calendar description
 - Prerequisites and/or co-requisites
 - Frequency of course offering
 - Learning outcomes
 - Delivery methods and/or texts and resource materials
 - PLAR options, grading system, and/or evaluation methods
 - Discontinuation of course
 - Other – Please specify:

2. Rationale for change: The review for this course is long overdue. This course should have been reviewed last September 2019. The calendar description and course learning outcomes have been updated to match department and college standards. Revisions to the calendar description describe the course in clear language. The learning outcomes have been updated to better fit both Indigenizing and EDI goals. The frequency of course offering and prerequisites have been updated to be cohesive with other department offerings.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written. The new learning outcomes are more concise and precise. There is also a new learning outcome to help meet Indigenizing and EDI goals.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
No

5. Which program areas have been consulted about the change(s)?
Not applicable

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- Considering how Indigenous media fits into the political economy framework is now part of the learning outcomes.
 - The recommended evaluation methods replace quizzes with a project which may allow evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
See above.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
Not applicable
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
\$0



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 28/10/2022

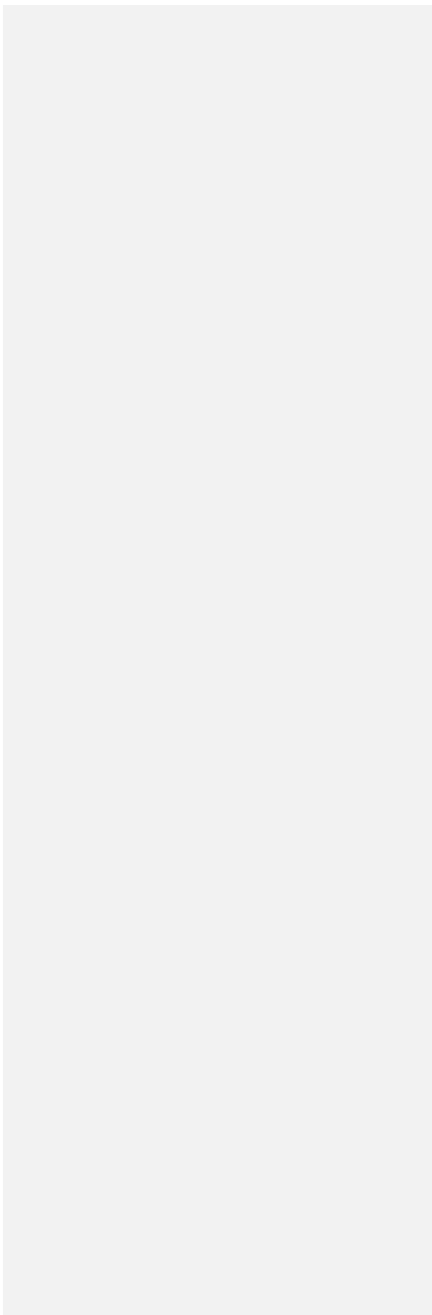
OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 240		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Media, Money, and Power			
Course Short Title: Media, Money, and Power			
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural & Media Studies	
<p>Calendar Description:</p> <p>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)</p> <p>Modern/Contemporary media claims to be more personalized and democratized, than ever, yet there is a disconnect between the proliferation of media and the concentration of media ownership is increasingly into the few hands of only a few corporations. Political economy theory This course considers how ownership and the quest for profit both directly and indirectly shapes the news and entertainment we experience.</p> <p>Ideally, the media in a democratic society should play a watchdog role, keeping an eye on government and business to ensure that no abuses of power occur. In reality, media practitioners face numerous challenges in informing citizens about the actions of the rich and powerful. This course provides an introduction to the political economy of communication, a critical approach that focuses on the media's ability to report on the power elite.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
Prerequisites (or NONE):		NONE. MACS 110 or 130 Recommended 15 university credits	
Corequisites (if applicable, or NONE):		None	
Pre/corequisites (if applicable, or NONE):			
<p>Antirequisite Courses (Cannot be taken for additional credit.)</p> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>		<p>Course Details</p> <p>Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: No <i>(See policy 207 for more information.)</i></p> <p>Grading System: Letter grades</p> <p>Delivery Mode: May be offered in multiple delivery modes</p> <p>Expected frequency: Annually</p> <p>Maximum enrolment (for information only): _____ 36</p>	
Typical Structure of Instructional Hours			
Lecture/seminar		45	

