

AGENDA
College of Arts Curriculum Committee
Friday, November 10, 2023 - 9:00 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 10 November 2023.**

THAT CACC adopt the agenda for 10 November 2023 as presented.
 - 3 - 4 2.2. **Approve the College of Arts Curriculum Committee minutes of 13 October 2023.**

THAT CACC approve the minutes of 13 October 2023 as presented.
3. **FOR DECISION**
 - 5 - 6 3.1. **FREN 331 (Discontinuation)**

Presented by Alan Cameron (9:08 a.m.)
THAT CACC approve the discontinuation of FREN 331 as presented.
 - 7 - 73 3.2. **FREN 101, 102, 103, 215, 216, 219, 230, 315, 312, 342, 345, 415, 420, and 430 (Course revisions)**

Presented by Alan Cameron (9:13 a.m.)
THAT CACC approve the changes to FREN 101, 102, 103, 215, 216, 219, 230, 315, 312, 342, 345, 415, 420, and 430 as presented.
 - 74 - 78 3.3. **FREN 460 (New course)**

Presented by Alan Cameron (9:43 a.m.)
THAT CACC approve the new course FREN 460 as presented.
 - 79 - 85 3.4. **French Major (Program change)**

Presented by Alan Cameron (9:48 a.m.)
THAT CACC approve the changes to the French Major as presented.
 - 86 - 151 3.5. **SOC 101, 201, 210, 220, 254, 265, 275, 330, 335, SOC/ MACS 255, SOC/ MACS 355, and SOC/ MACS 356**

Presented by Chantelle Marlor, Kathleen Rodgers, Amber Gaszo, and Martha Dow (9:58 a.m.)
THAT CACC approve the changes to SOC 101, 201, 210, 220, 254, 265, 275, 330, 355, SOC/ MACS 255, SOC/ MACS 335, and SOC/ MACS 356 as

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presented.

- 152 -
169
- 3.6. Sociology Major and Extended Minor (Program Change)**
Presented by Chantelle Marlor (10:28 a.m.)
THAT CACC approved the changes to the Sociology Major and Extended Minor as presented.
- 170 -
183
- 3.7. MACS/ MUSC 201, MACS/ SOC 337, and MACS 490 (Course revisions)**
Presented by Eric Spalding & Chantelle Marlor (10:43 a.m.)
THAT CACC approve the changes to MACS/ MUSC 201, MACS/ SOC 337, and MACS 490 as presented.
- 184 -
195
- 3.8. ANTH/ SOC 368 (Course revision)**
Presented by Keziah Wallis (10:58 a.m.)
THAT CACC approve the changes to ANTH/ SOC 368 as presented.
- 196 -
197
- 3.9. IPK 207 (Discontinuation)**
Presented at 11:08 a.m.
THAT CACC approve the discontinuation of IPK 207 as presented.
- 198 -
260
- 3.10. IPK 102, 202, 206, 277, 302, 332, 344, 386, 401, 402, 403, and 404 (Course revisions)**
Presented at 11:13 a.m.
THAT CACC approve the changes to IPK 102, 202, 206, 277, 302, 332, 344, 386, 401, 402, 403, and 404 as presented.
- 261 -
299
- 3.11. Indigenous Studies Major and Minor, Indigenous Studies Certificate, Sto:lo Studies Certificate (Program Change)**
Presented at 11:38 a.m.
THAT CACC approve the changes to the Indigenous Studies Major and Minor, Indigenous Studies Certificate, and Sto:lo Studies Certificate as presented.

4. FOR INFORMATION

- 4.1. **Call for Expression of Interest for a new CACC member from Social Sciences.**
[CACC Membership - Call for Expression of Interest](#)
- 4.2. **Intercultural and Civic Engagement BA Core Competencies Subcommittee**

Another subcommittee member is needed. This subcommittee will meet for four hours in December. Please contact Tara/ Linda if you are interested in joining.

5. ADJOURNMENT and NEXT MEETING

- 5.1. **Next CACC Meeting:**
December 8, 10:00 a.m. to Noon (MS Teams)
- 5.2. **Adjournment - 12 p.m.**



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE
October 13, 2023
10:00AM - Microsoft TEAMS

PRESENT: M. Batu, A. Brown, L. Buker, H. Celinski, V. Krahn, K. Harms, M. Opmeer, P. Sharifi, L. Pardy (chair), and T. Kaszonyi (recorder)
REGRETS: R. Atake, G. Gill, M. de Luna, and E. Newman
GUESTS: C. Marlor and E. Spalding

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

MOTION:

THAT CACC adopt the agenda for 13 October 2023 as presented.
A. Brown & P. Sharifi
CARRIED

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

MOTION:

THAT CACC approve the minutes of 15 September 2023 as presented.
L. Buker & P. Sharifi
CARRIED

3. FOR DECISION

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

Global Feedback

- Please give all documents a final close review for UEC readiness.
 - Items to watch out for include:
 - Comments on memos and course outlines: these can be removed.
 - Track changes: these remain on all course outlines, but can be removed from all memos.
 - Memos: make sure the check boxes that are checked/ unchecked match with the changes that are being made to the course (ex. MACS 210)
 - Double check the Total Course Hours (ex. MACS 460 shows zero)

Texts & Resources

- Can this area of the course outlines be enhanced? Specifically:
 - MACS 221: suggest adding some current articles or articles related to indigenization.
 - MACS 240: suggest adding some current articles or other resources such as podcasts.

Learning Outcomes

- MACS 460 LO#1: Should it be: "Describe the key social and cultural complexities of information technologies."
- MACS 230: Suggest adding a line to the Course Content section about defining *Cultural Industries* to help tie LO#1 to the course content.
- MACS 240 LO#2: Recommend changing *consider* to a more measurable lower-level verb, such as examine, describe, or identify.
- MACS 399 LO#4: Suggest revising to make less general.
 - Example: *Clearly communicate key ideas related to the specific course topic.*

Prerequisites

- MACS 230: MACS has confirmed that this course should have the same prerequisites as the other 200 level course that have been revised.
 - Please update the prerequisites for MACS 230.

CACC congratulates the MACS Faculty on the work they have done to update these courses.

MOTION:

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

M. Batu & P. Sharifi

CARRIED

4. FOR INFORMATION**4.1. New CACC Historic Questions and Answer Document**

This document is available on TEAMS as a committee member resource.

4.2. NEW CACC TEAMS Channel Overview for Committee Members

This document is available on TEAMS as a committee member resource.

5. ADJOURNMENT and NEXT MEETING**5.1. Next CACC Meeting:**

November 10, 9:00 a.m. to Noon (MS Teams)

5.2. Adjournment - 11:18 a.m.

Memo for Course Changes

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: Alan Cameron, Department Head, Modern Languages

Date: October 24, 2023

Subject: Proposal for Discontinuation of FREN 331

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: **FREN 331 was last reviewed September 2013 and was last offered in MAY 2016. It is being discontinued as part of curriculum housekeeping.**
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 \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
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 \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
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.) **NA**

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

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 101

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: : **This memo is an update to show what we currently teach in this course, the evaluation methods and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

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

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 \(UNDRIP\)](#). **Students will complete readings by an Indigenous francophone author, discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **As a language course, French 101 increases learners' awareness of EDI issues. We study texts by authors from diverse social, cultural,**

and economic backgrounds around the world. We discuss and analyze these texts in French in a respectful and inclusive environment.

6. 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. French 101 is offered in all three semesters during the year.
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 1981
 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: FREN 101		Number of Credits: 3 Course credit policy (105)	
Course Full Title: French Language 1			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages	
Calendar Description:			
An introduction to the French language through an intensive study of pronunciation, vocabulary, and structure, to develop "creative communication."			
Note: Not open to students who have taken French 11 within the last two years except with permission of instructor or department head.			
Note: This course is equivalent to CEFR level A1.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		None	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		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: 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: Letter grades	
Lecture/seminar	45	Delivery Mode: May be offered in multiple delivery modes	
Tutorials/workshops	15	Expected frequency: Every semester	
[click to select]		Maximum enrolment (for information only): 28	
[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: Yes	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" 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:	

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. Introduce and describe themselves to others, giving information about looks and personality, family relationships, interests, and hobbies.
2. Request and provide personal information, such as name, age, nationality, and profession.
3. Use different registers appropriately, i.e. levels of formality.
4. Interact verbally with native speakers by asking and answering simple questions in areas of immediate concern or on familiar topics.
5. Show awareness of social conventions and cultural values embedded in the target language.
6. Communicate in French at the CEFR Basic User Beginner level (A1).
7. Construct sentences orally and in writing in the present, immediate future, and compound past.
8. Use descriptive, interrogative, and possessive adjectives.
9. Use expressions of quantity and interrogative pronouns.
10. Use a variety of vocabulary to do with student's daily life and routine.
11. Explain basic cultural differences between Canada and several francophone cultures.
12. Read and write short texts enabling them to function at a simple level in French.
13. Distinguish basic grammatical differences between French and English.
14. Demonstrate a working vocabulary of at least 500 words.

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

Assignments:	50%	Final exam:	15%	[click to select]	%
Quizzes/tests:	25%	[click to select] Lab work:	10%	[click to select]	%

Details:

Assignments:	50% compositions, journals, verb exercises, vocabulary drills
Lab work:	10%
Quizzes/tests:	10%
Midterm exam:	15%
Final exam:	15%

Students must have an average of at least 50% or better on exams.

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. Textbook	Cameron & Hamilton-Clark	Bonjour, le Canada! Livre Un, MMM	2018
2. [click to select]			6
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

Access to the [Learning BranchCan8](#) interactive platform for oral practice.

Course Content and Topics

1. Grammatical concepts: a. Verb tenses: the present, the immediate future, the compound past, b. Agreement of adjectives (descriptive, interrogative, possessive) c. Direct and Indirect object pronouns d. Expressions of quantity e. Interrogative pronouns f. Regular "er" and "ir" verbs as well as irregular verbs including *faire, avoir, être, pouvoir, vouloir, devoir, boire*.
2. Vocabulary: Topics may include: professions and academic studies, weather, daily routine, leisure activities, food, comparing city and country life, etc.
3. Cultural components may include: the Francophone world, the French academic system, regional differences within France, Québec, gastronomic traditions
4. Pronunciation drills.
5. Weekly schedule:

Commented [SH1]: I corrected the mismatch here by putting lab assignments for 10% into the correct box above. Is it possible to list the assignments in more detail so UEC can assess whether the assignments match the outcomes? Even if these are weekly in-class activities and writing assignments, that information would be helpful.

Commented [AC2]: I've added a couple of examples. The original total said 60% for assignments which was to include lab work, but the way you've set it up is better.

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

Week 1 (Chap 1): classroom orders, greetings, identification of self, register, questions, negation.
Week 2 (Chap 1): articles, possession, contractions, numbers 1-30, subject pronouns, disjunctive pronouns, adjectives, verb "être".
Week 3 (Chap 1): -er verbs, time expressions, clock time, possessive adjectives,
Week 4 (Chap 2): numbers 31-100, ordinal numbers, verb "avoir"
Week 5 (Chap 2): comparisons, numbers, prepositions, questions (2).
Week 6 (Chap 3): verb "faire", verb + infinitive, "préférer" type verbs.
Week 7 review and mid-term exam
Week 8 (Chap 4): verb "aller", Direct Object pronouns, pronoun "y"
Week 9 (Chap 4): frequency, verb "venir" "futur proche",
Week 10 (Chap 4): -ir verbs, *passé récent*.
Week 11 (Chap 4): partitive, pronoun "en", quantity, *passé composé* with "avoir"
Week 12 (Chap 4): *passé composé* with "être", indirect objects and pronouns.
Week 13 (Chap 4): verbs "vouloir", "pouvoir" and "devoir".

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 102

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: **This memo is an update to show what we currently teach in this course, the evaluation methods and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

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

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 \(UNDRIP\)](#). **Students will complete readings by an Indigenous francophone author, discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **As a language course, French 102 increases learners' awareness of EDI issues. We study texts by authors from diverse social, cultural,**

and economic backgrounds around the world. We discuss and analyze these texts in French in a respectful and inclusive environment.

6. 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. French 102 is offered in the Fall and Winter semesters and may be offered in spring if there is demand.
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 1981
 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: FREN 102		Number of Credits: 3 Course credit policy (105)													
Course Full Title: French Language 2															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course continues to develop students' ability to express themselves in oral and written French. It reviews material presented in FREN 101 and introduces new skills such as <i>imparfait</i> , <i>subjonctif</i> , <i>futur simple</i> , and <i>conditionnel</i> , along with new expressions, idioms, and vocabulary. Note: This course is equivalent to CEFR level A2. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		FREN 101, French 11, or assessment of the department.													
Corequisites (if applicable, or 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: click to select No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</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>60</td> </tr> </table>		Lecture/seminar	45	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Tutorials/workshops	15														
[click to select]															
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)													
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. Demonstrate correct usage of the subjunctive after expressions of doubt, necessity, emotion
2. Demonstrate correct usage of all personal pronouns as well as "y" and "en"
3. Correctly use the following verbs in *présent*, *passé composé*, *imparfait*, *futur simple*, *conditionnel* and *subjonctif*: "offrir" (and other verbs of this type such as "ouvrir", "couvrir", etc.), "croire", "voir", "savoir", "connaître" (and the problems associated with "pouvoir" in context), "conduire" (and other verbs of this type such as "produire", "réduire", etc), "suivre" (and other verbs of this type such as "poursuivre"),
4. Correctly use all types and formation of adverbs
5. Combine clauses using relative pronouns "qui", "que", "où", "ce qui", and "ce que"
6. Provide sequence of events using adverbs, noun phrases and "avant" and "après"
7. Utilize VERB + INFINITIVE constructions, including expressions which require "à" or "de" before the infinitive.
8. Express hypothetical constructions
9. Express events in the past tense using *passé composé*, and *imparfait*
10. Express events in the future using *futur simple* and *futur proche*.
11. Demonstrate knowledge of the French culture in Canada, France, Belgium, Switzerland, Africa and Asia
12. Demonstrate competency in various elements of French phonology such as *liaison*, *enchaînement*, rhythm and intonation
13. Produce sufficiently competent pronunciation to be understood
14. Communicate in French at the CEFR Beginner level (A2).
15. Distinguish basic grammatical differences between French and English.
16. Demonstrate a working vocabulary of at least 1000 words.

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

Assignments:	560%	Final exam:	15%	[click to select]	%
Quizzes/tests:	25%	[click-to-select] Lab work:	10	—%	[click to select]

Details:

Assignments: 50% compositions, journals, verb exercises, vocabulary drills
 Lab Work: 10%
 Quizzes/Tests: 10%
 Midterm Exam: 15%
 Final Exams: 15%

Students must have an average of at least 50% or better on exams.

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. Textbook	Cameron & Hamilton-Clark	Bonjour, le Canada! Livre Un, MMM	2019
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.)

Access to the [Learning BranchCan8](#) interactive platform for oral practice.

Course Content and Topics

Grammatical concepts:

- a. Verb tenses and moods: the present (review), the immediate future (review), the compound past (review), imperfect, *futur simple*, plus an introduction to the subjunctive and conditional moods
 - b. negation, real and hypothetical conditions, -re verbs, interrogatives, expressions of doubt, necessity and emotion, adverbs, relative pronouns, ordering events
 - c. Regular "er", "ir", "re" verbs as well as irregular verbs including "dire", "lire", "écrire", "mettre", "voir", "croire", "savoir", "connaître", "suivre" and "recevoir".
1. Vocabulary: Topics may include: professions and academic studies, weather, daily routine, leisure activities, food, past activities,

Commented [SH1]: Itemize please
Commented [AC2]: I've added a couple of examples as I did in 101. The original total said 60% for assignments which was to include lab work, but the way you've set it up is better.

- future activities, health, social issues, environmental issues, economy, music and art, sports, travel, computers and electronic devices.
2. Cultural components may include: the Francophone world, Regional differences within France, Québec, Belgium, Switzerland as well as Francophone countries in Africa and Asiagastronomic traditions
 3. Pronunciation drills.
 4. Weekly schedule:
 - Week 1 (Chap 5): reflexive verbs, adverbs, partitive,
 - Week 2 (Chap 5): adverbs, pronoun 'en'
 - Week 3 (Chap 5): *depuis*, quantity,
 - Week 4 (Chap 6): *imparfait*, negation
 - Week 5 (Chap 6): *passé composé* used together with *imparfait*.
 - Week 6 (Chap 6): pronoun and adverb review.
 - Week 7 review and mid-term exam
 - Week 8 (Chap 7): idiomatic reflexive verbs
 - Week 9 (Chap 7): relative pronouns, review of past tense
 - Week 10 (Chap 7): verbs "*dire*", "*lire*" and "*écrire*"
 - Week 11 (Chap 8): *futur simple*
 - Week 12 (Chap 8): conditional
 - Week 13 (Chap 8): '*mettre*'; review of past and future tenses

Memo for Course Changes

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 103

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: **This memo is an update to show what we currently teach in this course, the evaluation methods and the textbooks used.**

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 outcomes have been updated to focus on measurable skills and knowledge acquisition. n/a**

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

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

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 \(UNDRIP\)](#). **As part of the study tour, instructors may choose to visit an area or a particular site which is relevant to Indigenous issues. Students will also complete readings by an Indigenous francophone author, discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **As a language course, French 103 increases learners' awareness of EDI issues. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. We discuss and analyze these texts in French in a respectful and inclusive environment.**

6. 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. **French 102 is offered in the Fall and Winter semesters and may be offered in spring if there is demand.**
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: May 2011
 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: FREN 103		Number of Credits: 3 Course credit policy (105)	
Course Full Title: French Study Tour			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Choose an item.		Department (or program if no department):	
Calendar Description:			
This course offers students an introduction to French culture by means of a study tour. It is a one semester course which includes a two-week study tour experience <u>in a Francophone region</u> . The field experience will be preceded by lectures, oral and aural exercises, and tests. Discussions and lectures will continue during the study tour. Assignments will be given and due on the last day of the course.			
Note: Students with credit for FREN 1019 cannot take this course for further credit.			
Prerequisites (or NONE):		None	
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: 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	3045	Delivery Mode: Face-to-face only May be offered in multiple delivery modes	
Experiential (field trip)	30	Expected frequency: Every other year	
[click to select]		Maximum enrolment (for information only): 15	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		[click to select]	
Total hours	6045	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: [click to select]	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: [click to select]	
		<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. Demonstrate **knowledge of** the diversity and complexity of a particular region of the Francophone world.
2. Demonstrate their oral and aural skills in French **at an appropriate level**.
3. Demonstrate their expression and comprehension of written French.
4. Demonstrate their observational and analytical skills.
5. Demonstrate self-motivated learning.
6. Demonstrate a cultural awareness and sensitivity.
7. Be directly exposed to the French culture and language.

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

Assignments:	40%	Field evaluation:	40%	[click to select]	%
Quizzes/tests:	20%	[click to select]	%	[click to select]	%

Details:

Participation 20% - Assignments
 Can8 (oOral) exercises 20% - Assignments
 Short tests 20% - Quizzes/tests
 Structured field exercises 40% - Field evaluation

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.)*

Field assignments, oral and aural exercises, discussion, readings, and short 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	Terrell, Tracy D., Rogers, Mary B.	Deux Mondes: A Communicative Approach	2008
2. Textbook	Avitzur, Anat, Michaël Elsa	Pause-Café	2006
3. [click to select]	—Cameron and Hamilton-Clark	—Bonjour, le Canada!	2018
4. [click to select]			
5. [click to select]			

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

Regular requirements for international travel, as well as a good notebook, a camera and a good pair of shoes.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

(The following outline is adapted to an intensive six-week semester).

- Sem. 1 The alphabet, the International Phonetic alphabet
 Subject pronouns, regular “er” verbs, the verb être
 Expressions of time, numbers, weather
 Describing physical appearances, nationality
 Pronunciation: rhythm, accents
 Cultural realities of field trip region/country: -France-: geography, population, national holidays
- Sem. 2 Agreement of adjectives
 The negation
 The verb “aimer”, expressing likes and dislikes
 The definite article
 Asking questions with yes or no answers
 Pronunciation: final consonants
 Cultural realities: Paris, a brief history of the field trip region/country

Course content continued :

- Sem. 3 The indefinite article (*un, une, des*)
 The verb « *avoir* »; idiomatic expressions avec “*avoir*”
 Regular “er” verbs
 The expressions « *il y a* » and « *voilà* »
 The possession with « *de* »
 Identifying family and friends
 Possessive adjectives (*son, sa, etc.*)
 Pronunciation: les sons [e], [a] et [wa]
 Cultural realities: [Paris and the metro](#) [Transportation and daily life of field trip region/country](#)
- Sem. 4 Prepositions with places
 Regular “ir” and “re” verbs
 Asking directions
 Describing clothing
 Adjectives of colour
 The demonstrative adjective (*ce, cette, ces*)
 The verb « *faire* »
 The interrogative words *qui, que* and *quel*
 Pronunciation: Nasal vowels
 Cultural realities: [Paris and its](#) major monuments [of the field trip region/country](#)
- Sem. 5 On-site [in Paris](#)
 Daily grammar activities to start the day:
 The verb “*aller*”
 The days of the week
 The imperative
 Interrogative words “*où*” and “*quand*”
 —————
[Vocabulary:](#)
 Telling time
 Explaining schedules
 Telling where to find places
 Pronunciation: [u] and [y]
 Cultural activities:
 Asking for directions [in French](#) ~~in French~~
 Ordering a meal in a restaurant
 Keeping a journal in French of daily activities
- Sem. 6 On-site [in Paris](#)
 Daily grammar activities to start the day:
 The verb “*venir*”
 Stating what you just did
 Reflexive verbs
 The negations “*ne...rien*”, “*ne... personne*”, “*ne... pas encore*”
 The verbs « *prendre* » and « *boire* »
 Pronunciation: [r]
 Cultural activities:
 Buying food at an outdoor market
 Interviewing [French](#) people about art and fashion
 Keeping a journal of activities in French
 Giving a short oral presentation in French on a work of art of student’s choice

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 215

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: **This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

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

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 \(UNDRIP\)](#). **Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied.**

We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

6. 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. **French 215 is currently offered twice a year.**
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998
 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: FREN 215		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Intermediate French 1			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages	
Calendar Description: This course, conducted entirely in French, refines the learners' skills in speaking, reading, and writing French through grammar review, vocabulary expansion, composition writing, and cultural readings, accompanied by conversation practice in the seminar and revision via computer. <i>French 215 and 216 are not sequential and can be taken in any order.</i> Note: Students with credit for FREN 230 cannot take this course for further credit.			
Prerequisites (or NONE):		One of the following: French 12 with a B or higher, FREN 102, or assessment of the department.	
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): FREN 230 (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 (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Twice per year Maximum enrolment (for information only): 28	
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR)	
Lecture/seminar	45	PLAR is available for this course.	
Tutorials/workshops	15	<i>yesyes</i>	
[click to select]		Transfer Credit (See bctransferguide.ca .)	
[click to select]		Transfer credit already exists: Yes	
[click to select]		Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)	
Total hours	60	Department approval	
Scheduled Laboratory Hours		Date of meeting:	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		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 competency in**use:

1. Use present, passé composé, imparfait tenses of regular -er, -ir, and -re verbs, present, passé composé, imparfait tenses of irregular verbs être, avoir, faire, aller, vouloir, pouvoir, voir, recevoir, devoir, savoir, connaître, boire, croire, écrire, lire, dire, vivre, suivre, prendre, mettre, definite and indefinite articles, voilà vs il y a, la négation, interrogative structures, reflexive and reciprocal verbs, idiomatic expressions with avoir and être, depuis and present, verbs of "sortir" type, adjectives, il est vs c'est, possessive and demonstrative adjectives, adverbs, comparative and superlative of adjectives and adverbs, numbers to one billion, passé composé (formation, all agreements, negative, interrogative, use of adverbs), imparfait (formation, use and idiom), plus-que-parfait, la concordance des temps au passé, and formation and usage of the present subjunctive;
2. Discussing various cultural and literary texts including readings by Gabrielle Roy, Louis Hémon, Arthur Rimbaud, Roch Carrier (*Le Chandail de Hockey*), Jean-Philippe Toussaint, Guy de Maupassant and others;
3. French pronunciation including liaison, enchaînement, intonation, rhythm, and diphthong elimination.

Commented [AC1]: I tried to streamline this by replacing 'use' with 'demonstrate competency in.'

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

Final exam:	10%	Quizzes/tests:	10%	[click to select]	%
Assignments:	80%	[click to select]	%	[click to select]	%

Details:

Mid-term and final exam include both a written and oral component.

Final exam	10% - Final exam
Assignments	40% - Assignments
Mid-term exam	10% - Quizzes/tests
Class participation	10% - Assignments
Seminar/tutorial	10% - Assignments
Workbook assignments & oral tests	20% - Assignments

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.)

The communicative methodology forms the focus of the class activities, which are learner-centered. Class is conducted in French with students working with the instructor as well as together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of four short essays.

In addition to class work, students meet once a week with a native speaker in small seminars/tutorials, i.e. conversation groups of six to nine people. Activities vary and include practicing various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

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	Winn Wong St-Onge, S. et al.	Encore Interaction -- Révision de grammaire française , Nelson Cengage	2022 44
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.)

Headphone with microphone for use with [Learning Branch CAN-8](#) platform

Course Content and Topics

Typical Course Content and Topics

This is a one-semester course independent of 225, but linked to French 216, its companion course. The first five chapters of [Encore Interaction](#) will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also web-sites to visit, suggested video and film viewings.

Week 1: Present tense of regular verbs

Week 2: Present tense of irregular verbs nouns and articles

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Week 3: Futur proche, faire causative, impératif
Week 4: Subjunctive present, negation
Week 5: Interrogatives, depuis, idioms with avoir and être
Week 6: Adjectives, possessive adjectives
Week 7: Midterm review and exam
Week 8: Adverbs, comparisons, demonstrative adjectives, superlatives
Week 9: Numbers, irregular verbs in -re and -oir
Week 10: Passé composé
Week 11: Imparfait
Week 12: Plus-que-parfait, dates
Week 13: Concordance of past tenses

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 216

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: **This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

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

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 \(UNDRIP\)](#). **Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied.**

We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

6. 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. **French 216 is currently offered twice a year.**
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2003
 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: FREN 216		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Intermediate French 2															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course is a companion to French 215 and has similar goals: through an intensive review of grammatical topics already known to the student, and the introduction of some new topics, French 216 will increase communicative competence through vocabulary expansion, improved pronunciation, study of important grammatical concepts and the development of efficient reading and writing techniques. Conducted entirely in French, students work together in small groups reviewing the essential elements of French grammar, discussing literary texts and learning composition skills. Participation in multimedia programs, along with regular written assignments and oral tutorials, further improves students' abilities to understand and express themselves in French. French 215 and 216 are not sequential and can be taken in any order. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		French 12 with the provincial exam, or FREN 101 & FREN 102, or instructor's permission, or assessment of the department.													
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): (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 (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 26													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar – Lectures:</td> <td style="text-align: right;">4535</td> </tr> <tr> <td>Lecture/seminar – Seminar:</td> <td style="text-align: right;">153</td> </tr> <tr> <td>Tutorials/workshops – Laboratory:</td> <td style="text-align: right;">42</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: right;">6060</td> </tr> </table>		Lecture/seminar – Lectures:	4535	Lecture/seminar – Seminar:	153	Tutorials/workshops – Laboratory:	42	[click to select]		[click to select]		Total hours	6060	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Challenge Exam	
Lecture/seminar – Lectures:	4535														
Lecture/seminar – Seminar:	153														
Tutorials/workshops – Laboratory:	42														
[click to select]															
[click to select]															
Total hours	6060														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: [click to select] (If yes, fill in transfer credit form .)													
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.)
 Students will continue to develop their knowledge of the French language which was acquired in first year. Along with French 215 they will review important language concepts and study selected new ones to develop their oral and written fluency. They will also study and discuss certain literary texts as well as examining various important cultural aspects which are closely related to language concepts.