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

[click to select]		Prior Learning Assessment and Recognition (PLAR) [click-to-select]PLAR is available for this course. Yes
[click to select]		
[click to select]		
[click to select]		
Total hours		45
Scheduled Laboratory Hours		
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		
Department approval		Date of meeting:
Faculty Council approval		Date of meeting:
Undergraduate Education Committee (UEC) approval		Date of meeting:



Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

Upon successful completion of this course, students will be able to:

1. Identify the characteristics of a particular approach within media and communication studies, namely the Outline political economy of communication as a theory and method of communication studies;
2. Consider how Indigenous and Subaltern media fit into the political economy framework
- 2.3. Differentiate between mainstream media and alternative media; Differentiate between public, private, state, employee, and user the various forms of ownership of media ownership
3. Describe how media industries gather, select, package, promote and distribute information and entertainment in the world today;
4. Describe how changes in economic paradigms affect media industries
- 4.5. Explain how financial and political considerations shape the media, content, and audiences and form of what ultimately reaches audiences around the world;
- 5.6. Discuss the effects of concentration of media ownership nationally and internationally, and cultural globalization, as well as their impact around the world;
6. Demonstrate research, observation, scholarly writing, and presentation skills.
7. Apply the political economic approach to analyze selected media in depth

Recommended Evaluation Methods and Weighting (Evaluation should align to learning outcomes.)

Commented [BP1]: To be standardized across the 200 courses

[click to select]Project:	——%30%	[click to select]Assignments:	——%40%	[click to select]Final exam:	30%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.)

Texts and Resource Materials (Include online resources and Indigenous knowledge sources. [Open Educational Resources \(OER\)](#) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. [click to select]Textbook	Nichols, R. & Martinez, G. (eds). ——McChesney, Robert W.	Political Economy of Media Industries: Global Transformations and Challenges The Political Economy of Media: Enduring Issues, Emerging Dilemmas.	2021 2008
2. [click to select][click to select]	——Moseo, Vincent.	The Political Economy of Communication, 2nd edition.	2009
3. [click to select]			
4. [click to select]			
5. [click to select]			

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

(Use this section for supplies and materials for all sections of this course.)

Course Content and Topics

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

- History of political economy theory
- Public, private, and state, community, and user media ownership
- Capitalism and neoliberalism as economic and ideological systems
- Media convergence
- Media globalization
- Commodification of news media
- Commodification of audiences

- [Intellectual property rights](#)
- [Government media regulations](#)
- [Platform and surveillance capitalism](#)
- [Labour in communication industries](#)
- [Decolonizing media](#)

PART ONE: Introduction:

Week 1: What is political economy?

The political economy of communication as a theoretical approach.

Karl Marx's base/superstructure model.

PART TWO: The mainstream media in a capitalist society.

Week 2: How production constraints shape information and entertainment.

Week 3: Public relations and the media.

Week 4: Mainstream versus alternative media.

Week 5: Concentration of media ownership: causes and consequences.

Weeks 6 – 7: The mainstream media's effects on democracy.

PART THREE: The political economy of new media.

Weeks 8 – 9: The Internet and whether it contributes to freedom of speech.

The impact of new communications technologies on work and leisure.

PART FOUR: The global media.

Week 10: The nature and effects of media globalization.

Weeks 11 – 12: The political economy of communication in Latin America.

Week 13: PART FIVE: Review and conclusions.

--	--	--

Memo for Course Changes

To: Linda Parly and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Communication, Media, and Society

Date: October 6, 2023

Subject: Proposal for revision of MACS 299

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change:

2. The review for this course is long overdue. This course should have been reviewed last September 2019. The calendar description and course learning outcomes have been updated to match department and college standards. Revisions to the calendar description describe the course in clear language." The frequency of course offering and prerequisites have been updated to be cohesive with other department offerings.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No

5. Which program areas have been consulted about the change(s)?

Not applicable

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

--	--	--

Commented [MB1]: Rationale for change: For each of the ticked boxes in (1), you need to explain in 1-2 sentences why this course is being revised. For example, the rationale for the "Six-year review" would be "The review for this course is long overdue. This course should have been reviewed last September 2019."

Commented [BP2]: Thanks, didn't know that. I'll update 399 too

Commented [MB3]: You may add to changes to calendar description: "Revisions to the calendar description describe the course in clear language."

--	--	--

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- The content depends on the selected course topic. In the example topics, Western depictions of Islam or Superheroes: mass media and representation, both seek to critique the colonial assumptions of media.

The assignments may also allow evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- Moving away from a textbook to selected articles and chapters allows for the readings to reflect a diversity of perspectives and experiences.
- A discussion of the role played by the media (learning outcome 6) questions who holds the powers in media and consider how that biases media output.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

- Not applicable

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

- \$0

--	--	--



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 299		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Special Topics in Media and Communications Studies I Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural and Media Studies School of Culture, Media, and Society													
Calendar Description: This course involves an examination of Examines a selected topic in media and communication studies that is not addressed in current course offerings. Topics covered vary from semester to semester. <i>Note: The special topic is denoted with a letter designation (e.g. MACS 299C). Students may receive credit for MACS 299 more than once as long as the letter designation differs</i>															
Prerequisites (or NONE):		None. MACS 110 or MACS 130 recommended 15 university-level credits													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: [click to select] Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: [click to select] No <i>(See policy 207 for more information.)</i> Grading System: [click to select] Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes Expected frequency: Every three years Infrequent Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

- ~~Demonstrate research, observation, scholarly writing, and presentation skills;~~
- 1. ~~Define fundamental concepts relevant to an understanding of the topic from a media and communication studies perspective;~~
- 2. ~~Recognize and understand~~Describe a specific topic in relation to media and communication studies;
- 3. ~~Outline several core~~ Identify and describe themes and debates applicable to deemed essential to the understanding of the topic;
- 4. ~~Apply selected theories and ideas to a media and communication studies analysis of a topic/issue~~
- 5. ~~Evaluate the impact of the topic on society~~Assess the positive and negative aspects of the selected topic;
- 6. ~~Analyze the role played by the media~~ and communication in society;
- ~~Apply more effective theories and ideas connected to media and communication studies~~

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	50%	Quizzes/tests:	25%	Final exam:	25%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, and classroom discussion. Lectures may include films and guest speakers

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook <u>Article</u>	Billings, A.C., Butterworth, M.L., & Turman P.D. <u>Kellner, Douglas</u>	Kellner, Douglas. 2004. "9/11, Spectacles of Terror, and Media Manipulation: A Critique of Jihadist and Bush Media Politics." <i>Critical Discourse Studies</i> 1 (1): 41–64. https://doi.org/10.1080/17405900410001674515 . <u>Comm unication and sport: surveying the field</u>	2012 <u>2004</u>
2. Textbook <u>Online resource</u>	Nadel, Alan <u>Raney, A.A., & Bryant, J.</u>	Nadel, Alan. 1997. "A Whole New (Disney) World Order: Aladdin, Atomic Power, and the Muslim Middle East." In <i>Visions of the East: Orientalism in Film</i>, 184–205. New Brunswick, New Jersey: Rutgers University Press. <u>Handbook of sports and media</u>	2001 <u>1997</u>
3. [click to select] <u>Article</u>	Komel, Mirt	Komel, Mirt. 2014. "Orientalism in Assassin's Creed: Self-Orientalizing the Assassins from Frerunners of Modern Terrorism into Occidentalized Heroes." <i>Teorija in Praksa: Ljubljana</i> 51 (1): 72-90. <u>188.</u>	2014
4. [click to select] <u>Online resource</u>	Jamakani, Amira	Jamakani, Amira. 2015. "'To Catch a Sheikh' in the War on Terror." In <i>An Imperialist Love Story: Desert Romances and the War on Terror</i>, 43–78. New York: New York University Press.	2015
5. [click to select] <u>Video</u>	Earp, Jeremy & Sut Jhally	Earp, Jeremy, and Sut Jhally, dirs. 2006. <i>Reel Bad Arabs: How Hollywood Vilifies a People</i>. Media Education Foundation.	2006