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

1. Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.
2. Example: Identify the historical circumstances – political, social, economic, and artistic – leading to the production of posters.
3. Example: Develop persuasive public relations messages for target audiences.
4. Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues; this section for supplies and materials for all sections of this course.
 1. comparatives and superlatives of adjectives and adverbs; relative pronouns and the *plus-que-parfait*.
 2. the subjunctive present and *passé composé*.
 3. the *futur simple*, negative expressions and demonstrative pronouns.
 4. indefinite adjectives and pronouns, prepositions plus infinitive constructions and the conditional mood.
 5. the *futur antérieur*, present participle, past infinitive and *faire causatif*.
 6. developing reading fluency by reading and discussing various cultural and literary texts

Commented [AC1]: I simplified this by using 'demonstrate competencies'

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

Final exam:	30%	Quizzes/tests:	10%	[click to select]	%
Assignments:	60%	[click to select]	%	[click to select]	%

Details:

Class Participation	10% - Assignments
Tutorial	10% - Assignments
Workbook Assignments	10% - Assignments
Homework & Compositions	30% - Assignments
Midterm Exam (Oral & Written)	10% - Quizzes/tests
Final Exam (Oral & Written)	30% - Final exam

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.)

The class is conducted in French with students working together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of two short essays.

In addition to class work, students meet once a week with a native speaker in small tutorials, i.e. conversation groups of six to seven people. Activities vary and include practising various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

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	Winn Wong Jean-Compain, Bob Courchène, Héliène Knoerr, Alysse Weinberg	Encore Points de rencontre, Prentice-Hall, Scarborough; 1998, text and accompanying workbook.	2019 1998
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.)

None

Course Content and Topics

This is a one-semester course independent of 225, but linked to French 215, its companion course. The first five chapters of *Encore* will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also web-sites to visit, suggested video and film viewings.
 This is a one-semester course independent of 225, but linked to French 215, its companion course. The first three sections (unités) of

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

Points de rencontre will be studied in French 215; the last three will be studied in French 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related *Cahier* exercises contain many written activities to emphasize correct structures. There are also websites to visit, suggested video and film viewings.

Grammatical concepts to be covered may include indefinite adjectives; demonstrative, interrogative and possessive pronouns; how to distinguish between the indicative, subjunctive, and conditional moods after conjunctive subordinates; indirect discourse; and further work on past tenses.

Discussions and essays in French will promote the development of vocabulary and critical thinking about controversial contemporary topics such as ecology, the environment, cloning, biotechnology, and genetic engineering.

Readings include short stories such as *La Chasse-galerie*, articles from *Châteline*, *La Presse*, *Le Soleil*, *Magazine Santé*, *La Rotonde* and others.

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 219

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: Course content and topics section revised

2. Rationale for change: Updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used.

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 \(ILOs\)](#): N/A

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

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

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 \(UNDRIP\)](#).

One of the readings chosen for the literary analysis will be by an Indigenous francophone author. The students will analyze this reading orally in class and write an analysis of the text in essay format.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

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.

This course is offered twice a year. It is a prerequisite for all 3rd and 4th year courses and is considered a cornerstone course.

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

100\$



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
 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: FREN 219		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Intermediate French Composition															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course focuses on the development of essay-writing skills in French. Selected readings from works by contemporary Francophone authors help introduce principles of clear and effective writing; students work to improve their own writing skills and to resolve common problems in second-language writing. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		One of FREN 215, 216, or 230; two of the three are recommended. (Note that credit can only be obtained for one of FREN 215 or FREN 230.)													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 26													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Challenge Exam													
<table border="1"> <tr> <td>Lecture/seminar – Lectures:</td> <td style="text-align: right;">4532</td> </tr> <tr> <td>Lecture/seminar – Seminar:</td> <td style="text-align: right;">1543</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: right;">6045</td> </tr> </table>		Lecture/seminar – Lectures:	4532	Lecture/seminar – Seminar:	1543	[click to select]		[click to select]		[click to select]		Total hours	6045	Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: Yes Submit outline for (re)articulation: [click to select] (<i>If yes, fill in transfer credit form.</i>)	
Lecture/seminar – Lectures:	4532														
Lecture/seminar – Seminar:	1543														
[click to select]															
[click to select]															
[click to select]															
Total hours	6045														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" 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:

1. Demonstrate basic techniques of effective writing such as clarity, conciseness, coherence, and completeness.
2. Use the writing process, including planning, drafting, revising, and proof-reading.
3. Read complex articles and produce accurate "résumés de texte" of these articles, with full understanding of how this technique differs from the English "summary." The works of at least one Indigenous writer, such as Jean Simon or Jean Sioui will be studied; works will be chosen from diverse backgrounds and discussed in French in a respectful and inclusive environment.
4. Use appropriate style, vocabulary and syntax to write texts for different purposes, such as descriptive texts, argumentative texts and job applications.
- 4.
5. Avoid common pitfalls in second language writing.

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

Final exam:	35%	Assignments:	15%	Quizzes/tests:	40%
Lab work:	10%	[click to select]	%	[click to select]	%

Details:

3 Grammar tests	30% - Quizzes/Tests
2 Comprehension Tests	10% - Quizzes/Tests
Seminar participation	10% - Assignments
Essays	15% - Assignments
Final exam – written and oral	35% - Final exam

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.)

Two thirds of the class time will be devoted to the review of advanced grammatical problems and the explicit instruction of good writing strategies. During the other third, students will be divided into small groups during which they will analyze and compare various texts and engage in collaborative writing activities in order to refine their own writing and self-correcting techniques. Each session will emphasize a different aspect of the writing process. Active participation is imperative.

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	Jacqueline Ollivier	Grammaire française, 6th Edition, Nelson Education College Indigenous (reference grammar book)	2016 5
2. Textbook	Jacqueline Ollivier	Grammaire française (Cahier pratique), Nelson Education College Indigenous	2016 5
3.			
4.			
5.			
6.			

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

Course Content and Topics

[Course content varies by instructor. An example of course content might be:]

1. Focus on Critical Thinking
 - General comprehension questions to ensure thorough reading of texts, followed by activities focusing on vocabulary, idiomatic expressions
 - Strategies for dealing with unknown linguistic and cultural referents

- Brainstorming: oral sharing of ideas; presentation of opinions and critical discussion generated by texts
- 2. Strategies for planning and shaping a writing assignment:
 - Organization of ideas
 - Outline
 - Introduction, development, conclusion
 - Textual cohesion; linking words
 - Oral vs. written language structures
 - Focus on argumentative essays, narrative writing style and literary analysis
- 3. Peer review and editing
 - Extensive use of unilingual and bilingual dictionaries, verb tables, review of tense concordance.
- 4. Self-correcting strategies
- 5. Review of intermediate grammar

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 230

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: Updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used.

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 \(ILOs\)](#): N/A

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

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

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 \(UNDRIP\)](#).

Several of the readings chosen will be by an Indigenous francophone author. The students will analyze these readings orally in class.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

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.

This course is offered once a year.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 100\$



ORIGINAL COURSE IMPLEMENTATION DATE: September 1995
 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: FREN 230		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Intermediate French for French Immersion Students 4															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course is specifically designed for students from the French Immersion programs who are at ease communicating in French and who wish to improve their competency. Taught completely in French, this course will provide a thorough grammar review, vocabulary enrichment, and development of reading and writing skills which will address fossilized errors. Students will also read a contemporary French novel and discuss it in class. Note: Students cannot obtain credit for both FREN 215 and FREN 230. Note: Students with credit for 215 cannot take this course for further credit.															
Prerequisites (or NONE):		Minimum four year's study (up to Grade 11) in the French Immersion program, or instructor's permission.													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: FREN 113 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 26													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Challenge Exam													
<table border="1"> <tr> <td>Lecture/seminar – Lecture:</td> <td style="text-align: right;">4532</td> </tr> <tr> <td>Lecture/seminar – Seminar:</td> <td style="text-align: right;">153</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: right;">6045</td> </tr> </table>		Lecture/seminar – Lecture:	4532	Lecture/seminar – Seminar:	153	[click to select]		[click to select]		[click to select]		Total hours	6045	Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: Yes Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar – Lecture:	4532														
Lecture/seminar – Seminar:	153														
[click to select]															
[click to select]															
[click to select]															
Total hours	6045														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Date of meeting:													
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. Identify common fossilized errors (syntactic and semantic) and replace them with the correct structures and vocabulary.
2. ~~Understand and U~~se both orally and in writing verbs in the present, passé composé, imperfect, future, conditional, imperative, and subjunctive present.
3. Read a contemporary French novel and analyze it in writing and discuss it orally with their peers in French.
4. ~~Understand and use~~Use vocabulary relating to contemporary topics such as technology, the media, transportation, university studies.
5. Produce written work that is well-organized and grammatically correct.
6. Distinguish between idiomatic expressions that are commonly used in Canada from those used in francophone Europe.

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

Final exam:	25%	Assignments:	35%	Quizzes/tests:	20%
Lab work:	10%	Holistic assessment:	10%	[click to select]	%

Details:

Homework and on-line exercises	10% - Assignments
3 Compositions	15% - Assignments
2 Oral presentations	10% - Assignments
Holistic assessment	10% - Participation in class
Participation in seminar	10% - Lab work
Tests (4)	20% - Quizzes/Tests
Final exam (oral and written)	25% - Final exam

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.)*

Students will work primarily in pairs and in small groups, using only French. In addition to regular classroom activities, students will discuss a French novel read individually at home.

In addition, students will do online grammatical review exercises and will meet for 55 minutes per week for a conversational seminar with a native speaker.

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	Wynne Wong et al.	Encore 2 ^e : niveau intermédiaire	2017
3. Textbook	St. Onge, St. Onge	Interaction Première édition canadienne, Toronto, Nelson 2011 (textbook and workbook).	2011
4. Textbook	De Vigan, Delphine	<u>No et moi</u> , Éditions Jean-Claude Lattès, Paris	2007
5. [click to select]			

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

None

Course Content and Topics

- 1) Grammatical components: Verb conjugation, review of all tenses, agreement of past participle, using the subjunctive, choosing between the subjunctive and the infinitive, subordinate clauses and complex sentences, combining personal pronouns, hypothetical sentences, reflexive verbs, impersonal expressions, indefinite adjectives and pronouns, the passive voice, indirect discourse.
- 2) Vocabulary: linked to weekly readings; how to get the most information out of unilingual and bilingual dictionaries
- 3) Cultural component: Viewing of one French movie and analysis of it; discussion relating to readings
- 4) Development of writing skills: Systematic proof-reading and correcting of mistakes; how to organize and present ideas; avoiding repetition of ideas and vocabulary.

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 315

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: Updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used.

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 \(ILOs\)](#): N/A

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

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

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 \(UNDRIP\)](#).

Several of the readings chosen for the literary analysis will be by an Indigenous francophone author. The students will analyze these reading orally in class and write an analysis of at least one of the texts.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

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

100\$



ORIGINAL COURSE IMPLEMENTATION DATE: December 1997
 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: FREN 315		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Introduction to Francophone Literature															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: Conducted entirely in French, this course is designed to introduce students to the great writers of the last 150 years in France and Québec. The main literary trends of this momentous era, such as surrealism, existentialism, and theatre of the absurd, will be explored. Students will learn some formal critical analysis methods, and will be required to apply critical-thinking skills to analyse the concepts and ideals that motivated the intellectuals of this period. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		FREN 219 and one of either FREN 225 or FREN 245, or instructor's permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 26													
Typical Structure of Instructional Hours <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>60</td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
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Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: No 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:													

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. [Recognize-Discuss](#) characteristics belonging to specific literary trends
2. [Recognize-Identify](#) differences of genre and associated stylistic techniques
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.)
4. Analyze a poem's formal structure and meaning
5. Analyze texts in relation to the socio-historic context in which they were written. Some texts will be chosen from Francophone indigenous writers, such as Jean Simon and Jean Sioui.
6. Use sophisticated and specialized vocabulary and sentence structures.
7. Write thorough explicative texts

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

Assignments:	45%	Holistic assessment:	10%	[click to select]	%
Quizzes/tests:	45%	[click to select]	%	[click to select]	%

Details:

Oral presentation	10% - Assignments
Essay (3-4 pages)	10% - Assignments
Essay (7-8 pages)	25% - Assignments
3 Tests	45% - Test/Quizzes
Class participation	10% - Holistic assessment

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.)*

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the understanding and use of literary figures of style. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed.

Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

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	Laurin, Michel	<i>Anthologie littéraire de 1850 à aujourd'hui</i> , Laval: Beauchemin	2001
2. Textbook	Sartre, J.-P	<i>Huis Clos suivi de Les Mouches</i> , Gallimard	1962
3. Textbook	Tremblay, Michel	<i>Albertine en cinq temps</i> . Léméac Editeur	1984
4. Textbook	Bessette, Gérard.	<i>Le Libraire</i> , Pierre Tisseyre.	1968
5. Textbook	Satrapı, Marjane	<i>Persepolis</i> , L'Association	2001

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

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary
 A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online. (Pocket dictionaries are inadequate)

Course Content and Topics

- 1) French literary tenses (passé simple, passé antérieur, l'imparfait du subjonctif et le plus-que-parfait du subjonctif)
- 2) Understanding a poetic text, narrative text, dramatic text
- 3) How to write an explicative text and a literary analysis
- 4) Analysing the major literary schools of thought for this era, and the socio-historic context influencing them:
 - Realism (Balzac, Flaubert)
 - Naturalism (Maupassant, Zola)
 - Symbolism (Beaudelaire, Verlaine, Rimbaud)
 - Theater of the Absurd (Jarry, Beckett)
 - Surrealism (Apollinaire, Breton, Desnos, Prévert)
 - Existentialism (Sartre, de Beauvoir, Camus, Langevin)
 - Le Nouveau Roman (Butor, Robbe-Grillet, Duras, Queneau,)
 - Postmodernism (Tournier, Modiano, Ernaux, Semprun, Delerm, Tremblay)

Memo for Course Changes

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 325

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: **This submission is to update the information to reflect what we currently teach in this course, the evaluation methods and the textbooks used.**
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 \(ILOs\)](#): **n/a**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **MOLA**
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 is a course in French phonology where we frequently do phonological comparisons between languages, so we intend to examine some of the phonemes in Hal'qeméylem and compare them with French and English phonemes.**
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 developing**

learners' skills in speaking and so there are many oral projects. Some of these projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.

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. **This course is offered once per year.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: December 1999
 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: FREN 325		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Phonetics & Pronunciation: The Silky Sounds of French Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages	
Calendar Description: Conducted entirely in French, this course provides an intensive study of phonetics and develops students' oral fluency. It helps students learn to understand different accents and idioms which exist in various parts of the Francophone world. There is a considerable "corrective" component to the course, where students are clearly shown the comparative pronunciation between English and French vowels and consonants in order to teach English-speaking students the best way to articulate French sounds and eliminate their English accents. Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		FREN 219 or instructor's permission	
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: 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 286	
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60		
Tutorials/workshops	1 5		
[click to select]			
[click to select]			
[click to select]			
Total hours		7560	
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No 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:	

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. Demonstrate their expertise with the French symbols of the IPA (International Phonetic Alphabet).
2. Transcribe French sentences into phonetic symbols, and the reverse, to provide correct French sentences from phonetic symbols.
3. Speak French with reasonable fluency and understand rapidly spoken French from different Francophone regions.
4. Demonstrate their acquisition of a good standard pronunciation.
5. Demonstrate their knowledge of the differences between various accents and regional idioms as well as slang and colloquial expressions.
6. Differentiate between and use different levels of discourse according to the speech-act situation.
7. Demonstrate the acquisition of vocabulary and means of creating conversations in small groups about a wide variety of topics.
8. Present a formal presentation to peers.

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

Assignments:	75%	Final exam:	12.5%	[click to select]	%
Quizzes/tests:	12.5%	[click to select]	%	[click to select]	%

Details:

Regular assignments, presentations and dialogues, skits, class and lab participation, a midterm and a comprehensive final are the basis for determining the final grade.

A sample evaluation scheme might be:

- | | |
|--|----------------------------------|
| 1) Course projects | 12.5% - Assignments |
| 2) Final and mid-term oral and written exams (12.5% each) | 25% - Final exam / Quizzes/tests |
| 3) 20 written transcription exercises | 25% - Assignments |
| 4) 210 pronunciation exercises on the Can-8 interactive platform | 25% - Assignments |
| 5) Class and seminar participation | 12.5% - Assignments |

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.)*

All classroom interaction is in French. Much of the time will be spent learning phonetics and practicing the pronunciation of sound groupings, concentrating on correct articulation, rhythm and intonation. Much attention will be focused on particular aspects of French phonology, such as *enchaînement*, *liaison*, *e caduc*, and non-diphthongization of vowels. StudentsThe other will be spent discussing a specific topic and focusing on specific communicative situations. At regular intervals students will be asked to listen to speeches or view video clips which will feature speakers from different Francophone areas and learn to recognize regional differences, including slang and colloquialisms. There will be individual and group oral projects to provoke discussion of a variety of themes such as current events, cultural phenomena, debates, music and such. They will also work with an interactive multimedia program and learn the importance of facial expressions and gestures, which vary from country to country, as well as intonation in conveying meaning. There will be comparisons of French sound structures with those of other languages, including English and Halq'eméylem. Some projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.

In addition to classroom activity, students will meet once a week with a native speaker in small conversation groups for further oral practice in the seminar. Here they are expected to imitate certain types of speech, including appropriate body language, as well as creating their own discussions.

Students will also be expected to work with certain exercises in our multimedia lab which includes a state-of-the-art digitized audio lab.

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	Dansereau, Diane	<i>Savoir Dire: Cours de phonétique et de pronunciationprononciation</i> . Toronto: DC Heath & Co. <u>second edition</u>	2006 1999
2. Other		Various other readings, news reports, musical selections, internet sources and conversational material may appear at various times, according to the instructor's and students' needs.	
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

None

Course Content and Topics

1. The organs of speech
2. The French symbols in the IPA.
3. Recognition, repetition, and practice of the main French sound patterns.
4. The basics of the French phonetic system.
5. Syllabification, *enchaînement*, *liaison*, *accent tonique*, rhythm, *accentuation*, *intonation*.
6. French oral vowels
7. French nasal vowels
8. French consonants
9. French semi-vowels
10. *E caduc*
11. Understanding various dialogues and discussing them
12. Creating conversations within certain speech-act givens
13. Using appropriate body language to further communication
14. Acquiring certain notions of proxemics and how they vary from culture to culture

1. This is a course in French phonology where we frequently do phonological comparisons between languages, so we intend to examine some of the phonemes in Hal'qemýlem and compare them with French and English phonemes.

Memo for Course Changes

To:

From: (Department head or Chair of Program Working Group)

Date:

Subject: Proposal for revision of FREN 342, Advanced French Oral Communication

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: N/A

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 \(ILOs\)](#):

LOs have been edited to avoid redundances.

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)? N/A

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 \(UNDRIP\)](#).

Students are introduced and exposed to oral assessment (ie: job interview) with a discussion on how cultural values can impact oral performance and perceptions of one's competences. Students are invited to reflect on how a job interview can be reviewed through decolonization and Indigenization.

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

Students are introduced and exposed to oral interactions in diverse workplaces with a discussion on how cultural values can impact oral performance and perceptions on one's competences. Students are invited to reflect on how linguistic variety and diverse accents can lead to linguistic insecurity (learner level) and to linguistic intimidation (native speaker level).

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013
 REVISED COURSE IMPLEMENTATION DATE: 2023
 COURSE TO BE REVIEWED (six years after UEC approval): 2022
 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: FREN 342		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Advanced French Oral Communication															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course focuses on oral communication in day-to-day and professional situations at an advanced level. Students will develop their oral proficiencies through class and group discussions, group projects debates , and presentations. At the same time, they will explore new techniques that improve fluency, creativity, and efficient interactions in French. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		FREN 242													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: Face-to-face only May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">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 style="text-align: right;">Total hours</td> <td style="text-align: right;">60</td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit (<i>See bctransferguide.ca</i>) Transfer credit already exists: No 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:													

[COURSEFREN 342]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.)*

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

- ~~1. Communicate efficiently in day-to-day and professional situations~~
1. Express themselves fluently in a wide range of subjects
2. Demonstrate their command of oral presentations in professional settings
3. Use effectively non-verbal communication (eg. body language)
4. Express a view point from different perspectives and critically argue their position
5. Report verbally on a reading and transcribe an audio-text
- ~~6. Demonstrate their command of oral presentations and interviews~~
- ~~7-6. Improvise in any given oral interaction~~
7. Demonstrate fluency and skills at speech organization-Conduct a meeting in French
8. Conduct and undergo a job interview in French
- ~~9. Show their mastery of new vocabulary~~

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

Assignments:	<u>64</u> 0%	Final exam:	20%	[click to select]	%
Quizzes/tests: <u>Project:</u>	20 <u>40</u> 0%	[click to select] <u>[click to select]</u>	— 0%	[click to select]	%

Details:

- Quizzes ~~on vocabulary~~ (x2) : 20% - Quizzes/tests
- ~~Seminars :~~ 10% - Assignments
- ~~Journal~~ 10% - Assignments
- ~~Oral presentations~~Projects (x2): 20% - Assignments
- ~~Oral M~~mid-term oral exam : 20% - Quizzes/tests
- ~~F~~Oral-final oral exam : 20% - Final exam
- Participation : 10% - Assignments

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.)*

Presentations, improvisation sessions, discussions and debates. Practice at individual, group and class level.

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]			
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

Material prepared by the instructor on oral communication techniques, available through BlackBoard. Online francophone medias (RFI, RDI, TV5, Cyberpresse...)

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

None

Course Content and Topics

- Week 1: Oral versus writing. Variety of accents in French.
- Week 2: Listening: how to take notes from audio and video documents with different accents.
- Week 3: How to organize a speech~~to organize ideas.~~
~~Improvisation practice.~~
- Week 4: Job Interviews in French: criteria and methods.
- Week 5: 2mn-10mn exercise: how to elaborate on an idea.
~~Improvisation practice.~~
- Week 6: Oral Presentation #1: conducting a survey and reporting.
- Week 7: Mid-term: oral.
- Week 8: How to report and synthesize.
~~Improvisation practice.~~
- Week 9: Leavitt exercise: how to explain complex ideas.
~~Improvisation practice.~~

[COURSE FREN 342] University of the Fraser Valley Official Undergraduate Course Outline Page 3 of 3

Week 10: How to adapt expression to different contexts and audiences.
~~Improvisation practice.~~

Week 11: Oral argumentation: methods and criteria.
~~Improvisation practice.~~

Week 12: One information, two uses.
~~Critical analysis of speeches~~. Professional meetings: from organization to verbal reporting

Week 13: Oral Presentation #2: role play.

Memo for Course Changes

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 345

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: **This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

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

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 \(UNDRIP\)](#). **Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied.**

We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

6. 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. . French 345 is currently offered once a year.
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
 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: FREN 345		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Cinéma français et québécois depuis 1950															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: This course offers an analysis of French and Quebec societies since 1950 from a cinematographic perspective. All films will be shown in original French with English subtitles. Students registering in this course must do all oral and written work in French. Note: Students with credit for FREN 346 cannot take this course for further credit.															
Prerequisites (or NONE):		FREN 219													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <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>60</td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
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Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No 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:													

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

Students will acquire the following skills:

1. Critical analysis
2. Knowledge of French and Quebec cinema since 1950
3. Knowledge of French and Quebec culture since 1950 as represented through cinema
4. Knowledge of the language of film

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

Assignments:	55%	Final exam:	35%	[click to select]	%
Quizzes/tests:	10%	[click to select]	%	[click to select]	%

Details:

Class participation: 5% - Assignments
 Mid-term exam: 10% - Quizzes/tests
 3 critical response papers: 50%: 10% for first, 20% each for next two - Assignments
 Final examination: 35% - Final exam

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.)*

Classes will begin with an approximately 45 minute introduction to the film, followed by a screening of the film. After a brief break, a 45-minute discussion in small groups, will take place. Discussion will be based on specific questions established before the screening. Classes will last approximately 4 hours, depending on the length of the film.

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	Lever, Yves	<i>L'analyse filmique</i> , Boréal	1992
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.)*

None

Course Content and Topics

[Course content varies by instructor. An example of course content might be:]

Sample of films to be screened:

1950's:

- 1) Jeux interdits (Forbidden Games); René Clément; 1952; B/W
- 2) La Femme du Boulanger (The Baker's Wife) M. Pagnol

1960's:

- 1) Tirez sur le pianiste (Shoot the Piano Player); François Truffaut; 1960
- 2) Alphaville J-L Godard; 1965
- 3) Chloé de 5 – 7 Agnes Varda; 1961
- 4) Zazie dans le métro; Louis Malle; 1962

1970's:

- 1) La Vie devant Soi (Madame Rosa); M. Mizrahi; 1977
- 2) La Grande Bouffe; Ferreri; 1973
- 3) Le Charme discret de la bourgeoisie (The Discreet Charm of the Bourgeoisie); Luis Bunuel; 1972

Québec:

- 1) Mon Oncle Antoine; Claude Jutra; 1971

1980's:

- 1) Diva; J-J Beineix; 1982
- 2) La vie est un long fleuve tranquille; (Life is a Long Quiet River) E. Chatiliez; 1987
- 3) Au Revoir les Enfants (Good-bye Children); 1987

Québec:

- 1) Jésus de Montréal; Denys Arcand; 1986

1990's:

- 1) Le Zèbre (The Zebra); J. Poiret; 1994
- 2) La Haine (Hate); Mathieu Kassovitz; 1995

Québec:

- 1) Le Confessionnal; Robert Lepage; 1995
- 2) Nô; Robert Lepage; 1998

2000's:

- 1) Le Fabuleux Destin d'Amélie Poulain (Amelie); Jean-Pierre Jeunet; 2001

Québec:

- 1) Maelstrom; Denis Villeneuve; 2000

2010s and 20s:

- 1) Archambault, Louise. *Gabrielle* (Québec, 2013)
- 2) Dolan, Xavier, *Juste la fin du monde* (Québec/France, 2016)
- 3) Dupeyron, François, *Monsieur Ibrahim* (France, 2013)
- 4) Villeneuve, Denis, *Incendies* (Québec, 2010)

Memo for Course Changes

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: June 2, 2023

Subject: Proposal for revision of FREN 415: Myths, tales and Legends in Francophone literatures

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 course outcomes have been updated to remove duplication. Course content and assignments have been updated to reflect current practice. N/A

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 \(ILOs\)](#): N/A

LOs have been edited to avoid redundancies

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

5. Which program areas have been consulted about the change(s)? [MOLAN/A](#)

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 includes Indigenous authors, history, texts and readings as core material. Through a comparative approach, questions of colonization and decolonization in the Francophone literature are discussed throughout the semester.

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

This course includes diverse cultures from the Francophone world, authors, history, texts and readings as core material. Through a comparative approach, questions of colonization and decolonization, gender issues, otherness and cultural beliefs in the Francophone literature are discussed throughout the semester.

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. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 100\$



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016³
 REVISED COURSE IMPLEMENTATION DATE: ~~2023~~
 COURSE TO BE REVIEWED (six years after UEC approval): ~~2022~~
 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: FREN 415		Number of Credits: 4 Course credit policy (105)																			
Course Full Title: Myths, Tales, and Legends in Francophone Literatures																					
Course Short Title: (To be assigned by OReg based on university standards.)																					
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages																			
Calendar Description: Students will explore francophone literatures in a comparative perspective through the study of myths, tales and legends in literary texts and narratives. This course given entirely in French mainly focuses on traditional and contemporary literary application of myths, tales and legends in African, Indigenous, French and French Canadian literatures. Literary analyses will cover topics such as the creation of the universe and its beings, emblematic heroic figures, and the importance of social relations. Note: Students with credit for _____ cannot take this course for further credit.																					
Prerequisites (or NONE):		FREN 315 or FREN 319																			
Corequisites (if applicable, or NONE):																					
Pre/corequisites (if applicable, or NONE):																					
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: Face-to-face only <i>May be offered in multiple delivery modes</i> Expected frequency: Annually Maximum enrolment (for information only): 28																			
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> <td>60</td> </tr> </table>		Lecture/seminar	60	45	Tutorials/workshops		45	[click to select]			[click to select]			[click to select]			Total hours	60	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60	45																			
Tutorials/workshops		45																			
[click to select]																					
[click to select]																					
[click to select]																					
Total hours	60	60																			
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No 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:																			

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. Read and ~~write-analyze~~ literary texts at an advanced level
2. Use advanced research skills
3. ~~Compare various Francophone literatures~~
- 4.3. Write creatively
- 6.4. Use intertextual and intercultural approaches to analyze texts critically
- 6.5. Demonstrate ~~the importance of a refined~~ knowledge ~~and understanding~~ of Francophone cultures and literatures: Indigenous, African, French and French Canadian

Commented [CÉ1]: Deleted LO was redundant with #4

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

Assignments:	750%	[click to select]	%	[click to select]	%
Final exam:	250%	[click to select]	%	[click to select]	%

Details:

Assignments	505% - Assignments
Oral Presentation	15% - Assignments
Participations	10% - Assignments
Final exam	250% - Final exam

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 presentations, group work, readings, comparative research and intertextuality, writing workshop.

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	Assiniwi, B.	Ikwe la femme algonquienne, Editions Vent d'Ouest	1998
2. [click to select] Textbook	Beaugrand, H.	La Chasse-galerie, Bibliothèque Québécoise	1991
3. [click to select] Textbook	Diop, B.	Les Contes d'Amadou Koumba, Présence Africaine	1960
4. [click to select] Textbook	Tournier, M.	Le Coq de Bruyère, Gallimard	1680
5. [click to select]			

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

None

Course Content and Topics

- Week 1: Academic writing, research and reading strategies in literature (revision)
- Week 2: Myths of origins and founding legends
- Week 3: Oral literatures : ~~staging and performance in myths, tales and legends~~
- Week 4: Cosmogonic narratives: time and space
- Week 5: ~~Heroes and emblematic figures~~ ~~The storyteller: roles and positions~~
- Week 6: ~~Monsters and anti-heroes~~ ~~Heroes: emblematic figures~~
- Week 7: Workshop in ~~African~~ storytelling
- Week 8: ~~Social relationships: parents and children~~ ~~Ancient tales and modernity~~
- Week 9: ~~Gender relationships~~ ~~Staging and performance in myths, tales and legends~~
- Week 10: Spirituality, power and magic
- Week 11: ~~The Transformation and its meanings~~ ~~Self and the Other~~
- Week 12: ~~Lost Paradise~~ ~~Morality and teachings: socialization, identities and values~~
- Week 13: ~~Morality and teachings: socialization, identities and values~~ WRITING PROJECT (oral presentation and submission)

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 420

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: **This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used.**

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 \(ILOs\)](#): **n/a**

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

5. Which program areas have been consulted about the change(s)? **MOLA**
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 \(UNDRIP\)](#). **Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.**

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.**

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. **French 420 is offered once a year.**
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013
 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: FREN 420		Number of Credits: 4 Course credit policy (105)													
Course Full Title: French Translation and Comparative Stylistics															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: Taught entirely in French, this course provides students with the basic tools of comparative stylistics and translation, such as transposition, translation units, modulation, and expansion, and improves their understanding of the nuances of French syntax, grammar, vocabulary, and register. Students will closely examine translations of excerpts of different well-known texts and will work on actual translations from French to English and English to French. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		FREN 319 and two other 300-level FREN courses													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 26													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</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>60</td> </tr> </table>		Lecture/seminar	45	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Tutorials/workshops	15														
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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. Divide a text into translation units in both English and French.
2. Understand the concepts of modulation, transposition, syntactic and lexical Gallicisms, and anglicisms, and identify these by comparing translations.
3. Identify differences in registers and context in a variety of documents.
4. Use technological tools available to translators and terminologists.
5. Identify common difficulties and pitfalls in interlinguistic transfer.
6. Translate non-technical texts of moderate difficulty from English to French and French to English.

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

Assignments:	50%	Final exam:	30%	[click to select]	%
Quizzes/tests:	20%	[click to select]	%	[click to select]	%

Details:

Exercises	40% - Assignments
Mid-term exam	20% - Quizzes/tests
Final exam	30% - Final exam
Class participation	10% - Assignments

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.)*

Primary format of instruction is lecture; course will also involve discussion, student presentation, paired work on translation exercises, and an on-line component. Participation in class is compulsory.

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	Beigbeder, Frédéric	<i>Windows on the World</i> . Paris: Grasset	2003
2. Textbook	Translated by Frank Wynne	<i>Windows on the World</i> , New York: Miramax	2006
3. Textbook	Gile, Daniel	<i>La Traduction, la comprendre, l'apprendre</i> . Paris: PUF	2005
4. Textbook	Lappin-Fortin, Kerry	<i>Traduire? Avec plaisir</i> . Toronto: Canadian Scholars' Press Inc.	2010
5. Textbook	Pollark, Liliane	<i>La traduction sans peur...et sans reproche</i> . Boucherville, Québec	1995
6. Textbook	Vercollier A.	<i>Difficultés expliquées du français for English Speakers</i> , Toronto, CLE International	2004
7. Textbook	Vinay, Jean-Paul & Darbelnet, Jean	<i>Cahier d'exercices no. 1 – Stylistique compare du français et de l'anglais</i> . Laval: Beauchemin	1991
8. Textbook	Watson Rodger, Valentine	<i>Mieux traduire, mieux s'exprimer</i> . Toronto: Canadian Scholars' Press Inc.	1998

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

Course Content and Topics

[Course content varies by instructor. An example of course content might be:]

French 420 Weekly Content	Theory	Practice	Blackboard
Week One	Basic Notions : Differences between French and English ;Translation tools (dictionaries; on-line terminology banks, etc.);	Unilingual and bilingual dictionary exercises; examples of erroneous and unintentionally humorous translations on labels, ads, instructions, etc.	

	Introduction to translation methodology and cognitive processes		
Week Two	What is a translation unit?	Identifying translation units	Collaborative work on translation of a given text
Week Three	Direct translations : <i>emprunts</i> /loanwords ; <i>calques</i> / loan translations	Identifying loanwords and loan translations;	Comparing Frédéric Beigbeder's "Windows on the World" and its translation
Week Four	Lexical and structural anglicisms and gallicisms ; « faux amis »	Identifying anglicisms and gallicisms and correcting them; identifying "faux amis" and finding the correct translation; Individual translation to hand in	
Week Five	Indirect translations : What is transposition?	Transposition exercises	
Week Six	Indirect translations : What is modulation ?	Modulation exercises	Collaborative work on translating a text, using transposition and modulation techniques
Week Seven	Indirect translations : What is equivalency	Equivalency exercises Mid-term exam	
Week Eight	French – English : Reduction	Translating a text from French – English ; reducing the number of words Individual translation to hand in	Collaborative translation; reducing the English text
Week Nine	English – French : Expansion	Translating a text from English – French : expanding the number of words	Comparison of Charles Baudelaire's translation of Edgar Allan Poe's "Le Chat Noir"
Week 10	Translation challenges : Aesthetic	Comparing a translation of Cyrano de Bergerac with the original French text; Individual translation to hand in	Collaborative work on translating Pauline Johnson's "Legends of Vancouver"
Week 11	Translation challenges : Register	Exercise on translating a text in the appropriate sociolinguistic register	Collaborative work on a translation in a familiar register
Week 12	Translation challenges : non-standard works – jargon, dialects, sociolects	Identifying non-standard works ; Comparing an excerpt of a Michel Tremblay play and its translation	Collaborative work on a translation from <i>joual</i> (Quebec dialect)
Week 13	Translation challenges :puns; film sub-titles	Study of translated puns; movie sub-titles; critique and suggested improvements	Collaborative work in translating puns and sub-titles
Week 14	Review for final exam ; Final translation to hand in Final exam		

Memo for Course Changes

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

Subject: Proposal for revision of French 430

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: **This submission is to update the information to reflect what we currently teach in this course, the evaluation methods and the textbooks used.**
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 \(ILOs\)](#): **n/a**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **MOLA**
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 is a course in French linguistics where we frequently do lexical and syntactical comparisons between languages, so we intend to examine some structures and vocabulary in Hal'qeméylem and compare them with French and English phonemes. We will also study the large number of loan words which French and English have absorbed from Indigenous languages.**

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 French linguistics; as such it will examine how language can be used to advance equity and diversion as well as seeing how language has been used as an instrument to hold people down and not foster diversity and inclusion. For example, we spend much time looking at how language reflects social change as it evolves. We see how French in Canada has been quicker to embrace these changes, such as eliminating sexist and racist expressions. Whereas in English we often replace sexist terms with gender neutral language ('Workers' instead of 'Workmen' and such), French adds new terms which reflect societal change ('la professeure', 'une écrivaine', 'une commise') to bring female forms to traditionally male-dominated professions. Some projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.**
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. **This course is offered once a year.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$35.00**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013
 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: FREN 430		Number of Credits: 4 Course credit policy (105)													
Course Full Title: French Applied Linguistics															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages													
Calendar Description: Intended for those who wish to teach French or simply develop their knowledge of the structure and phonology of the French language, this course develops the student's knowledge of French linguistics. This course is designed to apply linguistic theory and practice to the effective acquisition and refinement of French syntax, phonology, morphology, and idiom. Students will also learn how to use linguistics as a pedagogical instrument to make teaching more efficacious. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		LING 101, FREN 319, and two other 300-level FREN courses													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 28													
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Lecture/seminar	45														
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Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No 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:													

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. Demonstrate refined skills in both oral and written French, with an emphasis on linguistic theory and practice.
2. Apply their knowledge of basic linguistics with a focus on the role of both socio- and psycholinguistics in second language acquisition.
3. Demonstrate their knowledge of phonology, phonetics, the IPA (International Phonetic Alphabet), grammatical and derivational morphology, syntax, semantics, lexicology, the development of French from the Vulgate (including some texts in Old French), and transformational grammar.
4. Apply their knowledge of applying linguistics to effective pedagogical practices.

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

Assignments:	60%	Final exam:	20%	[click to select]	%
Quizzes/tests:	20%	[click to select]	%	[click to select]	%

Details:

In-class presentation:	20% - Assignments
Homework assignments:	30% - Assignments
Mid-term exam:	20% - Quizzes/tests
Final exam:	20% - Final exam
Class participation:	10% - Assignments

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.)*

1. Approximately one third to one half of class time will be devoted to lectures on linguistic theories with special attention given to applying these theories to both studying and teaching French. The rest of class time will be spent in group discussion of presentations made by students on specific linguistic topics and how to use them in the acquisition of language. We will do lexical, phonemic and syntactical comparisons between languages, including structures and vocabulary in Hal'geméylem, French and English. We will also study the large number of loan words which French and English have absorbed from Indigenous languages.

All activities will be carried out in French.

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	Alain Cameron	<i>Carpe Linguam: Introduction à la linguistique française appliquée</i> , UFV Press	2013
2. Textbook	Arrivé, Michel, Gadet, Françoise & Galmiche, Michel	<i>La grammaire d'aujourd'hui: Guide alphabétique de linguistique française</i> , Paris: Flammarion	1986
3. Textbook	Champagne-Muzar, C. et Bourdages, Johanne S.	<i>Le point sur la phonétique en didactique des langues</i> , CEC Québec	1993
4. Textbook	Ducrot, Oswald & Todorov, Tzevan	<i>Dictionnaire encyclopédique des sciences du langage</i> , Paris: Seuil	1972
5. Textbook	Germain, Claude	<i>Évolution de l'enseignement des langues: 5000 ans d'histoire</i> , Paris: CLE International	1993
6. Textbook	Grevisse, M	<i>Le Bon usage</i> 12e édition refondue par A. Goose, Paris-Gembloux: Duculot	1986
7. Textbook	Ligier, Françoise et Savoie	<i>Didactique en questions, le point de vue de 22 spécialistes en français L2</i> , Les Éditions LA Lignée Inc.	1986
8. Textbook	Riegel, Martin, Pellat, J.C. & Rioul, R.	<i>Grammaire méthodique du français</i> , Paris: PUF	1994
9. Textbook	Robert, P.	<i>Le nouveau Petit Robert: Dictionnaire alphabétique et analogique de la langue française</i> , Paris: Éditions du nouveau Littré	2011

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

None

Course Content and Topics

[Course content varies by instructor. An example of course content might be:]

Weekly schedule:

- Weeks 1 and 2: Review of fundamentals: linguistic science and its branches; Indo-European, the scientific method, linguistic corpi, language in society, language over time.
- Weeks 3 and 4: Phonetics and Phonology: spelling and pronunciation, the sounds of French, the IPA, transcriptions, vowels, consonants and semi-vowels, phonetic variations, oppositions and minimal pairs, distinctive traits, assimilation, *enchaînement*, *liaison*, accent, intonation.
- Week 5: Grammatical morphology: criteria and classification of morphemes, verbal, nominal, adjectival and adverbial morphology.
- Week 6: Review and mid-term exam
- Week 7: Derivational morphology: allomorphs, prefixes, suffixes, other processes.
- Week 8: Syntactic structures: sentence and phrase structure, syntagms, syntactic trees, complex sentences.
- Week 9: Syntax and transformational grammar: more on sentence structure, nominal and adjectival transformations
- Week 10: Transformational grammar: verbal transformations: person, gender, number, mood, voice, and tense.
- Week 11: Semantics: componential analysis, polysemics, homonyms, synonyms, antonyms, hyponyms, presuppositions, maxims of conversation
- Week 12: The development of Modern French: Latin, the vulgate, morphology, and syntax of Old French
- Week 13: Lexicology and review: lexical systems and variations, argument structures, borrowings, homophones

Memo for New Course

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: October 25, 2023

Subject: Proposal for new course French 460

There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).

1. Rationale for new course, including how this course fits into the program(s):

This shell course is designed to allow MOLA to offer Special Topics courses with a different letter designation. This would happen during special occasions such as sabbatical leaves where programme needs might require a special topics course.

Note: Adding this course to a program will usually require a program change request.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The LOs of the course which include applying key concepts of the special topic, analyzing representative texts, writing an analysis and conducting guided research, all fit the learning objectives of the programme and the institution.

1. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *This course will likely not be used by any other program since it will only be offered when special topics arise. This may occur when we have guest or temporary instructors in the department.*
3. Which program areas have been consulted about the course? *MOLA has approved it.*
4. If a new discipline designation is required, explain why: *N/A*
2. In what ways does this course 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 it can be difficult to predict the topics that will be offered, the department will do its best to *ensure that Indigenous content or methodology is included each time the 460 designation is used.*
5. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *One of the fundamental principles of language and cultural pedagogy which we embrace in all of our courses and programmes of study in MOLA is the essential equity of all languages and cultures to each other. This concept is discussed explicitly in upper-level courses and contributes to students' intercultural competency. In MOLA we include everyone who wants to learn a new language whatever their background. Course instructors*

use Blackboard and its accessibility features for course materials. Classroom activities and assignments offer a variety of topics in multiple formats, including solo and group work, oral and written assignments, giving students of different learning preferences equal opportunity to succeed.

6. 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.: **As stated above, French 460 will only be offered on a 'as needed' basis.**
7. Estimate of the typical costs for this course, including textbooks and other materials: **no extra resources will be needed.**



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: FREN 460		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Special Topics in French															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): MOLA													
Calendar Description: Students study at an advanced level a topic in Francophone literature, culture, language, education, or linguistics. They develop their presentation skills, engage in in-depth class discussions and write an independently researched final paper or project. All course content, instruction and assignments are in French and the course is designed as an immersive experience. Note: The specific focus of study is denoted with a letter designation (i.e. FRENCH 460C). Students may take FREN 460 once to meet French major, minor, or extended minor requirements.															
Prerequisites (or NONE):		French 319, and one other upper-level French course													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: Yes (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Infrequent Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <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>60</td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: No 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:													

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:

- Apply key concepts of the special topic through informal discussions and/or formal presentations.
- Identify and analyze representative texts of the special topic.
- Write analysis of the special topic using appropriate scholarly conventions and research methods.
- Conduct guided research using secondary sources to inform written and oral work.

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

Final exam:	25%	Assignments:	60%	[click to select]	%
Quizzes/tests:	15%	[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.)*

Lectures, seminars, facilitated discussion, student-led discussion, research assistance, and oral presentations

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	Romain Gary	La vie devant sui	1982
2. Textbook	Irène Némirovsky	Suite française	2006
3. Textbook	Elie Wiesel	La Nuit	2007
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

Sample

French 460C – Post World War II Literature in France

Module 1 Introduction to post-war France

Module 2 Elie Wiesel, *La Nuit*

Module 3 Irène Némirovsky, *Suite française*

Module 4 Romain Gary, *La Vie devant soi*

Module 5 Seminar Conference

Sample

French 460D – Contemporary Issues in French Education in Minority Settings

Module 1 Introduction

Module 2 Linguistic and cultural identities

Module 3 Colonialism and decolonization

Module 4 Immigration

Module 5 Power Minority / Majority

Module 6 French as the other official language

Module 7 Language and Belonging(s)

French 460E – Francophone Pop Culture

Module 1 Cultural influences

Module 2 Contemporary Music

Module 3 Mixed media (e.g. dance, photography, comics, art)

Module 4 Contemporary cinema

Module 5 Social media and its impact on francophone culture

Memo for Program Changes

To: Linda Pardy

From: Alan Cameron, Head MOLA

Date: October 26, 2023

Subject: Program change French Major

1. Summary of changes (select all the apply):
 - Program revision that requires new resources
 - Addition of new course options or deletion or substitution of a required course
 - Change to the majority of courses in an approved program
 - Change to the duration, philosophy, or direction of a program
 - Addition of a new field of specialization, such as a concentration
 - Change in requirements for admission
 - Change in requirements for residency or continuance
 - Change in admission quotas
 - Change which triggers an external review
 - Deletion of a program not included in the Program Discontinuance policy
 - Other – Please specify:
2. Rationale for change(s): **This shell course is designed to allow MOLA to offer Special Topics courses with a different letter designation. This would happen during special occasions such as sabbatical leaves where programme needs might require a special topics course.**
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **The LOs of the course which include applying key concepts of the special topic, analyzing representative texts, writing an analysis and conducting guided research, all fit the learning objectives of the programme and the institution**
4. What consideration has been given to Indigenizing the curriculum? **The department will do its best to ensure that Indigenous content or methodology is included each time the 460 designation is used.**
5. Will additional resources be required? If so, how will these costs be covered? **no**
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? **This will give students extra choice and flexibility and makes our programme more flexible as well.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No change**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **Current faculty will teach these courses when needs arise.**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **no**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

French major

UFV offers a major, an extended minor, and a minor in French as part of its Bachelor of Arts program. The primary goal of the French major is to enable graduates to acquire advanced levels in writing, reading, speaking, listening, and interacting in French, one of Canada's official languages. French major graduates will be well-prepared for employment in teaching French, translation, and working in bilingual positions such as those offered by the Federal Government, as well as in other areas of today's globalized, multilingual workforce.

Three optional immersion courses at the fourth-year level have been developed in conjunction with a student exchange program between UFV's French program and Université Laval. For more information, contact the department head or an Advisor.

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements can be found [here](#), including the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Note: Successful completion of LING 101 with a minimum grade of 2.00 is required prior to the declaration of a French major.

For students entering UFV with no previous knowledge of French, or longer than two years since completing French 11:

Course	Title	Credits
FREN 101	French Language I	3

For students with French 11, FREN 101 or equivalent, instructor's permission, or assessment or the department:

Course	Title	Credits
FREN 102	French Language II	3

For students with French 12 or FREN 102:

In addition to the general requirements for the Bachelor of Arts, students declaring a major in French will be required to complete the following courses.

Lower-level requirements: 21 credits

Course	Title	Credits
LING 101	An Introduction to Language	3
FREN 215	Intermediate French I	3
or FREN 230	Intermediate French for French Immersion Students I	

FREN 216	Intermediate French II	3
FREN 219	Intermediate French Composition	3
FREN 225	Francophone Language and Culture via Media	3
FREN 242	Intermediate French Oral Communication	3
FREN 245	Cultures of the Francophone World	3

Upper-level requirements: 32 credits

Course	Title	Credits
FREN 315	Introduction to Francophone Literature	4
FREN 319	Advanced French Composition	4
FREN 325	Phonetics and Pronunciation: The Silky Sounds of	4

	French	
FREN 342	Advanced French Oral Communication	4
FREN 345	Cinéma français et québécois depuis 1950	4
Three of:		12
FREN 415	Myths, Legends, and Tales in Francophone Literatures	
FREN 420	French Translation and Comparative Stylistics	
FREN 430	French Applied Linguistics	
FREN 450	Special Topics in French I (see Note)	
FREN 451	Special Topics in French II (see Note)	

FREN 452	Special Topics in French III (see Note)	
<u>FREN 460</u>	<u>Special Topics in French</u>	

Note: FREN 450, 451, and 452 are not offered at UFV; these courses are intended for students who participate in a formal exchange program, currently available at Université Laval. [FREN 460 is a special topics course with varying letter designations \(FREN 460A, 460B, etc\) to indicate different course topics.](#)



Residency

At least 60 credits of the 120 BA credits must be completed at UFV, of which 30 must be upper-level. At least 15 upper-level credits that count toward the French major must be completed at UFV.

Graduation requirements

To be eligible to graduate with a major in French, students must achieve a minimum grade of C+ in FREN 219 and a minimum cumulative GPA of 2.33 in all other courses applicable to the major.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main French page](#)

[Return to main Modern Languages page](#)

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Dr. Chantelle Marlor, School of Culture, Media and Society

Date: October 1st, 2023

Subject: Proposal for revision of SOC 101

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: **This revision is part of a six year review. The calendar description, Learning Outcomes, and evaluation methods have been changed to better reflect current sociological theory and pedagogy. Course resources have been updated.**

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 \(ILOs\)](#): **As a foundational course, students should learn the fundamental principles, theories and approaches that will be expanded in later sociology courses. The revised learning outcomes better mirror the program's newly revised learning outcomes. For example, LO 4 (Examine social realities in local and global contexts) directly reflects the Program LO 3 (Reflect on the complex and dynamic nature of social life at an interpersonal, local and global scale). Additionally, the course learning outcomes match ILOs 3, 4, 6 and 9.**

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

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

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 \(UNDRIP\)](#).

The course topics (culture, socialization, social interaction, social stratification, gender, race and ethnicity) provide opportunity to address issues of Indigeneity on both local and global levels. Learning outcome no. 3 (Examine social realities in local and global contexts), no. 5 (Reflect on the relationships between individuals and society) and no. 6 (Evaluate power and privilege to advance equity, social justice and decolonization) also address this. Instructors can also incorporate indigenous voices in course material. With assessments - videos, presentations and oral storytelling allow the instructor to be open to non-Western ways of presenting knowledge.

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

See above. The course learning outcomes, specifically no. 5, 6, and 7 in addition to the course topics of gender, race and ethnicity, and social stratification are topics specifically addressed in the course.

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. **N/A**)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: October 1996
 REVISED COURSE IMPLEMENTATION DATE: September 2012
 COURSE TO BE REVIEWED (six years after UEC approval): October 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: SOC 101		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Introductory Sociology			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): School of Culture, Media and Society	
Calendar Description:			
An introduction to and analysis of the basic concepts, methods, and theoretical orientations characteristic of sociology. It is designed to acquaint the student with the discipline and to facilitate critical thought concerning explanations of social interactions, organizations institutions, and society .			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		None	
Corequisites (if applicable, or NONE):		None	
Pre/corequisites (if applicable, or NONE):		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 semester	
[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	e NO	
Scheduled Laboratory Hours		Transfer Credit (<i>See bctransferguide.ca.</i>)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: Yes	
Department approval		Submit outline for (re)articulation: No	
Faculty Council approval		<i>(If yes, fill in transfer credit form.)</i>	
Undergraduate Education Committee (UEC) approval		Date of meeting:	
		Date of meeting:	
		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. [Utilize sociological concepts and methods to understand society.](#)
2. [Apply sociological theories and perspectives to social life.](#)
3. [Examine social realities in local and global contexts.](#)
4. [Understand the foundations of ~~Critically assess~~ social science research.](#)
5. [Reflect on the relationships between individuals and society.](#)
6. [Evaluate power and privilege to advance equity, social justice, and decolonization.](#)
7. [Apply sociological lenses to their own social experiences.](#)

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

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

Details:

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

[Research Paper/ Final Project 30%](#)

[Short Assignments 20% \(Eg: oral presentations\)](#)

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 include lecture, small group work, videos, class discussion.