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

N/A

Course Content and Topics

[Course content varies by instructor. An example of course content, if taught as sport and communication, might be:]

- Week 1: Introduction to Communication and Sports
- Week 2: Community and Fan Cultures in Sports I
- Week 3: Community and Fan Cultures in Sports II
- Week 4: Sports, Mythology, and Ritual I
- Week 5: Sports, Mythology, and Ritual II
- Week 6: Gender and Sports
- Week 7: Race, Ethnicity, and Sports

Week 8: Politics, Nationality, and Sports

Week 9: Performing Identity in Sports

Week 10: Parent-child Interactions in Sports

Week 11: Player-Coach Relationships

Week 12: Small Groups/Teams in Sports

Week 13: Commodification of Sports

Western media depictions of Islam example:

- *The West and the Islamic world*
- *Orientalism*
- *Racialised regimes of representation*
- *The 'deviant' Muslim*
- *Muslim 'Fanatics'*
- *Racialising Islam*
- *The 'Good' Muslim*

Superheroes example:

- *Why are superheroes popular now?*
- *Superheroes as Transmedia*
- *Historical development of superheroes*
- *Superheroes and class*
- *Superheroes and race*
- *Superheroes as military propaganda?*
- *Superheroes and disability*
- *Superheros and gender*

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Communication, Media, and Society

Date: October 6, 2023

Subject: Proposal for revision of MACS 399

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change:

2. The review for this course is long overdue. This course should have been reviewed last September 2019. The calendar description and course learning outcomes have been updated to match department and college standards. Revisions to the calendar description describe the course in clear language. The frequency of course offering and prerequisites have been updated to be cohesive with other department offerings.

3. The course learning outcomes have been updated to match department and college standards.

4. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

• The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written.

5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

• No

6. Which program areas have been consulted about the change(s)?

• Not applicable

7. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- The assessment of the course moves away from an examination based model and evaluates on student's actively responding to the course by demonstrating learning through student's preferred way of expression. The course also focuses on holistic assessment, which connects students reflections on their own experiences with the selected topic. The project also builds throughout the course, allowing students opportunities to reassess and demonstrate learning rather than through a one time examination.
8. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - Moving away from a textbook to selected articles and chapters allows for the readings to reflect a diversity of perspectives and experiences.
 9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
 - Not applicable
 10. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
 - \$0



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 399		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Special Topics in Media and Communications Studies II			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural and Media Studies School of Culture, Media, and Society	
Calendar Description:			
This course involves an Examines examination of a selected topic in media and communication studies that is not addressed in current course offerings. Topics covered vary from semester to semester.			
<i>Note: The special topic is denoted with a letter designation (e.g. MACS 399C). Students may receive credit for MACS 399 more than once as long as the letter designation differs</i>			
Prerequisites (or NONE):		45 university-level credits, including at least three credits in MACS	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: [click to select] Yes	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: [click to select] No	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: [click to select] Letter grades	
Lecture/seminar	60	Delivery Mode: [click to select] May be offered in multiple delivery modes	
[click to select]		Expected frequency: Every three years Infrequent	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	60	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: No	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No Yes	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