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	Macionis, J., S. Jansson, and C. Benoit-Letts, L.K. and J. Steckley, J.	Elements of Sociology. 6th Ed. Oxford University Press. Society: The Basics. 4th Cnd. Ed. Toronto: Pearson.	2020 2009
2. [click to select] Textbook	Symbaluk, B. Schaefer, R.T. and Haaland, B.	Sociology in Action. A Canadian Perspective. 4th Ed. Nelson College Indigenous. Sociology: A Brief Introduction. 3rd Cnd. Edition. Toronto: McGraw-Hill Ryerson.	2018
3. [click to select] Textbook	—— Ravelli, B. and M. Webber, M.	—— Exploring Sociology. A Canadian Perspective. 5th Ed. Pearson Canada.	2021
4. [click to select]	——	——	——
5. [click to select]	——	——	——

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

No extraordinary supplies or materials required.

Course Content and Topics

[Required Topics](#)

- Sociological perspective: theory
- Sociological research methods
- Culture
- Socialization
- ~~Social Interaction~~
- ~~Groups and Organizations~~
- Social Stratification (local, national and global)
- Gender and sexuality
- ~~Global Stratification~~
- [Race, Racialization, and Ethnicity](#)

[Optional Topics](#)

- [The Family](#)

- [Education and Religion](#)
- [Crime and Deviance](#)
- [Social Movements](#)
- [Health](#)
- [Environment](#)
- [Media and Technology](#)
- [Demography](#)
- [Individuals, Groups and Organizations](#)

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Chantelle Marlor, Dept Chair, Social, Cultural & Media Studies

Date: June 2023

Subject: Proposal for revision of Key Ideas in Sociology – SOC 201

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:

- **Course required review**
- **Calendar description shortened, to fit current formatting preferences**
- **Frequency of course offering updated to reflect current practice**
- **Learning Outcomes updated to better-reflect current standards for how Learning Outcomes are formatted**

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 developed more fully to articulate what has always been expected of students from this course.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**

5. Which program areas have been consulted about the change(s)? **n/a**

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 \(UNDRIP\)](#). One of the classes in the course is typically devoted to the topic of Decolonization and Race. Among other things, as part of this class, students watch a video-recorded lecture by Dr Leroy Little Bear, a well-known Blackfoot scholar, talking about Indigenizing universities and Blackfoot ontologies. In addition, students are asked to read an article about Indigenous student's experience and reflections on science teacher training. This reading is referred to at several points in the course. As well, there is an ongoing discussion within the course about the way and extent to which various concepts covered in the course are rooted in a Western, colonialistic ontology.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? EDI is core to sociology, including the concepts and theories that frame sociological discussion. As such, the course covers a variety of concepts and theories (e.g., privilege, racialized identity, feminist theories, social class, power relations, etc) that directly engage students in questions about EDI.
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.
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000
 REVISED COURSE IMPLEMENTATION DATE: January 2015
 COURSE TO BE REVIEWED (six years after UEC approval): January 2020
 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: SOC 201		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Key Ideas in Sociology			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): <u>School of Culture, Media and Society</u> Social, Cultural and Media Studies	
Calendar Description:			
<p>This course is a sSurveys of sociological theories and theoretical perspectives from early, classical theorists up to those writing in contemporary times. It provides a history <u>and critique</u> of sociological thought <u>y</u>as it focuses on the thinkers and ideas that have shaped itthe discipline, <u>especially through a decolonizing lens</u>. The course will cover selected works which represent the breadth and depth of sociology.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		SOC 101	
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:		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s):		Directed Study course: {click to select} No	
(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.)		Grading System: Letter Grades	
Typical Structure of Instructional Hours		Delivery Mode: May be offered in multiple delivery modes	
Lecture/seminar	45	Expected frequency: Annually <u>Twice per year</u>	
[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. <u>PLAR cannot be awarded for this course because:</u>	
[click to select]		<u>————It is a theory course.</u>	
Total hours	45	Transfer Credit (See bctransferguide.ca .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: Yes	
		Submit outline for (re)articulation: Yes	
		(If yes, fill in transfer credit form .)	
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:

- ~~1. Describe a range of sociological concepts and various social theories~~
- ~~2. Apply a range of sociological concepts and theories to everyday life~~
- ~~3. Explain how the application of a sociological concept is consistent with how the original theorist conceived of the concept~~
- ~~4. Analytically compare sociological these theories in terms of relative strengths and weaknesses~~
- ~~5. Demonstrate an ability to read the original writings of select social theorists~~
- ~~6. Critically evaluate sociological concepts and theories from a decolonized perspective~~
- ~~7. Appreciate how different ways of knowing, including Indigenous ways of knowing, shape what we come to know about the social world~~
- ~~8. Analyze social life through the lens of several social theories~~

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:	40%	Quizzes/tests:	30%	Final exam:	30%
[click to select] Holistic assessment:	— %	[click to select]	%	[click to select]	%

Details:

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

~~This course requires students to demonstrate their understanding of a number of sociological concepts and theories—something that cannot be readily done in an exam context. For this reason, emphasis is placed on assignments and holistic assessments. These potentially include:~~

- ~~Mini assignments in which students apply and analyze personal experiences in relation to a sociological concept~~
- ~~Reflective essays, in which students apply and analyze everyday events in regards to regarding sociological concepts and theories~~

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	Mann, D.	Understanding Society: A Survey of Modern Social Theory, 2nd edition	2014 2010
2. Textbook	Scott, J.	Sociology: The Key Concepts	2006
3. [click to select] Textbook	Dillon, Michele. _____	Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century. 3 rd edition. Wiley Blackwell. _____	2020
4. [click to select] Indigenous knowledge	Brayboy, Bryan M.J. And Emma Maughan. _____	"Indigenous Knowledges and the Story of the Bean." Harvard Educational Review Vol. 79 No. 1 Spring _____	2009
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

- Week 1: [Introduction and overview of the course](#)
- Week 2: [Thinking about social theory: what is it and what is it good for? Reading difficult readings workshop](#)
- Week 3: [Functionalism and its critics](#)
- Weeks 4-5: [Materialism](#)
- Weeks 6-7: [Form, structure, and agency](#)
- Week 8: [Midterm exam](#)
- Week 9: [Society as symbols](#)
- Week 10: [Feminism](#)
- Week 11: [Structuralism and post-structuralism](#)
- Week 12: [Post-modernism](#)

- [Contextualizing social theory](#)
- [Marx, materialism, and critical theory](#)
- [Durkheim, social solidarity and functionalism](#)
- [Weber, power and social action](#)
- [Bourdieu](#)
- [Feminist theorists](#)
- [Post-colonialism and race](#)
- [Symbolic Interactionism](#)
- [Phenomenology and ethnomethodology](#)
- [Globalization and postmodernism](#)
- [Decolonizing social theory](#)

Memo for Course Changes

To: Linda Pardy, CACC Chair

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

Date: September 2023

Subject: Proposal for revision of Soc 210 Social Problems: Canadian Society, retitled as Social Problems

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:

- **Course required review**
- **Title revised to allow for more globally-inclusive content**
- Calendar description shortened and updated
- Learning Outcomes updated to better-reflect current pedagogical and scholarly approach to course materials
- Course resources updated

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 \(ILOs\)](#): **With the revision of the course title and the calendar description, six new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**

5. Which program areas have been consulted about the change(s)? **n/a**

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 [AC1]: for #3, name the particular ILOs that are relevant (For example, course LOs contribute to students' ability to meet ILO 1, 4, 5, 6.)

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 has been revised to examine contemporary and historical social problems both within and outside of the Canadian Context. This allows the instructor the freedom to address global issues of indigeneity past and present. In the section on suggested topics "Indigenous Issues" is recommended.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed with intentions to create opportunities for students to think critically about how we come to understand and act on social problems, particularly as they are constructed around gender and race. The social constructionist perspective is particularly adept at helping students to understand how we construct categories of difference, and how they can be dismantled.
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.
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100

Commented [AC2]: #6, you mention "Indigenous issues" as course content. Add that to the course content list in the course outline.



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: SOC 210		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Social Problems of Canadian Society			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS	
Calendar Description:			
<p>This course examines selected social issues, both in terms of their historical development and their relationship to the structure of Canadian society. Particular attention is paid to the core structural and institutional issues pertaining to Canada, such as class, ethnic and gender inequality, regionalism, racism, poverty, technological development, and the transformation of community life. Additional issues such as Aboriginal land claims, US/Canada relationships, issues of Canadian foreign policy, immigration, and the environment may be addressed. Attention will also be given to Canadian strategies for participation in contemporary world affairs and the processes of globalization.</p> <p><u>This course investigates social problems through a social constructionist and socio-historical framework. Content focuses on the claims-making activities of social actors and groups involved in defining and constructing social problems. The course will examine the empirical research on a variety of social problems, including possibly youth crime, sexuality, drug use, racism, Indigenous issues and gun control.</u></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		SOC 101	
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: [click to select] No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with:		Directed Study course: [click to select] No <i>(See policy 207 for more information.)</i>	
Equivalent course(s):		Grading System: Letter grades	
<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>		Delivery Mode: May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Annually	
Lecture/seminar	45	Maximum enrolment (for information only): 36	
[click to select] Tutorials/workshops	15	Prior Learning Assessment and Recognition (PLAR)	
[click to select]		[click to select] PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca .)	
[click to select]		Transfer credit already exists: [click to select] Yes	
Total hours	45	Submit outline for (re)articulation: [click to select] No <i>(If yes, fill in transfer credit form.)</i>	
Scheduled Laboratory Hours		Date of meeting:	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Date of meeting:	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

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Learning Outcomes

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

- ~~1. Identify key 'social issues' in Canada and their role in shaping the social structure of Canadian society.~~
- ~~2. Demonstrate an insight into the historical development and current dynamics of selected social issues in Canada. Apply research skills that are appropriate to the exploration of Canadian social issues.~~
- ~~1. Demonstrate a working knowledge of library and electronic sources appropriate to the exploration of Canadian social issues. Evaluate and critically apply key concepts, theories and methods used to examine social problems.~~
- ~~2. Understand the difference between 'subjective' and 'objectivist' approaches to social problems~~
- ~~3. Apply a social constructionist perspective to their understanding of contemporary social issues~~
- ~~4. Analyze social policies that demonstrate the process by which social problems are defined and recognized~~
- ~~5. Demonstrate an insight into the historical development and current dynamics of selected social issues in and outside Canada, including issues arising in relation to Indigenous/settler relations.~~
- ~~6. Apply research skills that are appropriate to the exploration of Canadian and global social issues.~~
- ~~7. Demonstrate a working knowledge of library and electronic sources appropriate to the exploration of social problems~~

~~3.~~

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:

[Final Paper](#); [Class Participation](#); [Paper Proposal](#)

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. Textbook	Hiller, Harry H. Best, Joel	Canadian Society: a Macro Analysis <i>Social problems</i>, 4th Edition. New York: WW Norton	2006 2020
2. Textbook	Tepperman, Lorne, Latouch, J. Curtis and R. Fleras	Social Problems: a Canadian Perspective, 5th Edition. Oxford University Press Social Problems in Canada	2005 2020
3. Textbook	Kendall, Diana., Nygaard V., and Thompson E.	Social Problems in a Diverse Society, 4th Canadian Edition. Social Problems: a Canadian Perspective	2003 2015
4. Textbook [click to select]	Kendall, D., Nygaard, V and Thompson, E.	Social Problems in a Diverse Society, 3rd Canadian Edition	2010
5. Textbook [click to select]	Henslin, J.	Social Problem	2005

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

- [Intro to 'society': key characteristics and concepts important for understanding Canadian society and social problems](#)
 - [Sociological perspectives on social problems](#)
 - [Introduction to claims-making and the Natural History Model of social problems](#)
 - [Significant social forces and structural factors that shape social problem construction](#)
 - [Major social issues and implications for Canada and the globe in the contemporary setting](#)
 - [Examining policy outcomes of claims-making activities in the Canadian context](#)
 - [Canada in the global context: comparisons and perspectives](#)
- ~~1. Intro to 'society': key characteristics and concepts important for understanding Canadian society~~
 - ~~2. Historical influences and events in the emergence of Canadian society~~
 - ~~3. Demographic profile: contemporary characteristics~~
 - ~~4. Significant social forces and structural factors in Canadian society today~~

- ~~5. Major social issues and implications for Canada in the contemporary setting~~
- ~~6. Canada in the global context: comparisons and perspectives~~
- ~~7.1. Canadian society: globalization and our future~~

Memo for Course Changes

To: Linda Pardy, CACC Chair

From: Chantelle Marlor, Dept Chair, Social, Cultural & Media Studies

Date: September 2023

Subject: Proposal for revision of Sociology of Women in Canada – retitled as Feminist Perspectives on Community, Work, and Family*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: **Course required review**
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 \(ILOs\)](#): **With the revision of the course title and the calendar description, six new learning outcomes have been set. These learning objectives match the re-designed focus of the course. The revised title and calendar description is fitting with SCMSs and SOCs commitment to social justice and inclusion. Course learning outcomes contribute to students' ability to meet ILO 1, 4, 5, and 6.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
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 \(UNDRIP\)](#). **A sociological understanding of community, work, and family in Canada is to be taught through a feminist intersectional lens. Integrating Indigenous perspectives on feminism(s) and intersectionality is a consistent theme across the curriculum set for this course. In particular, readings are designed to**

reflect the contributions of Indigenous feminist scholars. Finally, efforts made to understand how ideologies and social structures shape historical and contemporary experiences of community, work, and family assume that students will be confronting Western Eurocentric ways of knowing.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with the intention to create opportunities for students to think about and mobilize for social justice. Thus, EDI is central to the course curriculum and learning objectives.**
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.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



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: SOC 220	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Sociology of Women in Canada Feminist Perspectives on Community, Work, and Family													
Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS												
Calendar Description: <p style="color: red; font-size: small;">This course will use feminist sociological perspectives, to understand the changing roles of women in Canada. After introducing the process whereby women and men learn gender roles, the course will emphasize the changes occurring for Canadian women in the family, the labour force, and the community. Students will have the opportunity to examine such changes in their own social world. A feminist, intersectional lens will be applied to an understanding of people's community, work, and family experiences in Canada. Changing patterns of socialization into community, paid and unpaid work, and family behaviours will be examined differentiated by in relation to, for example, individuals' gender, sexuality, race, class, Indigeneity, citizenship, and (dis)ability. Central to the course is the understanding and deconstruction of social structural sources of inequality (e.g. heteropatriarchy, racism, whiteness, ableism) in these domains of everyday life.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
Prerequisites (or NONE):	SOC 101 recommended SOC 101												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> 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] No <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: [click to select] Annually Maximum enrolment (for information only): 36												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
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 type="checkbox"/> No <input type="checkbox"/> Yes	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>												
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. To develop an understanding of the roles of Canadian women from a sociological perspective, and the process whereby these roles are learned.~~
- ~~2. To understand the relationship between women, the family, the labour force and the community in Canada.~~
- ~~3. To understand the development of feminist sociology and other theoretical approaches to the sociology of women.~~
- ~~4. To understand the influence of historical as well as present-day social structures and ideologies on women in Canada.~~
- ~~1. To apply core concepts related to feminist, intersectional lenses (e.g. "race", feminism, gender, class, Indigeneity, standpoint, social position).~~
- ~~2. Analyze and understand feminisms.~~
- ~~3. Understand socialization, and that it is a life-long process.~~
- ~~4. Analyze the different meanings of community, work, and family.~~
- ~~5. Understand people's community, work, and family experiences as informed by their social location.~~
- ~~6. Analyze the domains of community, work, and family in Canada as they are unequally shaped by social structural forces (e.g. racism, whiteness, heterosexism, ableism, etc.).~~

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

Quizzes/tests:	35%	Assignments:	35%	Final exam:	30%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Lectures, small group activities, videos, and classroom discussion.

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. Textbook	Nemiroff, Greta-Hofmann (ed. Neis, Barbara, Murray, Christina, and Spinks, Nora (eds)	Women's Changing Landscapes: Life Stories from Three Generations. Toronto: Second Story Press Families, Mobility, and Work	1999 2022
2. Textbook	Turnbull, Lorna A. Nichols, Leslie	Double Jeopardy: Motherwork and the Law. Toronto: Sumach Press Working Women in Canada: An Intersectional Approach	2004 2019
3. Textbook	Eyerman, Ann-Anderson, Kim	Women in the Office: Transitions in a Global Economy. Toronto: Sumach Press A Recognition of Being: Reconstructing Native Womanhood	2000 2016
4. [click to select] Other	Selected articles from academic and popular culture periodicals available through UFV library		
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

- ~~• Introduction to sociology of women~~
- ~~• Feminist history and theory~~
- ~~• Biological and social bases of gender~~
- ~~• Women in families: family structures and the feminization of poverty~~
- ~~• Women in families: family work~~
- ~~• Women in families: family violence~~
- ~~• Women and employment: occupational distribution~~
- ~~• Women and employment: striving for equality~~
- ~~• Women and employment: sexual harassment~~

- Women in the community: violence past and present
- Women in the community: religion/spirituality
- Women in the community: ecofeminism
- Introduction to feminisms and the use of an intersectional lens
- Definitions of community, work, and family
- Feminist theories used in unpacking and theorizing differences in the experiences of community, work, and family, integrating insights from scholars working in the areas of Indigenous theory, queer theory, critical race theory, and Black and antiracist feminism
- Historical experiences of community, work, and family (given colonization, the period of European Industrialization to 1950s)
- Shifts in ideologies (e.g. gender ideologies) that shape norms and values pertaining to community, work, and family
- Patterns and social structures of inequality in community, work, and family over time (e.g. colonialism, racism, heteropatriarchy, sexism)
- Social change and broader contemporary patterns of community, work, and family life

Overarching themes integrated throughout all topics:

- Difference, inequality, and power

Memo for Course Changes

To: Linda Parady, CACC Chair

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

Date: September 2023

Subject: Proposal for revision of Soc 254 Writing for Social Sciences

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:

- **Course required review**
- **New learning outcomes have been set and new texts added.**
- **With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular, are encouraged.**
- **Course resources have been updated.**

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 \(ILOs\)](#): Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**

4. Which program areas have been consulted about the change(s)? **n/a**

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 \(UNDRIP\)](#). **This is a writing course in which students write about a topic of their choosing. There is therefore no**

substantive content in the course that would allow the instructor to include Indigenous content. However, because the topics are open, students who choose to write on topics including Indigenous perspectives would be encouraged to do so.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed to encourage students to begin writing “where they are”. In this sense, development of writing is encouraged, rather than a single standard of excellence. This model allows instructors to consider that students may be coming to university from various entry-points, levels of skill and language capacities. This means students may still excel in the course without producing exceptional work. As part of this approach students are encouraged to choose and develop topics that matter to them and that they may already have knowledge of.
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.
8. Estimate of the typical costs for this course, including textbooks and other materials: \$100



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: SOC 254		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Writing for Social Sciences			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS	
Calendar Description:			
This course is designed to help the new and developing student of the social sciences learn to write effectively for various applications. Course content will span from rough idea to finished product and will cover a range of writing tasks along the way: literature reviews, thesis statements, drafts, organizing arguments, presenting evidence, and documenting sources, amongst others.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		One of: ANTH 102, CRIM 100, CRIM 104 , ECON 100, ECON 101 , GDS 100, GEOG 111, GEOG 130 , GEOG 140 , GEOG 240 , GEOG 241 , GEOG 242 , MACS 110, PSYC 101, PSYC 102 , POSC 100, POSC 110 , POSC 120 , SOC 101, or any 100- or 200-level <u>history</u> HIST course. ENGL 105 or CMNS 155 is recommended.	
Corequisites (if applicable, or 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: [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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: [click to select] <u>Letter grades</u>	
Lecture/seminar	<u>45</u> <u>30</u>	Delivery Mode: [click to select] <u>May be offered in multiple delivery modes</u>	
[click to select] Tutorials/workshops	<u>15</u>	Expected frequency: Annually	
[click to select]	-	Maximum enrolment (for information only): 27	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		[click to select]	
Total hours	45	Methods will be considered on a case by case basis.	
Scheduled Laboratory Hours		Transfer Credit (See bctransferguide.ca .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: No <u>Yes</u>	
Department approval		Submit outline for (re)articulation: Yes <u>No</u>	
Faculty Council approval		<i>(If yes, fill in transfer credit form.)</i>	
Undergraduate Education Committee (UEC) approval		Date of meeting:	
		Date of meeting:	
		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. Describe and discuss the main components of various forms of written communication in the social sciences.
2. Summarize and paraphrase scholarly literature in the social sciences.
3. Analyze/ and critique scholarly arguments and produce a literature review.
4. Generate succinct research questions.
5. Develop strong, logical links between evidence and argument, including responses to counter-arguments.
6. Demonstrate an iterative process of revision to refine arguments and effectively present them.
7. Use correct formatting details in various applications (e.g. citation, bibliographies).
- 7-8. ~~Contextualize this style of writing in relation to other forms of writing, including more Indigenized forms of writing.~~
8. ~~Produce a high-quality final written product following the conventions of the social sciences.~~
9. ~~Appropriately use writing conventions in social sciences.~~

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

Assignments:	40080%	[click to select]Quizzes/tests: ———%20%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]

Details:

~~(Itemize assignments if 50% or more, and provide any other relevant information.)~~Online/in-class participation, citation assignment, project proposal and annotated bibliography, draft research paper, final paper, peer review, research paper, paper presentation

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, discussion, examples, and exercises.

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	Redman, Peter & Wendy Maples. Muller, Jake	Good Essay Writing: A Social Sciences Guide. London: Sage Publications. Writing in the Social Sciences: A guide for term papers and book reviews	2010 2017
2. Textbook	Northey, Margot, Lorne Tepperman, and Patrizia Albanese. Redman, Peter	Making Sense: A Student's Guide to Research and Writing in Social Sciences, 9th edition. Oxford University Press. Good Essay Writing: A Social Sciences Guide	2006 2019
3. Textbook	Johnson, Jr., William, Richard P. Rettig, Gregory M. Scott, Stephen M. Garrison, Northey M., Tepperman L, Albanese P	The Sociology Student Writer's Manual, 7th edition. Toronto: Pearson Canada. Making Sense: A Student's Guide to Research and Writing in the Social Sciences	2006 2010
4. Textbook	Turabian, Kate Johnson W, Rettig R, Scott G, Garrison S	Student's guide to writing college papers. University of Chicago Press. The Sociology Student Writer's Manual	2005 2019
5. Textbook [click to select]	Cuba, Lee	A Short Guide to Writing About Social Science	2002

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

1. ~~Course introduction~~
2. ~~Getting the pen moving: idea generation~~
3. ~~How to summarize, synthesize, and avoid plagiarism~~
4. ~~The literature review: being a critical reader and states of knowledge~~
5. ~~Thesis statements and hypotheses~~Research questions, thesis statements and hypotheses
6. ~~In class exam: summarize and synthesize~~
7. ~~Structure and organization: evidence and its presentation~~
8. ~~Draft research paper peer review~~

- 9. ● Media Analysis: writing practice
 - On writing well
- 10. ● [Contextualizing this genre of writing to other genres, including more Indigenized genres](#)
- 11. ● Presentation how to and final paper peer review
- 12. ● Presentations and peer review
- 13. ● ~~Presentations and peer review~~

Memo for Course Changes

To: Linda Parady and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, SCMS

Date: September 2023

Subject: Proposal for revision of SOC 265 Social Inequality

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 changes to the course description better reflects the course content.
- The deletion of prerequisites reflects that students take a variety of pathways to this course.
- The revisions to the learning outcomes and course content make it explicit that this course includes attention to how marginalized groups are disproportionately impacted by inequality and consequently societal efforts to address the causes and consequences of inequality. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course.
- The change to the text reflects an update and an attention to explicitly addressing the forms of inequality experienced by Indigenous peoples and other marginalized groups with each chapter discussing survival capital in relation to these groups.

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 revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of inequality explores the experiences of marginalized groups in ways that centre concepts such as structural and relational power.

- SOC 265 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Explain sociological theories that inform the roots, persistence, and consequences of social inequality (ILO- demonstrate information competency, ILO- communicate effectively); 2) Critique sociological concepts related to inequality and stratification (ILO- analyze critically and imaginatively); 3) Discuss how social inequality is understood and responded to in different socio-cultural contexts (ILO- analyze critically and imaginatively, ILO- contribute regionally and globally); 4) Apply sociological research, concepts, and theories in relation to social inequality to case study material (ILO- use knowledge and skills proficiently, ILO-engage in respectful professional practices; ILO- pursue self-motivated and self-reflective learning); 5) Explain how social inequality is shaped by relational and structural forces (ILO- initiate inquiry and develop solutions to problems).
 - Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
 - The revised learning outcomes for Soc 265 makes explicit the requirement the students understand how individual agency is shaped by relational and systemic forces.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
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 \(UNDRIP\)](#).
- SOC 265 frames the course content with explicit connections to how colonialization and other historical and contemporary forces shape experiences of inequality.
 - SOC 265 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exams. This course requires an integration of critical thinking with oral and written skills.
 - Students will read about and discuss how inequality impacts Indigenous peoples and how individual, organizational and governmental forces shape resistance and reconciliation efforts.
 - The course examines how inequality is understood in a Canadian and global context by examining relevant policy documents.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
 - The textbook is available in a variety of formats.
 - Course assignments can be modified for students who need accommodations.
 - The course assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
 - The course revisions include an emphasis on content attending to the experiences of women, ethnic and racial minorities, Indigenous peoples, disabled individuals among others. Students should be able to see themselves and others in the course material.
 - The readings and topics covered in the course covers require students to employ a critical lens to examine how inequality is constructed, understood and addressed through engaging with individual decisions and social forces . Students will think critically about how these constructions are culturally and historically specific and connected to political, economic and social forces in a global context.
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.)
 - There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
 - Less than \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2011
 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: SOC 265	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Social Inequality Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): School of Culture, Media and Society Social, Cultural and Media Studies												
Calendar Description: <p>This course will examine a number of theories and empirical studies related to social inequality and stratification. The origins, persistence, and consequences of inequality, as well as proposed solutions (such as multiculturalism and equity legislation), will be explored. Forms of inequalities discussed are broad and include race, class, gender, sexuality, age, and physical ability.</p> <p><u>Explores the various forms, origins, persistence, and consequences of inequality as well as strategies of resistance. Theories and empirical research related to inequalities and social stratification will be discussed.</u></p> <p>Note: Students with credit for SOC 299H cannot take this course for further credit.</p>													
Prerequisites (or NONE):	SOC-104												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):	None												
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: SOC 299H Cross-listed with: Equivalent course(s): SOC 299H (<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] No (<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: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every-other-year Annually Maximum enrolment (for information only): 36												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
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	Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: 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. Identify a number of ways in which social inequality is manifested
2. Critically discuss sociological concepts related to inequality and stratification
3. Explain a number of reasons why social inequalities form and persist
4. Describe, using statistics, the relative social standing of a number of different social groups
5. Demonstrate an ability to think critically about issues related to social inequality, especially in relation to specific examples of inequality in terms of why the inequity exists, likely reasons for its persistence, and possible ways in which to reduce the inequality
6. Apply the theoretical literature related to social inequality to personal experiences.

1. Explain sociological theories that inform the roots, persistence, and consequences of social inequality;
2. Critique sociological concepts and theories related to inequality and stratification;
3. Discuss how social inequality is understood and responded to in different socio-cultural contexts;
4. Explain how social inequality is shaped by relational and structural forces; and,
5. Apply sociological research, concepts, and theories in relation to social inequality to case study material.

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

Assignments:	40%	Quizzes/tests:	30%	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. Textbook	James Curtis, Edward Grabb, and Neill Guppy, eds. Jennifer Ball, Jennifer and Lorne Temperman, Lorne	Social Inequality In Canada: Patterns, Problems And Policies (4th Edition) The Stacked Deck: An introduction to social inequality	2003 2021
2. Textbook	Julie McMullen	Understanding Social Inequality: Intersections of Class, Age, Gender, Ethnicity and Race in Canada (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

- [Social differentiation, equality, inequality, and stratification](#)
- [Privilege, stigma, and otherness](#)
- [Statistics related to inequality](#)
- [Marx on social class](#)
- [Weber on power and status](#)
- [Durkheim, Parsons, and others on the role and functions of inequality](#)
- [Methods of inclusion and exclusion](#)
- [Interlocking oppressions](#)

[Identity, ideology, and hate](#)

[Inequality in a global context](#)

[On ways to live together with our differences](#)

- [Theories of social inequality](#)
- [Vulnerable populations](#)
- [Employment inequality](#)
- [Access to childcare](#)
- [Access to housing](#)
- [Access to transportation](#)
- [Food in/security](#)
- [Access to healthcare](#)
- [Inequality in our legal systems](#)
- [Access to social services](#)
- [Media representations and inequality](#)
- [Inequality in Canada through a global lens](#)

Memo for Course Changes

To: Linda Parady and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, SCMS

Date: October 2023

Subject: Proposal for revision of SOC 275 Sociology of Death and Dying

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 changes to the course description better reflects the course content.
- The deletion of prerequisites reflects that students take a variety of pathways to this course.
- The change to the textbook reflects the newest edition available.
- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course.

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 revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of death and dying emphasizes historical and cultural specificity.
- SOC 275 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Explain sociological understandings of death and dying (ILO- demonstrate information competency, ILO- communicate effectively); 2) Illustrate how experiences of dying and death are culturally and historically specific (ILO- analyze critically and imaginatively, ILO- contribute regionally and globally); 3) Critique the role played by various agents of socialization

and social institutions in the social, political, economic, and cultural engagement with dying and death (ILO- analyze critically and imaginatively; ILO- initiate inquiry and develop solutions to problems); 4) Apply theories and ideas connected to the sociological study of dying and death to practical examples (ILO- use knowledge and skills proficiently, ILO-engage in respectful professional practices, ILO- pursue self-motivated and self-reflective learning).

- Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
 - The revised learning outcomes for SOC 275 make explicit the requirement that students understand how intersectionality informs understandings of dying and death.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
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 \(UNDRIP\)](#).
- SOC 275 frames the course content, through the textbook and other means, with explicit connections to how colonialization impacted practices and rituals associated with dying and death.
 - SOC 275 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exams. This course requires an integration of critically thinking with oral and written skills.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
 - The textbook is available in a variety of formats.
 - Course assignments can be modified for students who need accommodations.
 - The portfolio/learning contract assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.

- The course specifically and repeatedly connects the importance of understanding how place and identity impact experiences of dying and death supporting their ability to see themselves in the course content.
 - The readings and topics covered in the course require students to employ a critical lens to examine how constructions of death and dying are shaped by culture, class, gender, social processes, and societal structures. Students will think critically about how these constructions are culturally and historically specific and fluid through political, economic and social forces in a global context.
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.)
- There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Less than \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2014
 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: SOC 275		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Sociology of Death and Dying			
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	
Calendar Description:			
<p>The course provides a critical exploration of topics related to the sociology of death and dying. The course will explore the social construction of death and dying as it occurs through various agents of socialization (e.g. families, religious institutions, schools, peer groups) and other social, economic, and political organizations such as the funeral industry, health care systems, and political lobbies.</p> <p>Explores the social construction of death and dying as it occurs through various agents of socialization (e.g. families, religious institutions, schools, peer groups) and other social, economic, and political organizations such as the funeral industry, health care systems, and political bodies.</p> <p>Note: Students with credit for SOC 299I cannot take this course for further credit.</p>			
Prerequisites (or NONE):		15 university-level credits or SOC-101	
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: SOC 299I		Special Topics course: [click to select] No (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with:		Directed Study course: [click to select] No (See policy 207 for more information.)	
Equivalent course(s): SOC 299I		Grading System: Letter grades	
(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.)		Delivery Mode: May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Every three years	
Lecture/seminar	45	Maximum enrolment (for information only): 36	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		[click to select] PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca.)	
[click to select]		Transfer credit already exists: No	
Scheduled Laboratory Hours		Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form.)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Department approval	
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. Identify and describe key themes and debates central to understanding the topic;
2. Assess the scholarly contributions to the area of study;
3. Analyze the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with dying and death;
4. Effectively apply theories and ideas connected to the sociological study of dying and death.
6. Demonstrate research, observation, scholarly writing, and presentation skills;

1. Explain sociological understandings of death and dying;
2. Illustrate how experiences of dying and death are culturally and historically specific;
3. Critique the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with dying and death;
4. Apply theories and ideas connected to the sociological study of dying and death to practical examples.

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

Portfolio:	30%	Quizzes/tests:	30%	Final exam:	30%
Assignments:	10%	[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. Textbook	Ashenburg, K	The Mourner's Dance: What we do when people die. Toronto: Vintage Canada.	2009
2. Textbook	Northcott, H. & Wilson, D.	Dying and Death in Canada. Second Fourth Edition. Toronto: Broadview Press	2008 2022
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

- Week 1 Introduction to the Sociology of Dying and Death
- Week 2 Introduction to the Historical and Contemporary Context of Dying and Death I
- Week 3 Introduction to the Historical and Contemporary Context of Dying and Death II
- Week 4 Social and Cultural Constructions of Dying and Death I
- Week 5 Social and Cultural Constructions of Dying and Death II
- Week 6 Framing Individual Reflections on Dying and Death within a Social Context
- Week 7 The Death Industry I
- Week 8 The Death Industry II
- Week 9 How Long and How Loud: The Rules of Grieving
- Week 10 "Gendering" Dying and Death
- Week 11 Shared Experiences, Identifiable Differences
- Week 12 Social Constructions of "Moving On" I
- Week 13 Social Constructions of "Moving On" II

- [Historical context of dying and death](#)
- [Contemporary context of dying and death](#)
- [Social Constructions of dying and death](#)

- Cultural Constructions of dying and death
- Framing individual experiences on dying and death
- The death industry
- How long and how loud: The rules of grieving
- “Gendering” dying and death
- Shared experiences, identifiable differences
- Social constructions of “moving on”
- Media representations of death and dying

Memo for Course Changes

To: Linda Pardy, CACC Chair

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

Date: October 2023

Subject: SOC 330: Culture and Cognition

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:

- Required course review
- Updated calendar description to suit current trends in the field and format of course descriptions
- Course to become part of regular two-year rotation, so frequency of offering increased
- Learning outcomes updated to reflect current format for Learning Outcomes

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 \(ILOs\)](#):

Changes to the Learning Outcomes largely just reflect the more preferred format of LOs, not a substantive change in the course.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
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 is explicitly designed to explore how culture informs the way we think about the world. Integral to this is an examination of how our senses, perceptions, memories, and reasoning processes are often shaped by our colonial past and what this means in relation to how we think today. It also explores non-Western ways of organizing thought. To do so, Indigenous and non-Western scholars, as well as research conducted outside of North America, are central to the content and structuring of this course.

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

This course supports principles of EDI by encouraging students to think in new ways, exploring how culture shapes the way they themselves and others think. In other words, key to this course is developing an understanding of different ways of experiencing, seeing, and thinking about the world. This is a critical aspect of EDI.

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.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



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: SOC 330	Number of Credits: 4 Course credit policy (105)												
Course Full Title: Culture and Cognition Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS School of Culture, Media and Society												
Calendar Description: <p style="color: red;"><u>Drawing on a variety of perspectives, the course explores ways in which attention, perception, classification, memory, reasoning, and meaning are shaped by culture. Examples are drawn from a broad spectrum of social life.</u></p> <p style="color: blue;"><u>This course draws from research and scholarly writing that addresses how, and the ways in which, cognition is shaped by social factors. Drawing on Durkheim and theories by symbolic interactionists, phenomenologists, social psychologists, cognitive sociologists, and cognitive anthropologists, the course explores ways in which things such as attention, perception, classification, reasoning, and meaning are deeply intertwined with the culture in which we live. Examples to illustrate these points are drawn from a broad spectrum of social life.</u></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
Prerequisites (or NONE):	60-45 university-level credits to include at least 9-6 credits of Sociology, Anthropology, Psychology, or Philosophy (SOC 230 recommended).												
Corequisites (if applicable, or 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: [click to select]No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: [click to select]No <i>(See policy 207 for more information.)</i></p> <p>Grading System: [click to select]Letter grades</p> <p>Delivery Mode: [click to select]May be offered in multiple delivery modes</p> <p>Expected frequency: Every three yearsEvery other year</p> <p>Maximum enrolment (for information only): 25</p>												
<p>Typical Structure of Instructional Hours</p> <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												
<p>Prior Learning Assessment and Recognition (PLAR)</p> <p>PLAR is available for this course.PLAR is available for this course.</p>													
<p>Transfer Credit (See bctransferguide.ca.)</p> <p>Transfer credit already exists: No</p> <p>Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i></p>													
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												

Undergraduate Education Committee (UEC) approval	Date of meeting:
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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. Explain how and describe ways in which attention, perception, classification, and reasoning are not just "natural" but shaped by social conditioning
2. Explain different theories that have been put forward explaining how (socialized) individuals create order from their sensory experiences
3. Apply ideas from the course to their own thinking, such as how they draw mental lines between similar categories or how their reasoning is shaped by the way in which they conceptualize a subject matter
1. Explain how beliefs, norms, values, and practices are simultaneously cultural and cognitive
2. Analyze how embodied processes and social contexts, including colonial contexts, shape what we come to know and how we think
3. Explain how attention, perception, classification, memory and reasoning are shaped by social factors
4. Understand theories that explain the relationship between culture and cognition
5. Assess ways in which these theories are, themselves, a product of a particular culture and how they could potentially differ
6. Explain how individual's actions are shaped by culture
7. Apply a variety of concepts and theories from the course to your own experiences and thought processes

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

Assignments:	100%	[click to select]	%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Short written analysis 1: 20%, Short written analysis 2: 20%, Reading report: 15%, ~~Final paper: 30%~~ Discussion Leader Report 15%, Reading discussion leader: 15%, Deconstruction my own thought processes analysis report: 30%.

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 discussion.

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	D'Andrade, Roy	The Development of Cognitive Anthropology (Cambridge University Press)	1995
2. Textbook	Cerulo, Karen (ed.)	Culture in Mind: Toward a Sociology of Culture and Cognition (Routledge)	2002
3. [click to select]Textbook	—Berkhus, Wayne H.	—Culture and Cognition: Patterns in the Social Construction of Reality	2015
4. [click to select]Textbook	Brekhus, Wayne H and Gabe Ignatow (eds.)	Oxford Handbook of Cognitive Sociology	2019
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

- ~~Theories of attention~~
- ~~The social aspects of perception~~
- ~~Historical and cultural differences in use of the human senses~~
- ~~Lumping and splitting — on how we classify and why~~
- ~~The importance of social facts and inter-subjectivity in terms of how we understand the world~~
- ~~Schemas, cultural models, and other theories that explain mental ordering~~
- ~~The relationship between practice and thought~~
- ~~Reasoning by use of cognitive norms, cultural assumptions, and practices~~
- ~~What is culture? What is cognition?~~
- ~~Social and cultural aspects of attention, perception, classification, memory and reasoning~~

- [Lumping and splitting –how we classify and how this shapes what we come to experience and know](#)
- [The importance of social facts and inter-subjectivity in terms of how we understand the world](#)
- [Metaphors, schemas, cultural models, and other theories that explain mental ordering](#)
- [The relationship between practices, actions and thought](#)
- [Using an Indigenizing and decolonizing lens to explore cognition](#)

Memo for Course Changes

To: Linda Pardy, CACC Chair

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

Date: September 2023

Subject: Proposal for revision of SOC 255/MACS Introduction to Social Research

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:

- **Course required review**
- **Calendar description has been abbreviated**
- **New learning outcomes have been set, to better-reflect contemporary scholarship and the formatting of LOs**
- **Course resources have been updated.**

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 \(ILOs\)](#): **New learning outcomes have been set. With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular are encouraged. Course LOs contribute to ability to meet ILOS 1, 2, 3, 4 and 9.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
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 is a methods course that covers a survey of topics for a student new to social science methods. Recent approaches to methodology recognize that marginalized populations, including racialized and Indigenous ones, face unique challenges in the research process. The learning outcomes for this course now include a point encouraging the instructor to emphasize this in course materials.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed with intentions to create opportunities for students to think critically about the methods we use to understand and act on social problems, particularly as they are constructed around gender and race. Instructors are also encouraged to adopt decolonizing methodologies and to address how research has not benefitted marginalized groups in the past.
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.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



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: SOC 255		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Introduction to Social Research Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS School of Culture, Media and Society													
Calendar Description: Provides an introduction to sociological and social anthropological research techniques, data analysis, and questions of methodology. Topics considered include, research design, developing and measuring concepts, ethics, sampling, methods of data collection, and elementary data analysis. Considerable importance will be given to an exploration of interpretive frameworks that guide research projects, as well as questions of ethical research. This course provides a critical introduction to sociological and social anthropological research techniques, data analysis, and questions of methodology. Among the topics considered will be the research cycle, research design, developing and measuring concepts, sampling, methods of data collection, and elementary data analysis. Considerable importance will be given to an exploration of interpretive frameworks that guide research projects, as well as questions of ethical research.															
Note: This course is offered as SOC 255 , ANTH 255 , and MACS 255 . Students may take only one of these for credit. Note: Students with credit for SCMS 255 cannot take this course for further credit.															
Prerequisites (or NONE):		One of ANTH 102, SOC 101 or MACS 110													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: SCMS 255 Cross-listed with: ANTH 255/MACS 255 Equivalent course(s): ANTH 255/MACS 255/SCMS255 <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]No <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: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) [click to select]PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>4530</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</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	4530	Tutorials/workshops	15	[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: No <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar	4530														
Tutorials/workshops	15														
[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													
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. Distinguish basic quantitative and qualitative research techniques.
2. Understand the basic logic underlying applied social research.
3. Review ~~and critique~~ published research.
4. ~~Access and assess~~ library resources.
5. Work through research problems.
6. ~~Evaluate ethical dilemmas in research.~~
7. ~~Develop basic social science research skills.~~
- 5-8. ~~Understand how indigenous and racialized populations face unique challenges in the research process.~~

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:

- [Research Proposal \(15%\)](#)
- [Final Paper \(35%\)](#)
- [Presentation \(5%\)](#)

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. Textbook	Bell, Edward, Bryman, Alan and Kleinknecht, Steven Palys, T. & C. Atchison	Research Decisions: Quantitative and Qualitative Perspectives Perspectives , 4 th Edition	2008 2022
2. [click to select]Textbook	Babbie, Earl,	Fundamentals of Social Research, 5th Edition., Nelson Cengage.	2020
3. [click to select]Textbook	Kenneavy, Kristin, Harnois, Catherin	Social Research Methods: Sociology in Action	2023
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

[Foundations of Social Research:](#)

- [The Basics: How Do We Know?](#)
- [Process and Design](#)
- [Operationalizing Variables](#)
- [Ethics in Social Research](#)
- [Probability Sampling and Non-Probability Sampling](#)
- [Quantitative Research](#)
- [Qualitative Research](#)
- [Surveys and Interviews](#)
- [Interactive Methods: Questions/Strategy and Process](#)
- [Observation and Ethnography](#)
- [Content Analysis, Unobtrusive and Archival Methods](#)

Foundations of Social Research:

1. The Basics: How Do We Know?
2. Getting Started: Process and Design
3. Getting Started: Operationalizing Variables
4. Ethics in Social Research

Data Collection Methods:

1. Probability Sampling
2. Non-Probability Sampling
3. Interactive Methods: Surveys and Interviews
4. Interactive Methods: Questions/Strategy and Process
5. Observation and Ethnography
6. Unobtrusive and Archival Methods



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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: MACS 255	Number of Credits: 3 Course credit policy (105)
Course Full Title: Introduction to Social Research	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS School of Culture, Media and Society
Official Course Outline: This is a cross-listed course. Please refer to SOC 255 for the official course outline.	
Calendar Description: Provides an introduction to sociological and social anthropological research techniques, data analysis, and questions of methodology. Topics considered include, research design, developing and measuring concepts, ethics, sampling, methods of data collection, and elementary data analysis. Considerable importance will be given to an exploration of interpretive frameworks that guide research projects, as well as questions of ethical research. This course provides a critical introduction to sociological and social anthropological research techniques, data analysis, and questions of methodology. Among the topics considered will be the research cycle, research design, developing and measuring concepts, sampling, methods of data collection, and elementary data analysis. Considerable importance will be given to an exploration of interpretive frameworks that guide research projects, as well as questions of ethical research.	
Note: This course is offered as SOC 255, ANTH 255 and MACS 255. Students may take only one of these for credit. Note: Students with credit for SCMS 255 cannot take this course for further credit.	
Prerequisites (or NONE):	One of ANTH 102, SOC 101 or MACS 110(Must be identical to that of the main official course outline.)
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: SCMS 255 Cross-listed with: SOC 255 Equivalent course(s): SOC 255 (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.)	Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: YesNo (If yes, fill in transfer credit form .)
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Memo for Course Changes

To: Linda Pardy, CACC Chair

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

Date: Oct 2023

Subject: Proposal for revision of Soc/MACS 355 Quantitative Research Methods

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: **De-crosslisting with ANTH**

2. Rationale for change:

- **Course required review**
- **Removal of STATS course pre-req:** The trend across Canada is to reduce the number of required courses for Sociology programs. This includes reductions in the methods requirements. STATS is one of the courses we have been considering for removal for a while. The current trend is to reduce the number of quantitative-oriented methods courses to two or less. In fact, this trend is so strong that it is difficult to even find a Canadian textbook that exclusively covers quantitative methods (most cover a combination of qualitative and quantitative). While we do not want to eliminate our quantitative methods content entirely, we have decided to streamline this. For this reason, we are keeping this 3rd year quantitative methods course, but dropping the lower-level STATS requirement. It means we needed to make this course more robust, in some regards, and simplify it in others, to make it something students could successfully complete without the STATS pre-requisite. This change makes us more consistent with other Canadian sociology programs and is included in our SOCIOLOGY program changes that are also being submitted. This change is made so as to hopefully help increase our program enrolments as well as the enrolments in this course.
- **Calendar description and Learning Outcomes revised to be consistent with currently-preferred formatting approach**

- The decrosslisting with ANTH is at the request of the ANTH program members. The ANTH program has recently included a new course, ANTH 202: Ethnographic Toolkit, which now serves as the 2nd year ANTH methods courses. This course was specifically designed to replace the need for SOC 255. SOC 355 is still accepted as part of the SOC/ANTH Major program requirements, but the cross-list is being removed because the ANTH program members want to make it clearer to students that this course (SOC/MACS 355) is not an ANTH course.
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 have been more fully developed to reflect what is actually covered in the course. The previous Learning Outcomes were written in a time prior to the present context in which Learning Outcomes are considered to be a key aspect of course delivery.
As mentioned, this course no longer has a statistics courses as a pre-requisite. Oddly enough, this change does not impact the Learning Outcomes. Instead, we are still trying to achieve the same thing through this course. However, how this is achieved will have to be orchestrated slightly differently now by the instructor. (In other words, the difference will show up in terms of the emphasis within content and the pedagogical approach, rather than specific learning outcomes).
 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is cross listed with MACS 355.**
 5. Which program areas have been consulted about the change(s)? **MACS**
 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 has been revised to align with best practices in quantitative research. Included in the revisions is a contextualizing discussion around the cultural assumptions embedded within a statistical approach, which is contrasted to other ways of knowing.**
 7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with intentions to create opportunities for students to think critically about designing and conducting quantitative research. It also allows for students to explore sociological and MACS-related data sets, many of which can be explored through an EDI lens. Students will also be encouraged to ask research questions that support EDI. As such, the students will be able to see for themselves how and where social inequalities exist.**
 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).
 9. Estimate of the typical costs for this course, including textbooks and other materials: **\$0-\$100**



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: SOC 355		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Quantitative Research Methods			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS	
Calendar Description:			
<p>This course is an examination of measurement issues within sociological and anthropological research, focusing on the logical and conceptual construction and interpretation of tables, and an examination of the uses and abuses of statistics. Students will blend classroom knowledge of statistics with real life analysis of sociological data (including the use of computer software) to develop practical research skills. The course focuses on the application, rather than the mathematics, of statistics.</p> <p>Note: This course is offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit</p> <p>An examination of methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Takes a hands-on approach to learning.</p> <p>Note: Previously, this course was offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit. S.</p> <p>Note: Students with credit for SCMS 355 cannot take this course for further credit.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
Prerequisites (or NONE):		One of STAT 104/106 or PSYC 110 and ANTH/MACS/SOC 255 <u>MACS 255/SOC 255.</u>	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: SCMS 355		Special Topics course: [click to select] No (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: ANTH 355/MACS 355		Directed Study course: [click to select] No (See policy 207 for more information.)	
Equivalent course(s): ANTH 355/MACS 355/SCMS 355 (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.)		Grading System: [click to select] Letter grades	
Typical Structure of Instructional Hours		Delivery Mode: [click to select] May be offered in multiple delivery modes	
Lecture/seminar	45	Expected frequency: [click to select] Annually	
Supervised laboratory hours (computer lab)	15	Maximum enrolment (for information only): 24	
[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	60	Transfer credit already exists: No	
Scheduled Laboratory Hours		Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes			
Department approval		Date of meeting:	

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

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. demonstrate an understanding of how to pose a research question, know how to frame this question in terms of current research and theorizing, know how to use data sets as a means of assessing this material, and be able to apply quantitative techniques to this data.~~
- ~~2. demonstrate an understanding of basic descriptive and inferential statistical techniques and learn how to apply these tools in analytical ways.~~
- ~~3. manage a data set—understanding what a data set is, how a data set is organized, where the data comes from, and how to find and use supporting documentation (codebooks, source questionnaires).~~
- ~~4. organize and analyze social science data through use of computer software such as SPSS.~~
- ~~1. effectively read and critique social science literature that employs quantitative data. Understand how to pose a research question and how to frame this question in terms of current research and theorizing~~
- ~~2. Critically contextualize quantitative methods in relation to other ways of knowing, particularly Indigenous ways of knowing~~
- ~~4. Analyze data sets to answer a research question.~~
- ~~4. Apply basic descriptive and inferential statistical techniques~~
- ~~5. Import and manage a data set organizing the data, including supporting documentation (codebooks, source questionnaires).~~
- ~~6. Use a computer software to analyze data sets.~~
- ~~5.7. Effectively read and critique social science literature that employs quantitative data.~~

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

Assignments:Project:	7030%	Quizzes/tests:Assignments:	3040%	[click to select]Quizzes/tests: ———%30%
[click to select]	%	[click to select]	%	[click to select] %

Details:

~~Four equally weighted assignments: 40%, Final Project: 30%.~~

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 discussions, computer exercises.

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	Wagner, W.E.Noack, Andrea	Using SPSS for Social Statistics and Research Methods. Thousand Oaks California: Pine Forge Press Social Statistics in Action: A Canadian Introduction	2007 2018
2. Textbook [click to select]	Nardi, P.M.	Doing Survey Research: A Guide to Quantitative Methods. Boston: Pearson Education	2006
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.)~~Students will need a basic hand-held scientific calculator.

Course Content and Topics

- Deductive Research: Ideas, Questions and Ethics
- Research Design: Measurement.
- Causal Modeling
- Questionnaire Design
- Sampling
- Univariate Analysis
- Bivariate Analysis
- Multivariate Analysis



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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: MACS 355	Number of Credits: 4 Course credit policy (105)
Course Full Title: Quantitative Research Methods	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS
Official Course Outline: This is a cross-listed course. Please refer to SOC 355 for the official course outline.	
Calendar Description: <i>This course is an examination of measurement issues within sociological and anthropological research, focusing on the logical and conceptual construction and interpretation of tables, and an examination of the uses and abuses of statistics. Students will blend classroom knowledge of statistics with real life analysis of sociological data (including the use of computer software) to develop practical research skills. The course focuses on the application, rather than the mathematics, of statistics. Note: This course is offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit.</i> <i>Note: This course is offered as MACS 355 and SOC 355. Students may take only one of these for credit.</i> <i>Note: Students with credit for ANTH 355 cannot take this course for further credit.</i> <i>An examination of methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Takes a hands-on approach to learning.</i> <i>Note: Previously, this course was offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit. S.</i> <i>Note: Students with credit for SCMS 355 cannot take this course for further credit.</i>	
Prerequisites (or NONE):	<i>One of Stat 104/106, or PSYC 110 and ANTH/MACS/SOC 255 MACS 255/SOC 255.</i>
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: SCMS 355 Cross-listed with: SOC 355/ANTH 355 Equivalent course(s): SOC 355/ANTH 355/SCMS 355 <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: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Memo for Course Changes

To: Linda Pardy, CACC Chair

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

Date: Oct 2023

Subject: Proposal for revision of Soc/MACS 356 Qualitative Research Methods

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
- X 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: De-crosslisting with ANTH

2. Rationale for change:

- Course required review
- Calendar description has been updated and abbreviated
- Learning Outcomes have been updated to reflect current pedagogical practices
- Course resources have been updated
- The decrosslisting with ANTH is at the request of the ANTH program members. The ANTH program has recently included a new course, ANTH 202: Ethnographic Toolkit, which now serves as the 2nd year ANTH methods courses. This course was specifically designed to replace the need for SOC 255. SOC 356 is still accepted as part of the SOC/ANTH Major program requirements, but the cross-list is being removed because the ANTH program members want to make it clearer to students that this course (SOC/MACS 356) is relevant to ANTH but it is not an ANTH course (even though it is one option for the third-year methods requirement in the SOC/ANTH Major).