- 1. Explain concepts, themes, and theories deemed essential to an understanding of the topic;~~Identify and describe themes and debates deemed useful to an understanding of the topic;~~
- 2. Articulate how the topic is situated within ~~Recognize and evaluate a specific topic in relation to~~ media and communication studies;
- 3. Assess the positive and negative aspects of the selected topic~~Critically examine scholarly arguments on the topic;~~
- 4. Apply advanced theories and ideas connected to media and communication studies~~Clearly communicate key ideas from the course;~~
- 5. Analyze the role played by the media and communication in society~~Reflect on the relevance of course ideas to their everyday lives;~~
- 6. Apply relevant theories in media and communication studies to analyse the topic~~Demonstrate advanced research, observation, and scholarly writing, and presentation skills~~

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	3045%	Quizzes/tests:Project:	5025%	Final exam:Holistic assessment:	230%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Given that this is a special topics course shell, the specific course requirements will vary from one iteration to another, depending upon what is considered most appropriate. In general, however:

Projects will involve some kind of sustained work that draws upon the whole of the course. This will often be broken down into smaller assignments that build on each other;

Assignments will consist of shorter pieces of work focused more on sub-topics of the course; and

Hollistic assessment considers how the themes of the course relate to students' wider experiences. This may take the form of written or oral critical self-reflectionsreflection on the broader implications of course themes

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual materials~~Lecture, seminar, and classroom discussion. Lectures may include films and guest speakers~~

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook Article	<u>Gee, JamesRaessens, Joost and Jeffrey Goldstein eds.</u>	<u>Gee, James. "Why Game Studies Now? Video Games: A New Art Form." <i>Games and Culture</i> 1.1 (January 2006): 58-61.</u> Handbook of Computer Games Studies	<u>2006</u> <u>2006</u>
2. Textbook Online resource	<u>Rutter, Jason, and Jo Bryce eds.De Peuter, G.</u>	<u>G. De Peuter. 2005. "Origins of an Industry: Cold Warriors, Hackers, and Suits, 1960-1984" in <i>Digital Play: The interaction of technology, culture, and marketing</i>. Montréal: McGillQueen's University Press. pg 84-108.</u> Understanding Digital Games	<u>2006</u> <u>2005</u>
3. [click to select]Article	<u>Yee, Nick</u>	<u>Yee, Nick. "The Labor of Fun: How Video Games Blur the Boundaries of Work and Play." <i>Games and Culture</i>, 1(1), January, 2006. 68-71</u>	<u>2006</u>
4. [click to select]Article	<u>Shaw, Adrienne</u>	<u>Shaw, Adrienne. 2015. "He Could Be a Bunny Rabbit for All I Care! How We Connect with Characters and Avatars." In <i>Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture</i>. University of Minnesota Press.</u>	<u>2015</u>
5. [click to select]Article	<u>Bowman, Nicholas D. et al</u>	<u>Bowman, Nicholas David, Daniel A Bowen, Melissa C Mercado, Lindsey Jean Resignato, and Philippe de Villemor Chauveau. 2022. "'I Did It without Hesitation. Am I the Bad Guy?': Online Conversations in Response to Controversial in-Game Violence." <i>New Media & Society</i>, April, 146-</u>	<u>2022</u>

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

N/A

Course Content and Topics

[Course content varies by instructor. An example of course content, based on the topic of video games, might be:]

- Week 1: The historical development of video games
- Week 2: A political economy of video games
- Week 3: Representations: Gender and sexuality in video games
- Week 4: Representations: Race and racism in video games
- Week 5: Effects Studies: Violent games and antisocial behaviour
- Week 6: Addiction to video games
- Week 7: Therapeutic effects of video games
- Week 8: Video games and identity formation
- Week 9: Participatory media culture
- Week 10: Video games as viewed by gamers
- Week 11: The design and aesthetics of video games
- Week 12: "Serious" games: the educational potential of video games
- Week 13: The future of video games
 - Cultural Studies and Video Games
 - A short political history of gaming
 - Work and Play: User Generated Content and Labour in the Game Industry
 - Participatory culture
 - Communities of play
 - Video-game panics: violence, sex, and immorality
 - Real, unreal, and the hyperreal
 - Gaming identities
 - Games as media texts / Games as communication
 - Video games representation
 - Cheating and playing the system