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 \(ILOs\)](#): With the revision of the calendar description, five new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is cross listed with MACS 356.**
5. Which program areas have been consulted about the change(s)? **MACS**
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 has been revised to align with best practices in qualitative research. Included in the revisions is a section on “indigenous methodologies”.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with intentions to create opportunities for students to think critically about designing and conducting qualitative research. In doing so, students will be introduced to a variety of qualitative approaches and their theoretical underpinnings, all of which will facilitate students in researching, understanding, and potentially addressing contemporary social problems. Furthermore, qualitative research is particularly well suited to study issues pertaining to equity, diversity, and inclusion; by providing students a strong foundation in qualitative methodology, they will be better able to understand and address “wicked” social problems and the power relations that organize them.**
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.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$0-\$100**



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: SOC 356	Number of Credits: 4 Course credit policy (105)												
Course Full Title: Qualitative Research Methods Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS School of Culture, Media and Society												
Calendar Description: <p>This course examines methods used in the collection and analysis of sociological data including interviews, participant observations, ethnographic research, archival research, feminist and critical methodologies, and research ethics.</p> <p>Note: Students with credit for ANTH 356 and MACS 356 cannot take this course for further credit.</p> <p>This course examines methods used in the collection and analysis of qualitative data. Topics may include interviews, ethnographic research, archival research, textual analysis, sociological theory, and research ethics.</p> <p>Note: This course is offered as SOC 356 and MACS 356. Students may take only one of these for credit.</p> <p>Note: Students with credit for SCMS 356 cannot take this course for further credit.</p>													
Prerequisites (or NONE):	45 credits, to include ANTH 255 /MACS 255/SOC 255												
Corequisites (if applicable, or NONE):	None												
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: SCMS 356 Cross-listed with: ANTH 356/MACS 356 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: [click to select]No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [click to select]No (See policy 207 for more information.) Grading System: [click to select]Letter grades Delivery Mode: [click to select]May be offered in multiple delivery modes Expected frequency: [click to select]Annually Maximum enrolment (for information only): 25												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">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 style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) [click to select]PLAR is available for this course.
Lecture/seminar	60												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
Total hours	60												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)												
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												

Undergraduate Education Committee (UEC) approval	Date of meeting:
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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. Demonstrate an understanding of the basic inductive logic underlying applied social research;
2. Effectively read and critique social science literature that employs qualitative data;
3. Demonstrate an understanding of how to pose a research questions, and know how to frame this questions in terms of current research and theorizing;
4. Demonstrate an understanding of how to use basic qualitative techniques for gathering data, and know how to organize, manage and analyze this material.
 1. Demonstrate familiarity with a variety of qualitative research methodologies and methods.
 2. Understand the philosophical and theoretical underpinnings of qualitative research.
 3. Evaluate qualitative research in relation to [current best practices for decolonizing and Indigenizing methodologies](#).
 4. Conduct a literature review for the development of a qualitative study.
 5. Design a qualitative research study addressing both scientific merit and ethical considerations.
 - 5.6. Analyze qualitative data in a systematic manner based on appropriate qualitative methodology.

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

Assignments:	70/100%	Quizzes/tests:	30%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

[Assignments, research project: 70%](#)

[Research proposal: Pass/fail](#)

[Literature review: 20%](#)

[Data collection: 20%](#)

[Preliminary analysis: 25%](#)

[Final research paper: 35%](#)

[NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.](#)

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 and seminar

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	Emerson, R.M., Fretz, R.I., Shaw, L.L.	Writing Ethnographic Fieldnotes Second Edition Chicago: University of Chicago Press	1995 2011
2. Textbook	Esterberg, K.G-Taylor, J.J., Bogdan, R, DeVault M.	Qualitative Methods in Social Research . Boston, Mass: McGraw-Hill Introduction to qualitative research methods: A guidebook and resource	2002 2015
3. [click to select] Textbook	— Creswell, J.	— Qualitative Research and Research Design: Choosing among five approaches (4 th edition)	2017
4. [click to select]			
5. [click to select]			

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

[\(Use this section for supplies and materials for all sections of this course.\)NVivo, HyperResearch](#)

Course Content and Topics

Field Studies

- This section of the course presents two well-established qualitative data collection techniques: participant observation and in-depth interviewing. Students will study selected articles/studies based on these methods. Students will examine the main tasks of field study: gathering, focusing and analyzing data, as well as the role of the researcher.

Alternative and Unobtrusive Methods

- This section of the course continues with the study of qualitative research methods: including oral narratives, documentary analysis, analysis of popular media, archival research and multi-methods approaches. Within each of these approaches students will examine the steps of data collection and analysis, the presentation of findings, and the role of the researcher.

~~Examples of each of these approaches will be examined.~~

~~Course Summary~~

~~• In this section of the course, students will provide the class with presentations of their research projects. The course will conclude with a content overview and discussion of the uses and abuses of social research.~~

- ~~• [Introduction to Qualitative Research](#)~~
- ~~• [Common Elements of the Research Process](#)~~
- ~~• [Validity in Qualitative Research](#)~~
- ~~• [Research Ethics](#)~~
- ~~• [Participant Observations](#)~~
- ~~• [Qualitative Interviewing](#)~~
- ~~• [Research Design \(Qualitative Description Design, Phenomenology, Grounded Theory, Institutional Ethnography, Discourse Analysis, Participatory, Visual & Arts-Based Methods, Indigenous Methodologies\)](#)~~
- ~~• [Data Analysis](#)~~
- ~~• [The Role of the Researcher and Reflexivity](#)~~
- ~~• [Representation in Qualitative Research](#)~~



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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: MACS 356		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Qualitative Research Methods			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): SCMS	
Official Course Outline: This is a cross-listed course. Please refer to SOC 356 for the official course outline.			
Calendar Description:-- This course examines methods used in the collection and analysis of sociological data including interviews, participant observations, ethnographic research, archival research, feminist and critical methodologies, and research ethics. Note: This course is offered as SOC 356, ANTH 356, and MACS 356. Students may take only one of these for credit. Note: This course is offered as _____ and _____. Students may take only one of these for credit. Note: Students with credit for _____ cannot take this course for further credit. <u>This course examines methods used in the collection and analysis of qualitative data. Topics may include interviews, ethnographic research, archival research, textual analysis, sociological theory, and research ethics.</u> <u>Note: This course is offered as SOC 356 and MACS 356. Students may take only one of these for credit.</u> <u>Note: Students with credit for SCMS 356 cannot take this course for further credit.</u>			
Prerequisites (or NONE):		45 credits, to include ANTH 255/MACS 255/SOC 255 <u>45 credits, to include MACS 255/SOC 255</u>	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: SCMS 356 Cross-listed with: SOC 356/ANTH 356 Equivalent course(s): SOC 356/ANTH 356/SCMS 356 <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: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>	
Department / Program Head or Director:		Date approved:	
Faculty Council approval		Date approved:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Memo for Program Changes

To: UEC/ CACC

From: Chantelle Marlor, School of Culture, Media, and Society

Date: September 21, 2023

Subject: Program change Sociology Major and Extended Minor

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

- Program revision that requires new resources
- Addition of new course options or deletion or substitution of a required course
- Change to the majority of courses in an approved program
- Change to the duration, philosophy, or direction of a program
- Addition of a new field of specialization, such as a concentration
- Change in requirements for admission
- Change in requirements for residency or continuance
- Change in admission quotas
- Change which triggers an external review
- Deletion of a program not included in the Program Discontinuance policy
- Other – Please specify: **Program Learning Outcomes**

2. Rationale for change(s):

Removal of statistics course requirement (STATS 104, 106 or PSYCH 110) from both the SOC Major and Extended Minor: The trend across Canada is to reduce the number of required courses for Sociology programs. This includes reductions in the methods requirements. STATS is one of the courses we have been considering for removal for a while. The current trend is to reduce the number of quantitative-oriented methods courses to two or less. In fact, this trend is so strong that it is difficult to even find a Canadian textbook that exclusively covers quantitative methods (most cover a combination of qualitative and quantitative). While we do not want to eliminate our quantitative methods content entirely, we have decided to streamline this. For this reason, we are keeping our 3rd year quantitative methods course, but dropping the lower-level STATS requirement. It will mean we need to roll some stuff into the 3rd year course, but it makes us more consistent with other Canadian sociology programs. It will also hopefully help increase our program enrolments.

Removal of SOC 350 from program requirements for Soc Major: Consistent with the above, we are attempting to reduce the total number of SOC program requirements. Like with the reduction in methods requirements, we also see that Canadian trend is to eliminate the upper-level theory course from the requirements for a Sociology Major. We already require students to take SOC 201: Key Ideas in Sociology. This is a second-year theory course. We will keep SOC 350:

Classical Sociological Theory as a course, but it will no longer be a required course for the SOC Major.

General overview of changes to the course requirements for the SOC Major: with the above changes, the “spine” (i.e., required courses) for the SOC Major will become the following:

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

Introduction of thematic streams within the Sociology program: As a mean of assisting students to see the benefits of sociology, we have created six streams:

1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture and Cognition
4. Globalization, Neocolonialism and Decolonization
5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

These are not meant to be official in any capacity. They are neither official concentrations nor “buckets” that students are required to select courses from. These are unofficial areas of focus within our course offerings. The purpose of them is threefold:

- It will help students see the larger patterns within the courses we offer, hopefully allowing students to see how their interests resonate with the Sociology program more generally;
- It will help guide the Sociology Program Area Working Group when we revise and develop our curriculum;
- It will help identify hiring areas for future tenure-track positions in Sociology.

Updated Program Learning Outcomes: We are updating our Program Learning Outcomes to better reflect current trends and foci within Sociology programs. In addition, the PLOs have been structured such that they better-reflect current trends in the phrasing and focus of PLOs.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

See attached appendix 1

4. What consideration has been given to Indigenizing the curriculum?

Our new PLO #7, Apply decolonizing and Indigenizing lenses to sociological analysis, creates an explicit decolonizing and Indigenizing lens for our program. While we obviously need to think about Indigenizing and decolonizing all our courses, having this as a PLO forces us to think about this at a program level. More specifically, it ensures we will incorporate Indigenizing and decolonizing into our required program courses. In addition to this new PLO, four out of our six program streams have content that is directly applicable to Indigenizing and decolonizing efforts:

- Social Inequality: Class, Race, Gender, and Sexuality
- Social Psychology, Culture, and Cognition
- Globalization, Neocolonialism, and Decolonization
- Power, Politics, and Environment

5. Will additional resources be required? If so, how will these costs be covered?

None

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Removing two courses in the spine will make it easier for students to graduate and attract students to the programs, increasing enrollments.

Inclusion of streams will make it clearer to students what areas they can focus their studies on within sociology. This can help BIS students and potential SOC Majors see what sociology has to offer them.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The total required credits is unchanged, but the number of required courses has been reduced. (see revised calendar copy).

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

We do not have to worry about this, as we are reducing the number of courses required in our program. That said, these changes may impact our budget. Specifically, the frequency of offerings of SOC 350 and SOC 355 may be reduced to every 2nd year. This will allow for additional space to offer other courses that students want as electives for the SOC Major, SOC/ANTH Major, Extended Minor, Minor, etc.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

Both PSYC and STATS & MATH have been consulted about changes to the SOC Major/ Extended Minor. Neither area was particularly happy about the change. MATH & STATS, in particular, were concerned. Their sense is that they largely provide service courses to other areas and that other areas have been cutting back on their quantitative/data literacy courses. Both PSYCH and STATS were provided with our rationale for the cut in their courses.

Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

Tara will create a simple draft memo for Sylvie, but if a deeper analysis is required Mark F may need to do a full analysis.

Appendix 1

Sociology Major & Extended Minor Revised Program Learning Outcomes

Institutional Learning Outcomes		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Total PLOs/ ILO
		Articulate the significance of sociology to our understanding of society, past, present, and future	Apply sociological theory to examine contemporary social realities in local and global contexts.	Develop qualitative and quantitative social research skills	Enact critical citizenship by assessing information and knowledge	Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.	Critically evaluate cultures, power, and privilege in order to advance equity and social justice	Apply decolonizing and Indigenizing lenses to sociological analysis	
ILO1	Demonstrate information competency	X	X	X		X	X		5
ILO2	Analyze critically and imaginatively	X	X	X	X	X	X	X	7
ILO3	Use knowledge and skills proficiently	X	X	X		X	X		5
ILO4	Initiate inquiries and develop solutions to problems	X	X	X	X	X	X	X	7
ILO5	Communicate effectively	X	X		X		X		4
ILO6	Pursue self-motivated and self-reflective learning		X		X	X	X	X	5
ILO7	Engage in collaborative leadership			X	X		X	X	4
ILO8	Engage in respectful and professional practices			X	X		X	X	4
ILO9	Contribute regionally and globally	X	X		X	X	X	X	6
Total ILO/PLO		6	7	6	7	6	9	6	

Calendar Copy of SOC Programs

Sociology major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a major. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18–19 credits

Course	Title	Credits
SOC 101	Introductory Sociology	3
SOC 201	Key Ideas in Sociology	3
SOC 255/ ANTH 255/ MACS 255	Introduction to Social Research	3
One-of:		3–4
STAT 104	Introductory Statistics	
STAT 106	Statistics I	

PSYC 110	Applied Statistical Analysis in Psychology	
Plus:		
	Six <u>Nine</u> additional credits of lower-level SOC	<u>69</u>

Upper-level requirements: 32 credits

Course	Title	Credits
SOC 355/ ANTH 355/ MACS 355	Quantitative Research Methods (see Note 1)	4
SOC 356/ ANTH 356/ MACS 356	Qualitative Research Methods	4
SOC 350	Classical Sociological Thought	4
Plus:	<u>24_0</u> additional credits of upper-level SOC (see Note 2)	<u>24_0</u>

~~Note 1: CRIM 320 may be substituted for SOC 355/ANTH 355/MACS 355.~~

Note 1 2: No more than nine credits may be in the internship courses SOC 396/~~GDS 310/GEOG 396~~ and SOC 398/~~GDS 311/GEOG 398~~.

Sociology major: Social Research concentration

Students completing the Sociology major may choose to pursue a more applied area of study by completing the following requirements for the Social Research concentration, which include the requirements for the Sociology major.

Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a major. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18–19 credits

Course	Title	Credits
SOC 101	Introductory Sociology	3
SOC 201	Key Ideas in Sociology	3
SOC 254	Writing for the Social Sciences (see Note)	3
SOC 255/ ANTH 255/ MACS 255	Introduction to Social Research	3
One of:		3–4
STAT 104	Introductory Statistics	

STAT-106	Statistics-I	
PSYC-110	Applied Statistical Analysis in Psychology	
Plus:		
	Three <u>Six</u> additional credits of lower-level SOC	<u>3 6</u>

Note: Contact the department to discuss the timetabling and offering of this course.

Upper-level requirements: 33 credits

Course	Title	Credits
SOC 355/ ANTH 355 / MACS 355	Quantitative Research Methods (see Note 1)	4
SOC 356/ ANTH 356 / MACS 356	Qualitative Research Methods	4
SOC 350	Classical Sociological Thought	4
SOC 493	Advanced Research Project	5
Two of:		8
SOC 313/ GEOG 313	Agriculture and Rural Life	

SOC 344/IPK 344/ANTH 344	Indigenous Research Methodologies (formerly SOC 444/IPK 444/ANTH 444)	
SOC 352/ POSC 352	Public Policy Analysis	
SOC 353	Program Evaluation	
SOC 357	Advanced Research Methods	
SOC 358	Advanced Research on a Selected Topic	
SOC 475	Communities, Difference, and Belonging	
Plus:		
	Eight additional credits of upper-level SOC (see Note 2)	8

~~Note 1: CRIM 320 or GEOG 252 may be substituted for SOC 355/ANTH 355/MACS 355.~~

Note 12: No more than nine credits may be in the internship courses SOC 396/~~GDS 310/GEOG 396~~ and SOC 398/~~GDS 311/GEOG 398~~.

Sociology extended minor

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** an extended minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18–19 credits

Course	Title	Credits
SOC 101	Introductory Sociology	3
SOC 201	Key Ideas in Sociology	3
SOC 255/ ANTH 255/ MACS 255	Introduction to Social Research	3
Plus:	Two <u>Three</u> additional lower-level SOC courses	6 <u>9</u>
One of:		3 <u>4</u>
	An additional lower-level SOC course	
STAT 104	Introductory Statistics	

STAT-106	Statistics-I	
PSYC-110	Applied Statistical Analysis in Psychology	

Upper-level requirements: 16 credits

Course	Title	Credits
	16 credits of upper-level SOC (see Note)	16

Note: No more than nine credits may be in the internship courses SOC 396/~~GDS-310~~/~~GEOG-396~~ and SOC 398/~~GDS-311~~/~~GEOG-398~~.

Combined Anthropology and Sociology extended minors

Students taking more than one SCMS program (Anthropology, ~~Latin American Studies~~, Media and Communication Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC 255/~~ANTH-255~~/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower- and upper-level credits for each major/extended minor/minor by taking additional courses in the specific discipline.

Sociology minor

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 9 credits

Course	Title	Credits
SOC 101	Introductory Sociology	3
Plus:	Three <u>Six</u> credits of lower-level SOC	6 <u>3</u>
Plus:	Three credits of lower-level ANTH or SOC	3

Upper-level requirements: 16 credits

Course	Title	Credits
	16 credits of upper-level SOC (see Note)	16

Note: No more than nine credits may be in the internship courses SOC 396/~~GDS 310/GEOG 396~~ and SOC 398/~~GDS 311/GEOG 398~~.

Course listings

For complete details on courses see the [course descriptions](#) section.

SOC Major program revisions

Program Learning Outcomes

1. Articulate the significance of sociology to our understanding of society, past, present, and future.
2. Apply sociological theory to examine contemporary social realities in local and global contexts.
3. Develop qualitative and quantitative social research skills.
4. Enact critical citizenship by assessing information and knowledge.
5. Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.
6. Critically evaluate explore cultures, societies, power, and privilege in order to advance equity and social justice.
7. Apply decolonizing and Indigenizing lenses to sociological analysis.

Program Spine:

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

Program Thematic Streams:

Program streams are not intended to be concentrations. They will be suggestions to students as to what they can focus on during their studies. As such, they will be a means for advertising the benefits of our program to students. The streams should also be used to shape our curriculum revisions, including the courses we keep/create and the ways in which we update our course outlines. Additionally, these streams can inform our future hiring decisions.

We have six streams. These are distinct from, while also being in addition to, our Research Concentration:

1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture, and the Mind/Body
4. Globalization, Neocolonialism and Decolonization
5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

The following are suggested courses to fit into these streams:

Social Inequality: Class, Race, Gender and Sexuality Stream:

SOC 210 (Social Problems in Canadian Society), SOC 245 (Deviant Behaviour), SOC 265 (Social Inequality), SOC 270 (Dynamics of Racism in Canada), SOC 344 (Indigenous Research Methodologies), SOC 348 (Social Movements), SOC 387 (Aboriginal (Indigenous) Peoples of Canada), SOC 445 (Advanced Topics in Deviant Behaviour), SOC 470 (Race and Racism), SOC 475 (Community, Difference and Belonging), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 220 (Sociology of Women in Canada), SOC 335 (Gender Relations and Social Issues), SOC 435 (Sociology of Sexuality)

Health, Family and Community Stream:

ANTH/SOC 260 (**), SOC 275 (Sociology of Death and Dying), SOC 280 (Health and Illness), SOC 313 (Agriculture and Rural Life), SOC 346 (Environmental Justice), SOC 475 (Communities, Difference and Belonging), SOC 331 (Sociology of Families), SOC 431 (Advanced Topics in Childhood and Family), SOC 289 (Sociology of Animals in Western Society)

Social Psychology, Culture, and the Mind/Body Stream:

SOC 230 (Individual and Society), SOC 330 (Culture and Cognition), SOC 350 (Classical Sociological Thought), SOC 337 (Taste and Culture), SOC 334 (Cultural Policy in Canada)

Globalization, Neocolonialism and Decolonization Stream:

SOC 205 (Comparative Societies), SOC 247 (Culture of Capitalism), SOC 250 (Sociology of Development – The Global South), SOC 313 (Agriculture and Rural Life), SOC 344 (Indigenous Research Methodologies), SOC 363 (Processes of Development and Underdevelopment: Latin America), SOC 387 (Aboriginal Peoples of Canada), SOC 388 (Global Indigeneity), SOC 200 (Social Issues in Latin America), SOC 310 (Special Topics: Regional Studies in Latin America), SOC 442 (Religion in Latin America), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 360 (Eating and Thinking: Food, Identity and Power in Global Societies), ANTH/SOC 470 (**)

Power, Politics and Environment:

ANTH/SOC 260 (**), SOC 348 (Social Movements), SOC 247 (Culture of Capitalism), SOC 313 (Agriculture and Rural Life), SOC 325 (Culture and Theory of the City (if revised)), SOC 337 (Taste and Culture), SOC 344 (Indigenous Research Methodologies), SOC 346 (Environmental Justice), SOC 352 (Public Policy Analysis), SOC 360 (Eating and Thinking: Food, Identity, and Power in Global Societies), SOC 368 (Environment and Society), SOC 289 (Sociology of Animals in Western Society)

Media, Artificial Intelligence, Science and Technology Stream:

SOC 430 (Knowledge, Power, Science, Technology), SOC/**MACS** 385 (Television and Social Values: The Simpsons), SOC 460 (Issues in the Information Society), SOC 334 Cultural Policy in Canada, [MACS/SOC 337: Taste and Culture](#)

Research Concentration (already in existence—supplied here as an information item only):

SOC 254 (Writing for Soc Sc), SOC 255 (Intro to Social Research),
SOC 355 (Quantitative Research Methods), SOC 356 (Qualitative Research Methods),
SOC 350 (Classical Sociological Thought), SOC 493 (Adv Research Project)
2 of: SOC 313/GEOG 313 (Agriculture and Rural Life); SOC 344/IPK 344/ANTH 344 (Indigenous Research Methodologies); SOC 352/POSC 352 (Public Policy Analysis); 353 (Program Eval); 357 (Adv Research Methods); 358 (Adv Research on selected topic); 475 (Communities, Difference, Belonging)
8 upper-level SOC credits

Sociology Major & Extended Minor Revised Program Learning Outcomes

Institutional Learning Outcomes		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Total PLOs/ ILO
		Articulate the significance of sociology to our understanding of society, past, present, and future	Apply sociological theory to examine contemporary social realities in local and global contexts.	Develop qualitative and quantitative social research skills	Enact critical citizenship by assessing information and knowledge	Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.	Critically evaluate cultures, power, and privilege in order to advance equity and social justice	Apply decolonizing and Indigenizing lenses to sociological analysis	
ILO1	Demonstrate information competency	X	X	X		X	X		5
ILO2	Analyze critically and imaginatively	X	X	X	X	X	X	X	7
ILO3	Use knowledge and skills proficiently	X	X	X		X	X		5
ILO4	Initiate inquiries and develop solutions to problems	X	X	X	X	X	X	X	7
ILO5	Communicate effectively	X	X		X		X		4
ILO6	Pursue self-motivated and self-reflective learning		X		X	X	X	X	5
ILO7	Engage in collaborative leadership			X	X		X	X	4
ILO8	Engage in respectful and professional practices			X	X		X	X	4
ILO9	Contribute regionally and globally	X	X		X	X	X	X	6
Total ILO/PLO		6	7	6	7	6	9	6	

From: [Chantelle Marlor](#)
To: [Ben Vanderlei](#); [Andrea Hughes](#)
Cc: [Tara Kaszonyi](#); [Charline Johnsen](#)
Subject: Soc program revisions
Date: September 21, 2023 3:49:17 PM

Hi Ben and Andrea,

I am writing to you in relation to changes being made to our Sociology programs. Just so you know, we are planning to remove the stats course requirement for our Major and Extended Minor. This means we will be removing STATS 104, 106 and PSYCH 110 from our list of options for the required stats course. Please let me know if you have any questions or concerns in relation to this.

Thanks.

Chantelle

Memo for Course Changes

To: Linda Pardy, Chair, CACC

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

Date: Oct 2023

Subject: Proposal for revision of MACS 201/MUSC 201: Popular Music and Society

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: **decrosslisting from MUSC**

2. Rationale for change:

- This course is being decrosslisted from MUSC 201, so that it will now only serve as a MACS course. The reason for this is there is no MUSC program, which means the credit students receive for MUSC 201 does not serve a significant purpose.
- No other changes have been made to this course outline.

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 \(ILOs\)](#): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Despite being a cross-list, there will be no effect; MUSC does not have a program.**
5. Which program areas have been consulted about the change(s)? **n/a (though it has been discussed previously with faculty involved in MUSC)**
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 \(UNDRIP\)](#). n/a

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *n/a*
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. *n/a*
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *n/a*



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 201		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Popular Music and Society															
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 & Media Studies													
Calendar Description: Popular music is everywhere in our day-to-day lives, yet we seldom consider how it was made, what it means, and how it affects us. In this course, we'll draw on different scholars' ideas to reflect on the diverse social contexts in which people create and listen to popular music. Note: This course Students with credit for MUSC 201 cannot take this course for further credit. is offered as MACS 201 and MUSC 201. Students may take only one of these for credit.															
Prerequisites (or NONE):		NONE													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: _____ MUSC 201 Cross-listed with: MUSC 201 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: [click to select] No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes Expected frequency: Every other year Twice per year 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>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</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	30	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		Total hours	45		
Lecture/seminar	30														
Tutorials/workshops	15														
[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		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)													
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. Describe the business of producing and promoting popular music in the context of present-day technological developments.
- 2. Identify how popular music is made as the result of creative and commercial decision-making.
- 3. Evaluate popular music in terms of its ability to reflect the status quo and enforce conformity and also in terms of its oppositional nature and emancipatory potential.
- 4. Assess the criteria by which industry professionals and fans make decisions as to what is good and bad music.
- 5. Identify how audience members integrate popular music into their lives in terms of fashion, dance, language and talk.
- 6. Define the place and role of popular music within youth subcultures and other subcultures (ethnic, age-related, etc.).
- 7. Identify the global diffusion of popular music genres and artists, with its contradictory effects of encouraging cultural homogeneity and heterogeneity at different times and in different places.
- 8. Discuss contemporary or recent musical phenomena in terms of their social relevance.

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

Assignments:	20-40%	Other[click to select]	20-%	[click to select]	%
Quizzes/tests:	60 %	[click to select]	%	[click to select]	%

Details:

Three tests, each worth 20%; *“Other” includes a presentation (15%) and participation (5%).*

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, 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	Shuker, Roy	Understanding Popular Music Culture, 5 th ed.	2016
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.*)

None

Course Content and Topics

Production

- [Week 1](#) The business of popular music: who gets signed and why.
- [Week 2](#) In the studio: producing the perfect song.
- [Week 3](#) The artist as commodity: selling musicians and their songs to the public.

Text

- [Week 4](#) What it means for music to be popular. The structure and meaning of popular genres (rap, rock, country, techno...).
- [Week 5](#) Authenticity and artifice, innovations and conventions.
- [Week 6](#) Judging popular music for better and for worse.
- [Week 7-8](#) Issues of inequality: age, class, gender, race and sexual orientation in popular music.

Consumption

- [Week 9](#) From fans to subcultures: why we like what we like. Fashions and fads in popular music.
- [Week 10](#) Music as a distraction, music as an addiction.
- [Week 11](#) From vinyl to streaming: the impact of technology on listening practices.
- [Week 12-13](#) Globalization and popular music.

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members

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

Date: November 2023

Subject: Proposal for revision of MACS/SOC337: Taste and Culture

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:

- MACS/SOC 337 needed to be revised as part of the standard six-year review.
- The calendar description was shortened to reflect the updated guidelines on the length of the description and expectations of concision.
- The learning outcomes underwent minor wording tweaks to better reflect the expectations and requirements for the course. The language now offers a clearer picture that better reflects what students can expect to learn.

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 changes made to the Course Learning Outcomes, while not substantial, have been done specifically to ensure that they are more aligned with UFV's ILOs. The revised learning outcomes also better follow the UFV rules for how to write learning outcomes for a 300-level course.
- The revised Course Learning Outcomes also recognize how marginalized social groups can resist and oppose dominant groups.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
 - Not Applicable
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 \(UNDRIP\)](#).
 - This course contributes to Indigenizing UFV by emphasising how indigenous groups can actively preserve, promote, and share their culture. The course investigates several ways that indigenous groups across the globe have opposed or resisted dominant and oppressive structures. Examples of content reflecting this would include readings and discussions around the appropriation and commodification of indigenous art by the larger culture.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - Outside of just the delivery of course content, the assessments include opportunities for students to present knowledge outside of the traditional academic paper. Opportunities exist to produce audio or video content (music, podcasts, or documentaries for examples), works of art, or potentially other indigenous ways of knowing that can reflect both the course content and learning outcomes while also presenting creative ways for students to express their lived experiences and indigenous connections.
 - The course's creative elements present the opportunity for multiple knowledge delivery methods and based on potentially any cultural element from Bollywood film to Haida art. 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.
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).
 - There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:
 - Typical costs for the class are less than \$70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access.



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 337		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Taste and Culture			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): _____ SCMS	
Calendar Description:			
<p>This course is an interdisciplinary examination of the concept of taste. Why do we value certain cultural artifacts while we denigrate others? How do our choices reflect who we are? What is "bad taste"? What role do class and subculture play within these notions of taste? This course will investigate theories of aesthetics, identity, subcultures, and taste in such areas as art, film, music, photography, food, and advertising.</p> <p><u>A critical examination of the concept of "taste". Students will explore the relationship between social class and taste and how it plays out in areas including art, film, television, fashion, music, food, advertising, identity, subcultures, and our bodies.</u></p> <p>Note: This course is offered as MACS 337 and SOC 337. Students may only take one of these for credits. Note: Students with credit for SOC 399D cannot take this course for further credit.</p>			
Prerequisites (or NONE):		45 credits, to include at least six credits of sociology and/or MACS	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i>		Course Details	
Former course code/number: SOC 399D		Special Topics course: [click to select] No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with: SOC 337		Directed Study course: [click to select] No <i>(See policy 207 for more information.)</i>	
Equivalent course(s): SOC 337/SOC 399D		Grading System: [click to select] Letter grades	
<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>		Delivery Mode: [click to select] May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Every other year	
Lecture/seminar	60	Maximum enrolment (for information only): 25	
[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 .)	
[click to select]		Transfer credit already exists: No	
Scheduled Laboratory Hours		Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>	
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. Recall the history and theories of the philosophy of aesthetics
2. Describe some of the complex relationships between class and culture in relation to expressions of class as lowbrow, middlebrow and highbrow
3. Identify the manners in which subcultures and countercultures relate to and resist the dominant culture;
4. Define how notions of authenticity function in such diverse fields as music and art
5. Assess the role of the active consumer as a producer of cultural artefacts
6. Discuss the social function of taste and style in fashion
7. Identify and illustrate the debates surrounding obscenity and cultural products
8. Explain the role of the body in investigations of identity
 1. Demonstrate an awareness of concepts related to taste and culture through observation, research, public speaking, and advanced academic writing
 1. Articulate the historical and sociocultural dimensions of the philosophies of aesthetics
 2. Describe the complex relationships between class and culture as expressed in "lowbrow", "middlebrow", and "highbrow" cultural artifacts
 3. Define how notions of authenticity function in such diverse fields as music and art
 4. Explore how personal preferences in commodities contribute to the construction of individual and collective identities
 5. Identify key distinctions between high culture and popular culture
 6. Deconstruct how media representations of taste can reinforce or challenge social norms
 - 9-7. Evaluate how subcultures and countercultures can simultaneously function within and resist the dominant culture

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

Final exam:	3025%	Assignments:	7050%	[click to select]Project:	———%25%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Book Review: 15%; Research Proposal and Annotated Bibliography: 10%; Research Paper: 25%; Group Presentation: 10%; Attendance and Participation: 10%.

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, guest lectures, group work, student-led presentations.

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	Attwood, F Jenkins, Richard	No Money Shot? Commerce, Pornography and New Sex Taste Cultures Pierre Bourdieu: Culture, Status, & Distinction	2007 1992
2. Textbook Article	Bourdieu, P. & Johnson, R Janna, Michael	The Field of Cultural Production: Essays on Art and Literature. New York: Columbia University Press! It's really not hip to be a hipster. Negotiating trends and authenticity in the cultural field	1993 2015
3. Textbook Article	Bourdieu, P & Nice, R Webb, Schirato, & Dannaher	Distinction: A Social Critique of the Judgement of Taste. Lond: Routledge Understanding Bourdieu: The field of cultural production	1984 2002
4. Textbook Article	Crane, D Hardie, Melissa Jane	Fashion and Its Social Agendas: Class, Gender and Identity in Clothing. University of Chicago Press! The three faces of Mad Men: Middlebrow culture and quality television	2000 2012
5. Textbook [click to select]	Fussell, P.	Class	1983

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

- Introduction to the Course and Classmates
- Aesthetics
- Bourdieu and Taste
- High Culture Vs. Low Culture
- Authenticity
- Identity
- Food
- Pornography/Violence/Obscenity
- Fashion
- Advertising
- Style and Subcultures
- Television/Film
- The philosophy of aesthetics
- Pierre Bourdieu and Distinction
- The field of cultural production
- High culture versus low culture
- Authenticity
- Identity
- Subcultures
- Pornography and obscenity
- Television
- Film
- Fashion
- Food



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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 337	Number of Credits: 4 Course credit policy (105)
Course Full Title: Taste and Culture	
Course Short Title: (To be assigned by OReg based on university standards.)	
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 337 for the official course outline.	
Calendar Description: This course is an interdisciplinary examination of the concept of taste. Why do we value certain cultural artifacts while we denigrate others? How do our choices reflect who we are? What is "bad taste"? What role do class and subculture play within these notions of taste? This course will investigate theories of aesthetics, identity, subcultures, and taste in such areas as art, film, music, photography, food, and advertising. <u>A critical examination of the concept of "taste". Students will explore the relationship between social class and taste and how it plays out in areas including art, film, television, fashion, music, food, advertising, identity, subcultures, and our bodies.</u>	
Note: This course is offered as SOC 337 and MACS 337. Students may take only one of these for credit. Note: Students with credit for SOC 399D cannot take this course for further credit.	
Prerequisites (or NONE):	45 credits, to include at least six credits of SOC and/or MACS
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: SOC 399D Cross-listed with: MACS 337 Equivalent course(s): MACS 337/SOC 399D <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: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Memo for Course Changes

To: Linda Pardy, Chair, CACC

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

Date: Oct 2023

Subject: Proposal for revision of MACS 490: Directed Studies in Media and Communications Studies

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 course outline is in need of a 6 year review.
- Los updated to better-reflect current pedagogical approach to writing LOs
- No other changes have been made to this course outline.

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 \(ILOs\)](#): *Changes to LOs are not substantial. The learning outcomes were revised to follow UFV rules for how to write learning outcomes for a 400-level course.*

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
4. Which program areas have been consulted about the change(s)?
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 \(UNDRIP\)](#). *The design of the course is Indigenized in the sense that it is self-directed study focused on student interests and the development of student gifts. Students seek out an advisor whom they see as a mentor and who can help them with their project.*

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **As a social science, the focus of MACS is to explore a variety of EDI topics and issues. As such, EDI is inherent to almost everything studied in MACS.**
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**
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **n/a**



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 490		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Directed Studies in Media and Communication Studies															
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													
Calendar Description: This course is designed for upper-level students who wish to examine in greater depth a particular problem/issue in Media and Communication Studies															
Prerequisites (or NONE):		45 university-level credits, to include six credits of MACS, and written permission of the instructor and department head													
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: 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] (<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] Delivery Mode: [click to select] Expected frequency: Every three years Maximum enrolment (for information only): 6													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>50</td> </tr> <tr> <td>Lecture/seminar</td> <td>10</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>60</td> </tr> </table>		Supervised directed learning (directed studies only)	50	Lecture/seminar	10	[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: The course is designed for students to engage in new learning, therefore, it cannot be challenged by demonstrating existing skills and knowledge	
Supervised directed learning (directed studies only)	50														
Lecture/seminar	10														
[click to select]															
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: Yes Submit outline for (re)articulation: 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:

- Select a relevant topic for research;
- Develop a conceptual framework in order to delimit the selected topic;
- Plan and develop the research project;
- Choose and critically analyze research sources;
- Conduct effective research using methods that are relevant to the selected topic;
- Set and meet goals and deadlines;
- Generate and present results

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

Assignments:	30%	Project:	50%	[click to select]Regular Discussion	20%
[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.)*

Regular discussion with faculty advisor and other appropriate resource persons. Preparation of major assignments

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]		<i>Dependent upon research topic</i>	
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.)*

There are generally no unusual supplies required for this course

Course Content and Topics

The content will depend upon the research topic. However it is expected that students will read and comment upon a substantial body of literature. It is also possible to conduct primary research on the chosen topic given appropriate review by faculty and ethics committee.

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members

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

Date: October 2023

Subject: Proposal for revision of ANTH/SOC 368: Power, Inequality and the Environment (formerly Environment & Society)

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:

- ANTH/SOC 368 needed to be revised as part of the standard six-year review. The course revision shifts the focus of the course so that it is more obviously different from ANTH 268 (Culture & Environment) as previously both courses explored cultural understandings of the environment
- The revised version of ANTH/SOC 368 better reflects faculty expertise in the Anthropology programme and aligns the course more with the programme's focus on rethinking important social issues. In particular, ANTH/SOC 368 explores the ways that social scientists can contribute to rethinking environmental issues in ways that encourage social and ecological justice for all living beings.
- The change in title better communicates the course's content to students
- The revisions to the calendar description make the focus of the course (environmental discourses) more readily apparent to prospective students, as well as signalling the relevance of the course to broader interests in environmental justice.
- GEOG 140 has been added as a potential pre-requisite for the course to better reflect the parallels between anthropology, sociology, and human geography with regards to this topic. The

addition of GEOG 140 also opens up the course to more students while still ensuring that students taking the course have a certain familiarity with the approach taken in the course.

- The learning outcomes reflect the shift in focus of the course to environmental discourses and better follow the UFV guidelines on learning outcomes.
 - The course outline reflects that ANTH/SOC 368 may be offered in multiple formats and will be offered every other year.
 - The change in assessment and resources for ANTH/SOC 368 reflect changes in pedagogy and universal design for learning. Instead of a final exam, students work throughout the semester on their own research project where they receive feedback at several points to help them build their own skills and competencies. The inclusion of holistic assessment allows for a recognition that student learning is not always readily conveyed through written assignments and that multiple forms of demonstrating knowledge should be encouraged.
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 changes made to the Course Learning Outcomes (CLOs) have been done specifically to ensure that they are more inline with the Anthropology Programme Learning Outcomes (PLOs) and UFV's ILOs. CLOs align more clearly with ILOs 1-6. They also align with the recent revisions to Anthropology's PLOs 1 and 3-6 (see attached). The revised learning outcomes also reflect the change in focus of the course and better follow the UFV rules for how to write learning outcomes for a 300-level course
 -

CLOs	SOC PLOs	SOC/ANTH Major PLOs	ANTH PLOs	ILOs
1. Critically reflect on their own culturally situated understandings of the environment & environmental issues	4-6	1, 3	1, 3	6
2. Evaluate critically the social and cultural contexts of environmental issues from anthropological perspectives	5,6,8	2-4	2-4	3
3. Investigate the blame narratives & solution stories animating particular environmental problems & reframe these stories using anthropological theories	2,5,8,10	2, 5	2,5	1-5
4. Analyze some major environmental issues & suggest possible ways to work towards social & ecological justice	8,10	5, 6	5, 6	1, 4, 6, 7, 9
5. Communicate the complexity of ideas on environmental dilemmas to diverse audiences including classmates & the general public	9	6	6	1-5

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
 - This course is an elective for the Environmental Studies Major and Minor (Society, Culture, and Economy elective). We believe that the changes to the course will better align the course content and outcomes to the needs of this program. In particular the revisions to ANTH/SOC 368 include a shift to focus on political ecology as well as drawing on more content from human geography.
 - This course is also an elective for the Indigenous Studies Major (Worldview & Spirituality elective). We believe that the changes to the course will better serve the needs the Indigenous Studies program as the proposed revisions mean that the course integrates global Indigenous worldviews and contemporary experiences throughout the course. The focus on understanding competing narratives regarding environmental issues encourages students to explore in greater depth Indigenous understandings of these global issues and giving these equal standing to Western scientific knowledge.
5. Which program areas have been consulted about the change(s)?
 - Sociology
 - Environmental Studies
 - Geography
 - Indigenous Studies
 - Global Development Studies
 - Bachelor of Integrated Studies
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 contributes to Indigenizing UFV by deconstructing the cultural basis for scientific knowledge about the environment and emphasising the importance of giving equal standing to Indigenous perspectives on environmental issues. Students read scholarship on environmental issues relating to Indigenous peoples worldwide by Indigenous scholars and their allies. The focus on a political ecology approach to environmental dilemmas also ensures that Indigenous experiences of climate change and other environmental issues are considered as Indigenous communities bear some of the biggest burdens of environmental changes. It also means that a detailed consideration of the connections between colonialism, capitalism, and contemporary inequality are a central theme in the course.
 - This class asks students to reflect on their own positionality and culturally situated understandings of the environment. In doing so, it encourages Indigenous students to draw on their own knowledge systems and experiences in their research, discussion, and writing for the

class. It asks settler students to unpack their assumptions about science versus Indigenous knowledge in order to better respect Indigenous knowledge systems.

- The inclusion of holistic assessment and encourage students to work collaboratively while still having the freedom to pursue their own interests. While working on individual research projects, students are encouraged to support each other through the process by sharing resources, providing feedback on early assignments, and proofreading each others work. The course design also emphasizes multiple ways of presenting information for both academic and public audiences.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- Environmental change and environmental issues disproportionately affect Indigenous communities along with those living in the so-called Global South. By integrating political ecology into considerations of climate change and other environmental issues students are encouraged to reflect on broader issues of power and privilege as they relate to everyday life in Canada. This course includes readings by scholars of different nationalities, genders, ethnic and racial backgrounds. It also includes readings that almost exclusively focus on non-Western experiences of environmental change both in Canada and globally.
 - Students are encouraged to reflect on their own culturally situated understandings of environmental issues and to develop a nuanced understanding of how culture shapes global environmental discourses.
 - Students read articles and book chapters to learn about environmental issues from different perspectives. In addition, class discussion helps students to better understand the readings. The curriculum delivery focuses on discussion and analysis as guided by the instructor.
 - Assignments include storytelling, presentations, opinion pieces, and a research paper. These assignments can be modified to accommodate students with disabilities. The incorporation of collegiality and mutual aid as a form of assessment also ensures that students with disabilities are supported within the classroom even if they do not qualify for accommodations.
 - The contemporary environmental issue project has a number of checkpoints, so that students receive feedback throughout the semester. The class will also discuss each stage of the research process. The multiple components of the project break a large task into smaller parts over time, which can help students who struggle with executive functioning to complete the assignment.
 - All course materials are posted on Blackboard and accessible to students who use screen readers.
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.)
- There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Typical costs for the class are less than \$70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access.



Sociology/Anthropology Major Program Learning Outcomes

1. Use critical self-reflexivity to question the taken for granted aspects of everyday life from a broad range of perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociology and sociocultural anthropology
3. Demonstrate an understanding of the intricacies of cultural diversity and Indigenous knowledges, of the intricacies of the complex and shifting nature of culture and society, and the provisional status of knowledge, and of their implications for transformative social justice
4. Analyze both interpersonal and large-scale social phenomena, including how these interrelate with one another
5. Evaluate and employ a variety of methodological approaches to ethically examine key issues facing societies around the globe
6. Imagine and advance a social justice through engaged research

Anthropology Minor and Extended Minor Program Learning Outcomes

1. Use critical self-reflexivity to question the taken-for-granted aspects of everyday life from holistic, critically culturally relative, and cross-cultural perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociocultural anthropology
3. Demonstrate an appreciation of cultural diversity, Indigenous knowledges, decolonization, the complex and shifting nature of culture, and the provisional status of knowledge
4. Utilize analytical and critical skills to deconstruct cultural assumptions about the world
5. Employ ethnographic approaches, ethics, methods, and sensibilities in examining key issues facing societies around the globe
6. Meaningfully engage in civic and global questions to advance social justice and imagine alternative modes of living and being

Sociology Program Learning Outcomes

Students can demonstrate an understanding of and competence in relation to...

1. ...the discipline of sociology and can articulate its significance to contributing to our understanding of society and social change.
2. ...the role of theory in sociology and can apply theory to examine contemporary social issues.
3. ...the key components of qualitative and quantitative research designs, methodology, and methods in order to critically consume research/literature and can outline their role in advancing understanding of social issues.
4. ...key social science topics, including but not limited to: culture, social change, socialization, stratification, social structure, race/ethnicity, gender and sexuality, age, families, and class.
5. ...how social structures operate in various and complex ways at the micro, meso, and macro levels and the implications for transformative social justice.

6. ...the sociological imagination and can articulate the reciprocal relationship between individuals and society, including how this fits within their own lived experiences.
7. ...at least three specialty areas within sociology.
8. ...diversity in local and global contexts, both past and present, and the implications for creating an equitable and fair society.
9. ...a number of practical skills, including but not limited to: conducting a literature review and synthesizing academic literature; designing or conducting research using basic qualitative and quantitative data collection methods and analysis; applying principles of ethical practice; communicating findings in a social science style; applying critical thinking skills to contemporary social problems; and demonstrating effective verbal and written communication.
10. ...the interface between history and contemporary social problems, particularly in relation to Indigenous people in Canada and other minority groups.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
 REVISED COURSE IMPLEMENTATION DATE: September 2016
 COURSE TO BE REVIEWED (six years after UEC approval): January 2022
 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.

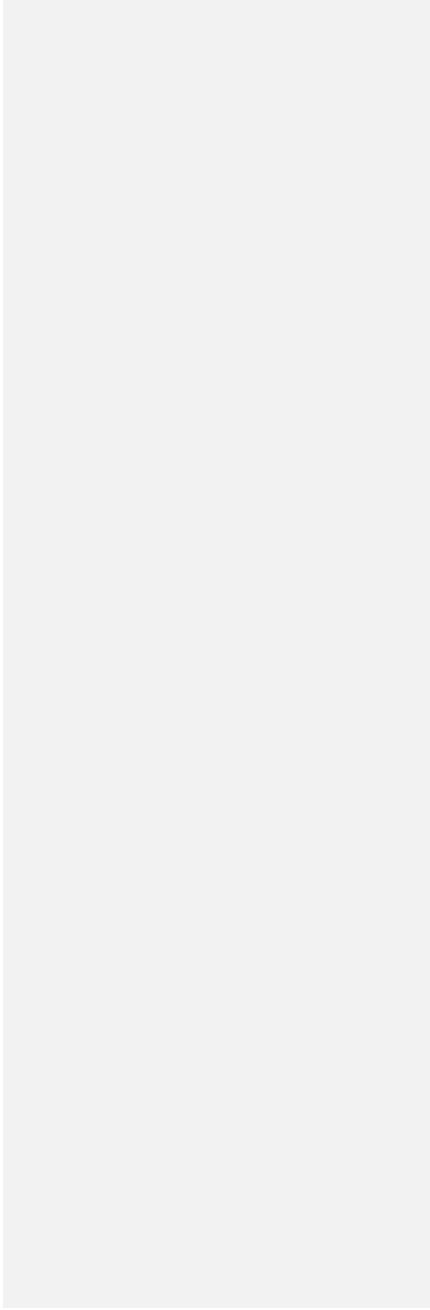
Course Code and Number: ANTH 368	Number of Credits: 4 Course credit policy (105)												
Course Full Title: Environment and Society Power, Inequality, and the Environment													
Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): Social, Cultural, and Media Studies School of Culture, Media, and Society												
Calendar Description: An examination of selected approaches to ecological and environmental issues, resource use, case studies of resource use conflicts, environmentalism, and the ways in which different cultures view the environment. Explores the roles culture and structure plays in shaping how people think about the environment and environmental destruction. Interrogates how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties. Focuses on how we—as scholars, citizens, and activists—can work to alter current environmental conditions in ways that foster social and ecological justice for all living beings.													
Note: Students with credit for SOC 368 cannot take this course for further credit In some iterations of this course, a mini-conference will be held outside of class time at the end of the semester.													
Note: This course is offered as ANTH 368 (formerly ANTH 468) and SOC 368 (formerly SOC 468). Students may only take one of these for credit.													
Prerequisites (or NONE):	45 university-level credits including one of ANTH 102 or SOC 101 or GEOG 140.												
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: SCMS 468, ANTH 468/SOC 468 Cross-listed with: SOC 368 SOC 368 Equivalent course(s): SOC 368 SOC 368 (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: click to select No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: click to select May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 25												
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>60 52 45</td> </tr> <tr> <td>Tutorials/workshops click to select</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>Total hours</td> <td>60</td> </tr> </table>	Lecture/seminar	60 52 45	Tutorials/workshops click to select	45	click to select		click to select		click to select		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	60 52 45												
Tutorials/workshops click to select	45												
click to select													
click to select													
click to select													
Total hours	60												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)												

Commented [MB1]: Shorten to 40-45 words.

Commented [MB2]: "Conference" was deleted in the recommended evaluation methods but it appears in the calendar description as a note.

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

Department approval	Date of meeting:	April 22, 2015 October 2023
Faculty Council approval	Date of meeting:	April 2015
Undergraduate Education Committee (UEC) approval	Date of meeting:	January 29, 2016



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. Critically reflect on their own culturally situated understandings of the environment and environmental issues
2. Evaluate critically the social and cultural contexts of environmental issues from anthropological perspectives
3. Investigate the blame narratives and solution stories animating particular environmental problems and reframe these stories using anthropological theories
4. Analyze some major environmental issues and suggest possible ways to work towards social and ecological justice from selected anthropological and sociological perspectives
5. Articulate environmental issues from a number of cultural perspectives
6. Communicate the complexity of Present-ideas on environmental issues-dilemmas to diverse audiences in a variety of situations and formats, including seminars, discussions, and written assignments
7. Apply academic writing skills to ecological, anthropological, and sociological topics and issues

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

Final exam: Project	35%	Assignments:	63%	Quizzes/tests: Holistic assessment:	20%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

- Assignments-30%
- Book Review-10%
- Presentation-10%
- Participation-10%

Assignments (30%) = Op-Eds x4 (20%) + Storytelling Assignment (10%)

Contemporary Environmental Issue Project (50%) = Prospectus (5%) + Annotated Bibliography (10%) + Paper Outline (5%) + Research Paper (20%) + Conference Presentation (10%)

Holistic Assessment (20%) = Collegiality (10%) + Self-Evaluation (10%)

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, discussions of assigned readings and audio-visual materials, student presentations, and guest lecturers

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/Online resource	Hannigan, J. Williams, Raymond	Williams, Raymond. 1985. "Nature." In <i>Keywords: A Vocabulary of Culture and Society</i>. 219–24. Oxford: Oxford University Press. <i>Environmental Sociology</i> 3/e, 1985 Routledge	2014 1985
2. Textbook/Online resource	Kepnina, H., Shoreman-Ouimet, E McKibben, Bill	McKibben, Bill. 2006. "Selections." In <i>The End of Nature</i>. 4–8, 47–58. New York: Random House Incorporated. <i>Environmental Anthropology Today</i>, Routledge	2014 2006
3. Textbook/Online resource	Mar, Tracey Banivanua Willow, A	Mar, Tracey Banivanua. 2010. "Carving Wilderness: Queensland's National Parks and the Unsettling of Emptied Lands, 1890–1910." In <i>Making Settler Colonial Space: Perspectives on Race, Place and Identity</i>, edited by Tracey Banivanua Mar and Penelope Edmonds, 73–94. London: Palgrave Macmillan UK. <i>Strong Hearts, Native Lands: Anti-Clearcutting Activism at Grassy Narrows First Nation</i>, University of Manitoba	2012 2010
4. [click to select]Article	——— Thorpe, Jocelyn	Thorpe, Jocelyn. 2008. "To Visit and to Cut Down: Tourism, Forestry, and the Social Construction of Nature in Twentieth-Century Northeastern Ontario." <i>Journal of the Canadian Historical Association / Revue de La Société Historique Du Canada</i> 19 (1): 331–57. ———	2008
5. [click to select]Online resource	——— Allen, Catherine J.	Allen, Catherine J. 2012. "Water, Stones, and Light: A Cosmology." In <i>The Hold Life Has: Coca and Cultural Identity in an Andean Community</i>, 22–48. Washington: Smithsonian Institution. ———	2012

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

n/a

Course Content and Topics

- Week 1 Introduction to the course
- Weeks 2-4 Socio-ecological approaches in anthropology and sociology
- Week 5 Globalization and social and economic inequality
- Week 6 The discourses of environmentalism and environmental issues
- Week 7 Indigenous peoples, cultural landscapes, and ecological paradigms
- Week 8 Mid-term exam and discussion of essay/project topics
- Week 9 Case study: discourses of environmental and Indigenous issues
- Week 10 Case study: discourses of environmental and Indigenous issues
- Week 11 Conservation and sustainability
- Week 12 Applying course concepts to current issues
- Week 13 Essay/project presentations and discussions
 - [The nature/culture story](#)
 - [Discourses of wilderness](#)
 - [Alternative imaginings of nature-culture](#)
 - [Political Ecology](#)
 - [Colonial encounters, imperial ecologies](#)
 - [Capitalism & commodification](#)
 - [Developmentalism & sustainability](#)
 - [Rethinking climate science](#)
 - [Indigenous politics & environmental issues](#)
 - [\(Over\)population & scarcity](#)
 - [Aliens & Natives](#)
 - [Conservation Parks](#)
 - [Community Showcase](#)



ORIGINAL COURSE IMPLEMENTATION DATE:
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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 368	Number of Credits: 4 Course credit policy (105)
Course Full Title: Environment and Society	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Social Sciences	Department (or program if no department): SCMS
Official Course Outline: This is a cross-listed course. Please refer to ANTH 368 for the official course outline.	
Calendar Description: <i>An examination of selected approaches to ecological and environmental issues, resource use, case studies of resource use conflicts, environmentalism, and the ways in which different cultures view the environment.</i> <i>Interrogates how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties. Focuses on how we—as scholars, citizens, and activists—can work to alter current environmental conditions in ways that foster social and ecological justice for all living beings.</i> <i>In some iterations of this course, a mini conference will be held outside of class time at the end of the semester.</i>	
Note: This course is offered as SOC 368 and ANTH 368 . Students may take only one of these for credit. Note: Students with credit for ANTH 468 or SOC 468 cannot take this course for further credit.	
Prerequisites (or NONE):	45 university-level credits including one of ANTH 102 or SOC 101, or GEOG 140
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: SOC 468 Cross-listed with: ANTH 368 Equivalent course(s): SOC or ANTH 468 <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: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Memo for Course Discontinuation

To: Linda Pardy, College of the Arts Curriculum Committee Chair

From: Nicola Mooney, Convenor, School of Social Justice and Global Stewardship

Date: November 1, 2023

Subject: Proposal for Discontinuation of IPK 207

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: **Over the years the faculty have found students are not prepared for the emotional content or the reflexive practice that this course requires. The faculty are recommending core elements of IPK 207 be incorporated into IPK 302. At first the faculty teaching IPK 207 thought about make IPK 207 and upper-level course, but upon review they noticed significant overlaps in learning outcomes between IPK 207 and IPK 302. Therefore, there is no reason to have two courses.**

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 \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
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 \(UNDRIP\)](#). **NA**

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
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. **NA**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**

Memo for Course Changes

To: CACC

From: (Lolehawk Buker and Deborah Alexander)

Date: Nov 2, 2023

Subject: Proposal for revision of IPK 102 Introduction to Indigenous Studies

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 is a six-year review update. New Indigenous faculty have been hired and they bring unique expertise that was not fully captured in the previous version.](#)

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 \(ILOs\)](#): [No](#)

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)? [The SoJust faculty and Shirley Hardman](#)

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 is a foundational learning opportunity for anyone wanting to understand or contribute to each of the above mentioned plans and policies. The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty.](#)

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

pedagogical practices used to deliver the course and 75% of the assessment methods draw from a wide variety of approaches to authentic and learner-guided practices.