Memo for Course Changes

To: [Linda Pardy and College of Arts Curriculum Committee Members](#)

From: [Chantelle Marlor Chantelle Marlor, Director, School of Communication, Media, and Society](#)

Date: [September 28, 2023](#) [October 6, 2023](#)

Subject: **Proposal for revision of MACS/SOC 460: Issues in an Information Society**

Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

1. Rationale for change:

1-• Updates reflect the rapidly changing nature of technology and the theoretical responses to that change.

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

2-• Not substantial, just a recognition of changing technologies and the introduction of how these technologies are being employed by indigenous communities.

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

3-• N/A Not applicable

4. Which program areas have been consulted about the change(s)?

4-• N/A Not applicable

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

• By looking at how indigenous communities across the globe have harnessed modern technologies in an effort to preserve, promote, and support their cultures.

Commented [MB1]: or each of the ticked boxes in (1), you need to explain in 1-2 sentences why this is course is being revised. Here are some suggested wording: for changes to calendar description you can say "Revisions to the calendar description describe the course in clear language. "; for six-year review you can say "The course is up for six-year review. ". For the rest, you can begin with the following "Revisions to the learning outcomes, texts, and evaluation methods are necessary to better reflect ..."

Commented [MB2]: The learning outcomes are substantially similar to the previous learning outcomes. Revisions to the learning outcomes follow UFV's rules for how learning outcomes should be written. Also, the learning outcomes now recognizes changing technologies and the introduction of how these technologies are being employed by indigenous communities.

Commented [MB3]: Aside from content delivery, I think the assessment methods for this course allow for Indigenous ways of knowing. This is similar to your response to #6 where the creative elements can be an opportunity for students to reflect on their lived experiences and their connection to the land.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

6. The course's creative elements present the opportunity for multiple knowledge delivery methods from the traditional term paper to the production of advertising copy and video content. The use of selected readings in place of, or in addition to a textbook, allows for multiple perspectives to be presented from many different authors with diverse backgrounds.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)

• [N/A Not applicable](#)

8. Estimate of the typical costs for this course, including textbooks and other materials:

8. \$125

Commented [MB4]: Please specify this (\$125), breaking down the costs if necessary.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
 REVISED COURSE IMPLEMENTATION DATE: September 2010
 COURSE TO BE REVIEWED (six years after UEC approval): February 2014
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MACS 460		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Issues in the Information Society Course Short Title: Issues in the Information Society															
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS School of Culture, Media, and Society													
Calendar Description: This course explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relationship to a variety of social issues such as the changing nature of work, individual identity formation, social roles, democracy, privacy, and community. Note: This course is offered as MACS 460 and SOC 460. Students may take only one of these for credit. <u>Explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relation to a variety of social issues including the changing nature of work; individual identity formation; social roles; democracy; privacy; and community.</u> Note: Students with credit for _____ <u>SOC 460</u> cannot take this course for further credit.															
Prerequisites (or NONE):		45 credits, to include at least 9 credits of Sociology and/or MACS.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: SCMS 460 Cross-listed with: SOC 460 Equivalent course(s): SOC 460 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: [click to select] <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: [click to select] <i>(See policy 207 for more information.)</i> Grading System: [click to select] Letter grades Delivery Mode: [click to select] Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) [click to select]													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>0</td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	0	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Yes Submit outline for (re)articulation: Yes No <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	0														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes															
Department approval		Date of meeting: December 4, 2009													
Faculty Council approval		Date of meeting: January 15, 2010													
Undergraduate Education Committee (UEC) approval		Date of meeting: February 26, 2010													

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).))

Upon successful completion of this course, students will be able to:

1. Describe some of the key social and cultural complexities that flow from, and contribute to, the shifting forms, deployments and experiences of information technologies.
2. Describe Chart the dominant discourses, past and present, which frame the development and integration of information technologies in society. discourses which span a range from "techno-pessimist" to "techno-utopian".
- 3-2. Critically assess the claims of "the information society".
- 4-3. Describe the relationship between information technologies and various selected spheres of human activity and identity formation. e.g. work, "the market", education, cultural production, consumerism, gender, surveillance, and biological ethics.
5. Assess information technologies with respect to the possibilities they provide for greater popular empowerment and organization, on the one hand, and for more sophisticated methods of control or containment of popular dissent, on the other. Explore how Indigenous (and other marginalized) communities utilize technology to preserve and promote language, culture, and customs.
4. Evaluate the subversive and suppressive potential of information technologies.

Recommended Evaluation Methods and Weighting (Evaluation should align to learning outcomes.)

Quizzes/tests:	20%	Assignments:	55%*	Final exam:	25%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

*In-class mid-term exam 20%, Group project/presentation 25%.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures and tutorial-style discussions, collective news media analysis, as well as documentary videos and film clips.

Texts and Resource Materials (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Castells, Manuel/Miller, Vincent	The Rise of the Network Society: Vol I: The Information Age: Economy, Society, and Culture, With a New Preface, 2 nd Edition Understanding Digital Culture	2009 2020
2. Article[click to select]	Goyder, John	Technology and Society: A Canadian Perspective	2005
3. Article[click to select]	Van-Dijk, Jan	The Network Society: Social Aspects of New Media	2006
4. [click to select]			
5. [click to select]			

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)

A course ware package containing readings from appropriate sources.

Course Content and Topics

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

1. Technology, Agency and Social Change: Introduction to Issues in the Information Society
2. The Social Construction of Technology Key Elements of Digital Media
3. Technology and Modernity Economics of the Information Age
4. The Information Revolution Media and Technological Convergence
5. Access, Control, and Ownership of Information Technology, Privacy, and Surveillance
6. Technology and Work
7. Technology, Surveillance and Privacy Information Politics
8. Technology, Culture, and Digital Identity
9. Technology, Globalization, and Political Activism Cybercrime and Cyberterrorism
10. Technology and Utopian/Dystopian Imaginaries The Body and Information Technologies



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
 REVISED COURSE IMPLEMENTATION DATE: September 2010
 COURSE TO BE REVIEWED (six years after UEC approval): February 2014
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOC 460		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Issues in the Information Society			
Course Short Title: Issues in the Information Society			
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS	
Official Course Outline: This is a cross-listed course. Please refer to MACS 460 for the official course outline.			
Calendar Description: <u>Explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relation to a variety of social issues including the changing nature of work; individual identity formation; social roles; democracy; privacy; and community.</u> This course explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relationship to a variety of social issues such as the changing nature of work, individual identity formation, social roles, democracy, privacy, and community. Note: This course is offered as MACS 460 and SOC 460. Students may take only one of these for credit.			
Note: This course is offered as _____ <u>SOC 460</u> and _____ <u>MACS 460</u> . Students may take only one of these for credit.			
Note: Students with credit for _____ <u>MACS 460</u> cannot take this course for further credit.			
Prerequisites (or NONE):		45 credits, to include at least 9 credits of Sociology and/or MACS.	
Corequisites (if applicable, or NONE):		None	
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: SCMS 460 Cross-listed with: MACS 460 Equivalent course(s): MACS 460 (<i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i>)		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: NoYes Submit outline for (re)articulation: YesNo (<i>If yes, fill in transfer credit form.</i>)	
Department / Program Head or Director: Eric Spalding		Date approved: December 4, 2009	
Faculty Council approval		Date approved: January 15, 2010	
Undergraduate Education Committee (UEC) approval		Date of meeting: February 26, 2010	