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. [No changes in this area are being proposed.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [Aiming for OER or low cost materials. \\$50.](#)



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: IPK 102		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Introduction to Indigenous Studies Introduction to Indigenous Peoples Knowledge															
Course Short Title: Intro. to Indigenous Studies															
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies													
Calendar Description: This course will give sStudents are introduced to the basic foundation to understand the impacts of colonization and processes of decolonization vital to Indigenous resurgence and empowerment. Note: Students with credit for cannot take this course for further credit.															
Prerequisites (or NONE):		None													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> 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: No <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: Letter grades Delivery Mode: click to select May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</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>450</td> </tr> </table>		Lecture/seminar	15	Tutorials/workshops	30	[click to select]		[click to select]		[click to select]		Total hours	450	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. No	
Lecture/seminar	15														
Tutorials/workshops	30														
[click to select]															
[click to select]															
[click to select]															
Total hours	450														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Yes Submit outline for (re)articulation: click to select 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.)*
 (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 processes of colonization from the Indigenous perspective
- 2. Identify local First Nations, organizations and communities
- 3. Develop a decolonizing discourse
- 4. Begin to construct personal, political, economic, and social processes of decolonization
- 5. Critically analyze contemporary political and social relationships between Indigenous and non-Indigenous entities
- 6. Explore an area of interest (e.g., Indigenous women, children, land, environment, politics, governance etc.)

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

Final exam:	25%	Assignments:	35%	[click to select]	%
Project:	40%	[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.)*

Class lectures, guest speakers, attendance at local relevant events, research, readings, group work and discussions.

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] Indigenous knowledge	Battiste (ed) Chelsey Vowel	Reclaiming Indigenous Voice and Vision Indigenous Writers: A Guide for First Nations, Metis, and Inuit Issues in Canada	2016
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.)*

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

Course Content and Topics

- [Weeks 1-3:](#) Understanding Colonialism
- [Weeks 4-6:](#) Identifying Processes of Decolonization
- [Weeks 7-9:](#) Identifying strengths and impacts on local Indigenous nations and communities
- [Weeks 10-13:](#) Exploring specific topics of interest

Memo for Course Changes

To: CACC

From: (Dr. Lolahawk Buker and Deb Alexander)

Date: Nov 3, 2023

Subject: Proposal for revision of [IPK 202 Introduction to Indigenous Resurgence](#).

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: [These changes are being done as part the six-year review process and to incorporate the expertise of new Indigenous faculty.](#)

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 \(ILOs\)](#): [No](#)

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)? [SoJust faculty.](#)

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

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

course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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. [Nothing is changing from the original courses design.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50.00](#)



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: IPK 202		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Introduction to Indigenous Resurgence Course Short Title: Indigenous Resurgence															
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies													
Calendar Description: Students will be exposed to a examine the variety of ways in which Indigenous peoples around the world have resisted colonization, revitalized Indigenous knowledge, and shaped Indigenous identities in both the past and the present. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		IPK 102 or instructor's permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> 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: No <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: Letter grades Delivery Mode: click to select May be offered in multiple delivery modes Expected frequency: Annually 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>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</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>450</td> </tr> </table>		Lecture/seminar	25	Tutorials/workshops	20	[click to select]		[click to select]		[click to select]		Total hours	450	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: click to select Yes <i>(If yes, fill in transfer credit form.)</i>	
Lecture/seminar	25														
Tutorials/workshops	20														
[click to select]															
[click to select]															
[click to select]															
Total hours	450														
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.)*
 (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 various forms of Indigenous resistance, locally and ~~globally~~globally.
2. Explain processes of Indigenous revitalization and resurgence
- ~~3. Critically analyze and/or deconstruct past forms of resistance (for e.g., Constitutional Train, Idle No More, Red Power)~~
3. Explain Describe a variety of political movements both past and present that ~~did-were successful~~ or ~~did-not-succeed~~ failed in revitalization and/or resurgence (e.g., Constitutional Train, Idle No More, Red Power)
- 4.
5. Critically aAnalyze critically current efforts in resurgence pertinent to areas of own interest

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

Final exam:	25%	Assignments:	25%	[click to select]	%
Project:	50%	[click to select]	%	[click to select]	%

Details:

Projects = 50%

- Global Research Paper: 25%
- Local 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.)*

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]	J. Edward Chamberlin	If this is your land, Where are your Stories?/ Penguin Random House	2004
2. [click to select]	Leanne Simpson	Dancing on a Turtles Back/ ARP Books	2011
3. [click to select]	Audra Simpson	Mohawk Interruptus/ Duke University Press	2014
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

- [Weeks 1-3:](#) Exploring local processes of revitalization and resurgence
- [Weeks 4-7:](#) Exploring global processes of revitalization and resurgence
- [Weeks 7-10:](#) Critical analyze of and developments of contribution
- [Weeks 11-13:](#) Thinking critically of what works and what doesn't through student presentations

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker & Deborah Alexander)

Date: Nov 3, 2023

Subject: Proposal for revision of IPK 206 Sto:lo Communications and Worldview

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: Name Change

2. Rationale for change: [The course is being revised to create a more inclusive representation of Indigenous cultures in BC. It is also being revised to support the IS program revisions to the major and minor.](#)

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 \(ILOs\)](#): [No](#)

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)? [Shirley Hardman and Sto:lo and Salish Elders.](#)

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. The revisions also make this course more inclusive or various cultures living in the Fraser Valley.

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL](#), and well as [Sto:lo and Salish learning strategies](#) are incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

6. 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. [Class size is being increased to support/improve progression planning for students taking the IS major or minor](#)
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022
REVISED COURSE IMPLEMENTATION DATE: September 2022
COURSE TO BE REVIEWED (six years after UEC approval): February 2028
Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 206	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Stó:lō & Salish Communications and Worldview Course Short Title: Stó:lō Comm. and Worldview													
Faculty: Faculty of Social Sciences	Department (or program if no department): Indigenous Studies												
Calendar Description: Students will learn- explore Stó:lō and Salish cultural ethics and protocols while learning with and from the Stó:lō worldviews and Stó:lō ways of knowing. This will include Stó:lō learning styles and Stó:lō oratures. This includes an introduction to acquiring/interviewing, sharing, and the production of research as well as creative and artistic practices, daily and ceremonial life. The relationship between allyship, interactions with non-Indigenous, Indigenous and Stó:lō; stewardship, governance and traditional responsibilities and the Indigenous responsibility of "taking care of" our past and future generations is covered.													
Note: Field trips outside of class time will be required.													
Note: Students with credit for FNST 201 cannot take this course for further credit.													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: FNST 201 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 2436												
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td>45</td> </tr> </table>	Lecture/seminar	30	Experiential (cultural/elder learning or participation)	15							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. yes
Lecture/seminar	30												
Experiential (cultural/elder learning or participation)	15												
Total hours	45												
Transfer Credit (See													

<p>Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form.)</p>
<p>Department approval</p>	<p>Date of meeting: October 29, 2021</p>
<p>Faculty Council approval</p>	<p>Date of meeting: January 2022</p>
<p>Undergraduate Education Committee (UEC) approval</p>	<p>Date of meeting: February 25, 2022</p>

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. Describe-Compare the Stó:lō & Salish worldviews and ways it they differs from Western worldview.
- 4.2. Demonstrate the significance of the Halq'emeylem word, "tomiyeqw" in relationship to its relevance to all Indigenous and teaching worldviews.
- 2.3. Describe Stó:lō & Salish learning styles and differentiate those styles from non- Indigenous learning styles.
- 3.4. Describe Stó:lō & Salish oratures and ways of knowing.
- 4.5. Apply Stó:lō protocols while learning from oratures.
- 5.6. Demonstrate a rudimentary grasp and Use introductory ion-to-basic Halq'emeylem language.
6. Produce a portfolio of Stó:lō stories.
7. Develop first steps in Practice presenting Stó:lō ways of knowing in respectful and responsible ways.
8. Practice being respectful towards 8. Use Stó:lō & Salish communication protocols respectfully and ways of knowing.

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

Project:	4940%	Final exam:	25%
Assignments:	4560%	Quizzes/tests:	20%

Details: Projects and Assignments include: micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections, etc.

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	Archibald, Jo-ann	Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit	2008
2. Textbook	Hampton, Eber Christine Elsey	Towards a Redefinition of Indigenous Education in First Nations Education in Canada: The Circle Unfolds. Battiste, Marie, Barman, Jean (editors) The Poetics of Land & Identity among British Columbia Indigenous Peoples	1995 2013
3. Article	Little Bear, Leroy	Jagged Worldviews Colliding in Battiste, Marie (ed.). Reclaiming Indigenous Voice and Vision	2000
4. Article	Verna Kirkness, Danny Moonhawk Alford, Ethel Gardner Maracle, L.	Various Language Revitalization articles Memory Serves: Oratories NeWest Publishers	2015

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

Primary and Secondary resources from Stó:lō Research and Resource Management Centre (materials such as digital recordings of land teachings from Elders, Songs and Stories, and Stó:lō Shxweli website for videos, songs, audio recordings and stories <https://stoloshxweli.org/>)

- Stó:lō and Salish Films, Documentaries, Podcasts, Articles, Books

Course Content and Topics

Week:

- Introductions, course syllabus, introduction to Stó:lō
- Introduction to Stó:lō worldview and Halq'emeylem
- Defining Indigenous Education and worldview
- Learning to work with story
- Stó:lō Oratures
- Stó:lō Oratures
- Halq'emeylem and Stó:lō ways of knowing
- Colonial Impacts on oratures
- Storywork and Protocol
- Learning to Learn from Elders

- ~~Student application~~
- ~~Student application~~
- ~~Wrap up~~

- Introduction to Stó:lō and Salish worldview
- Defining common values of indigenous education: respect, relationship, reciprocity, responsibility, and reverence as traditional and lived experience.
- Indigenous Storytelling as a way of knowing and transformative learning
- Stó:lō Oratures and Salish Oratures: How indigenous language carries knowledge and story shapes ways of understanding
- Colonial Impacts on oratures and decolonizing practices
- Storywork and Protocol
- Learning to Learn from Elders: Elders voices bring forward agency as lived experience and cultural wisdom

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of [IPK 277 Indigenous Art: Stories and Protocols](#)

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: [Course is being revised during the six-year review process and to support the IS major and minor program revision.](#)

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 \(ILOs\)](#): [No](#)

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)? [SoJust and SOCA faculty](#)

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$100.](#)



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: IPK 277		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Indigenous Art: Stories and Protocols Course Short Title: Indigenous Art															
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies													
Calendar Description: With a focus on B.C., learners will make connections within explore the evolution of Indigenous art and stories, from precontact protocols and practice through to contemporary applications. Students will be able to describe and discuss examine the effects of teachings, colonial impacts, contemporary revivals, and their personal "gift" as an artist/creator. Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		None, IPK 102 or VA 140, AH 204													
Corequisites (if applicable, or 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: click to select No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: click to select May be offered in multiple delivery modes Expected frequency: Annually Every other year Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. — NO													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</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	15	Tutorials/workshops	30	[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: No (If yes, fill in transfer credit form .)	
Lecture/seminar	15														
Tutorials/workshops	30														
[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.)*
 (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 pre-contact art forms and recognize artistic transformations after contact
- 2. Describe how the past links with the present in artistic designs and practices
- 3. Identify art, in its diverse and multiple forms as a dynamic phenomenon (e.g. Indigenous, music, performance, writing, artworks)
- 4. Describe cultural dimensions of Indigenous art
- 5. Analyze and critique their role as-of artists/creators in the transitive nature of art
- 6. Connect Indigenous knowledge, ways of knowing and their impact on current art practices
- ~~Demonstrate knowledge of ways to broaden individual vision to be able to contribute in their field of expertise~~
- ~~Demonstrate knowledge in Indigenous art history, particularly in BC~~
- 7. Articulate present and future challenges for Indigenous art and artists producing Indigenous art

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

Holistic assessment:	55%	[click to select]	%	[click to select]	%
Project:	45%	[click to select]	%	[click to select]	%

Details:

Holistic Assessment includes:

~~Participation and engagement 10%~~

~~Artist Project 10%~~

Teach-back 25%

Course reflection and self-evaluation 20%

Project includes:

Presentation 20%

Term project 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.)*

Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, presentations and audio visual materials.

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
[click to select] Indigenous knowledge	Cardinal, D. & J. Armstrong	The Native Creative Process: A Collaborative Discourse	1991
[click to select] Indigenous knowledge	— MK Reid	Bill Reid and the Haida Canoe	<u>2011</u>
[click to select] Indigenous knowledge	— Chief Janice George	— Coast Salish Weaving	<u>2008</u>
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

- ~~Weeks 1 & 2:~~ Pre-contact art forms and post contact transformations
- ~~Week 3-5:~~ Linking past to contemporary art practices
- ~~Weeks 6-9:~~ Cultural dimensions, traditional knowledges, Indigenous art in all art forms, Indigenous art history in BC

- [Weeks 10-13:](#) Self-reflection and definition, present and future challenges for Indigenous art production

Memo for Course Changes

To: CACC

From: Dr Lolehawk Buker and Deborah Alexander

Date: Nov 5, 2023

Subject: Proposal for revision of [IPK 302 Residential Schools, Colonial Trauma, and Indigenous Resilience](#)

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: [IPK 207 Residential Schools](#) is being discontinued and integrated in [IPK 302](#). Over the past several years faculty teaching [IPK 207](#) have found students do not have enough historical awareness of residential schools to move through the learning outcomes productively. The course content requires some previous academic experience to ensure students are prepared for the reflexive work this course requires. When considering moving [IPK 207](#) to a third-year course it was discovered there was overlap in various content areas with [IPK 302](#). Therefore, the faculty are recommending the two courses be moulded into one course.

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 \(ILOs\)](#): No substantial change – just more explicit learning outcomes to the course content and expectations.

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)? None – other than the IS faculty and Shirley Hardman

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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. [Credit value is being reduced to align with enrolment planning for the IS major and minor. The class size is being reduced to provide more support for the faculty and students as they engage with content is emotional and sensitive.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)



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: IPK 302		Number of Credits: 4-3 Course credit policy (105)													
Course Full Title: <u>Residential Schools</u> , Colonial Trauma and Indigenous Resilience															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: <u>Faculty of Humanities</u> <u>Faculty of Social Sciences</u>		Department (or program if no department): Indigenous Studies													
Calendar Description: Explores the pervasive impact that trauma can have upon human lives. Grounded in Indigenous principles of health and well-being, students will learn strength-based, culturally-relevant interventions that recognize how experiences of trauma and healing are shaped by the interlocking impacts of <u>residential schools and colonial trauma, colonization, age, gender, sexuality, and ability.</u> Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		45 university-level credits including IPK 202 and one other IPK course, 6 credits from the following: any IPK courses, FNST 102, FNST 201, FNST 202, or HIST 396O.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) 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: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: [click to select] Expected frequency: Annually Maximum enrolment (for information only): 3628													
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>3025</td> </tr> <tr> <td>Tutorials/workshops</td> <td>1520</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</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>6045</td> </tr> </table>		Lecture/seminar	3025	Tutorials/workshops	1520	Supervised laboratory hours (computer lab)	15	[click to select]		[click to select]		Total hours	6045	Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: No Submit outline for (re)articulation: Yes (<i>If yes, fill in transfer credit form.</i>)	
Lecture/seminar	3025														
Tutorials/workshops	1520														
Supervised laboratory hours (computer lab)	15														
[click to select]															
[click to select]															
Total hours	6045														
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. Analyze the social, political, and cultural impacts of colonialism on the health of Indigenous peoples. (e.g., Residential School, the 60's Scope, Missing Women)
2. Identify the impacts of trauma experienced across the life span of Indigenous individuals, families, and communities.
3. Explore the role of Indigenous cultural healing in trauma recovery.
4. Reflect on contemporary resurgence on movements of empowerment and decolonization.
5. _____
6. Identify some strategies for ways in which Xwela ye totelo:met gas ye slilekwel (reconciliation) may be achieved.
 - ~~Analyze the social, political, and cultural impacts of colonialism on the health of Indigenous peoples.~~
 - ~~Describe colonial, historical, and intergenerational trauma as it relates to Indigenous peoples.~~
 - ~~Identify the impacts of trauma experienced across the life span of Indigenous individuals, families, and communities.~~
 - ~~Investigate the role of Indigenous cultural healing in trauma recovery.~~
 - ~~Design and apply a strengths-based practice framework that promotes a positive and supportive approach to trauma recovery in collaboration with the individual, family and community.~~
 - ~~Demonstrate self-awareness about the impact of working with survivors of trauma.~~
 - ~~Develop self-care strategies and resources that will prevent vicarious trauma.~~

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

Final exam:-	25%	Assignments:	60%	[click to select]	%
Quizzes/tests:	15%	[click to select]Project:	40%	[click to select]	%

Details:

Assignments and Projects may include: Reflections, Case Studies, inquiry paper, presentation, podcast, circle work, round table, teach back, exams

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.)

Guest lecturers, elders, presentations, online instruction.

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]	Chansonneuve, D.	<i>Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People.</i> Aboriginal Healing Foundation	2005
2. [click to select]	Menzies, P.	Understanding Aboriginal Intergenerational Trauma from a Social Work Perspective. <i>Canadian Journal of Native Studies</i> , 29, 2, 367-392	2007
3. [click to select]	Baskyn, C.	Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Healing Professions. Canadian Scholars' Press Inc.	2016
4. [click to select]	Method, S.	Legacy: Trauma, Story, and Indigenous Healing. ECW Press	2019
5. [click to select]	Linklater, R.	Decolonizing Trauma Work: Indigenous Stories and Strategies. Fernwood	2014
	<u>Craft, A. et al</u>	<u>Indigenous Resurgence in an Age of Reconciliation. U of T. Press</u>	<u>2023</u>

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

- The social, cultural, political and historical contexts of Indigenous people in Canada
- Contributing factors to trauma, including colonization and systemic racism

- Resurgence, self-care, and truth telling
- Signs and symptoms of trauma (including historical and/or residential school trauma) in children, youth, and adults
- Understanding the brain's response to trauma
- The centrality of attachment and relationship to complex trauma
- Trauma Informed practice
- Resiliency and post traumatic growth
- Indigenous healing practices and the role of community in healing
- The role of community in healing
- Relational, somatic and strength-based strategies that foster safety, stabilization and resiliency
- The impact of vicarious trauma
- Self-care

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker & Deborah Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 332: Indigenous Governance and Leadership

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: [Part of six-year review and to support IS major and minor programs changes.](#)

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 \(ILOs\)](#): [No](#)

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)? [Sojust faculty](#)

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 course is designed by [Indigenous faculty](#), in consultation with Elders, and will be taught by [Indigenous faculty](#). It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)

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. [Credit value is being lower to 3 to support the IS major and minor program revision and to improve access to the course, program planning and enrolment planning.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50.](#)



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: IPK 332		Number of Credits: 4-3 Course credit policy (105)	
Course Full Title: Indigenous Governance and Leadership			
Course Short Title: Indigenous Governance			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies	
Calendar Description:			
Students will acquire the ability to explain and discuss examine effective Indigenous governing principles and gain insight into Indigenous leadership along with an enhanced awareness and understanding of exploring Indigenous histories, realities, and challenges.			
Note: Students with credit for IPK 132 cannot take this course for further credit.			
Prerequisites (or NONE):		IPK 331 or 15 credits of IPK or FNST .	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number: IPK 132		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	425	Delivery Mode: [click to select] May be offered in multiple delivery modes	
Tutorials/workshops	310	Expected frequency: Annually Every other year	
Experiential (cultural/elder learning or participation)	150	Maximum enrolment (for information only): 36	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course. PLAR is available for this course.	
Total hours	6045	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: [click to select]	
		<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.) (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 a variety of leadership **skills-attributes**(vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to **Indigenous** "core values"
- 2. **Identify Indigenous (with a focus on Sto:lo and Salish)** approaches to leadership
- 3. **Critically analyze** relationship-building strategies within various levels of governments.
- 4. Compare Indigenous governing principles with Indian Act and non-Indigenous governing principles
- 5. Apply Indigenous governance **concepts** to contemporary issue(s)
- 6. **Demonstrate the** role of self-care in leadership and good **governance/leadership.**
- 6. Explain good governance according to Indigenous worldview(s)

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

Portfolio:	25%	Project:	20%	[click to select]	%
Holistic assessment:	35%	Quizzes/tests:	25%	[click to select]	%

Details:

Holistic Assessment includes:

- Teach-back 25%
- Participation 10%

Project = Presentation

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]Other	B. Mussell	A-Gathering-of-Wisdoms: Tribal Mental Health: A Cultural Perspective: Swinomish Tribal Mental Health	
2.	<p>Courspack to include the following: Assigned Readings available as OER, UFV library, and online access. Battiste, M. Ed., (2000) Reclaiming Indigenous Voice and Vision. Boldt, M. (1993). Surviving as Indians: The Challenge of Self-Government. Alfred, T. (2005). Wasase: Indigenous pathways of action and freedom. Alfred, T. & J. Cornthassel. (2005). "Being Indigenous: Resurgences against Contemporary Colonialism." Government and Opposition, Politics of Identity Series #9. Miller, J.R. (2000). Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada. (3rd. ed) Ottmann, J. (2005) Aboriginal Leadership and Management: First Nations Leadership Development. Crow Chief, R. (2008). First Nation Leadership Practices and Tools for Success. INAC. (2003). First Nations Governance Handbook. Tengan, T. (2008) Native Men Remade: Gender and Nation in Contemporary Hawai'i. Green, J. Ed., (2007). Making Space for Indigenous Feminism. Helin, C. (2006). Dances with Dependency. Kirkess, V. J. Ed. (1994). Khot-la-cha: the Autobiography of Chief Simon Baker</p>		
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

- [Weeks 1 & 2:](#) Cultural dimensions and Disruptive Forces
- [Weeks 3-5:](#) Introduction to Leadership--Relationship Building and Social Development
- [Weeks 6-7:](#) Self-Care and Self Governance

- [Weeks 8-9:](#) Identifying Indigenous governing principles and good governance
 - [Weeks 10-12:](#) All My Relations, My Leadership Skills, Style and Vision, Sharing portfolios
- Week 13: Closing Circle

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of [IPK 344 Indigenous Research Methodologies](#).

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: [removing cross listing with ANTH and SOC](#)

2. Rationale for change: [This course has been cross listed with ANTH and SOC and has been offered by ANTH and SOC faculty. The classes typically have IS, ANTH, and SOC students in the class. While each discipline covers Indigenous methodologies they do so from an ANTH or SOC lens. This approach worked when the IS program was first designed because there were not enough Indigenous faculty or students to support a stand along methods course. However, that has changed. To better support the IS major and minor the Indigenous faculty recommend a methods course that is explicit to Indigenous research methods and therefore would appreciate removing the cross listing.](#)

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 changes are not substantial but it is worth noting that the revisions have a stronger Indigenous focus as opposed to a social science approach.](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [ANTH and SOC both included this course as an option in their programs. Both areas are welcome for include IPK 344 as an option.](#)

5. Which program areas have been consulted about the change(s)? [SCMS](#)

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. In addition, these revisions are not explicit to Indigenous methods.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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. [Class size and credit value are being revised to improve enrolment planning and student access to the course for timely completion of the IS major.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$100.](#)



ORIGINAL COURSE IMPLEMENTATION DATE: January 2013
 REVISED COURSE IMPLEMENTATION DATE: January 2018
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2018
 Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: IPK 344		Number of Credits: 4.3 Course credit policy (105)																	
Course Full Title: Indigenous Research Methodologies Research in Action: Indigenous Ways of Knowing																			
Course Short Title (if title exceeds 30 characters): Research in Act; Indigenous Methodologies																			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies																	
Calendar Description: Students will examine the complexity of how Indigenous research including frameworks while identifying differences in Indigenous and historically western methodologies, practices, and protocols contribute to meaning making and knowledge sharing. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy ethics to summarize, evaluate, and critique learning into their own research. Note: This course will include field trips. Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.																			
Prerequisites (or NONE):		45 university-level credits including two of the following: IPK 100, IPK 101, IPK 202, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.																	
Corequisites (if applicable, or NONE):																			
Pre/corequisites (if applicable, or NONE):																			
Equivalent Courses (cannot be taken for additional credit) Former course code/number: IPK 444/ANTH 444/SOC 444 Cross-listed with: ANTH 344/SOC 344 Equivalent course(s): ANTH 344/SOC 344 Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 60 Typical structure of instructional hours:		Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit Note: The specific topic will be recorded when offered.																	
<table border="1"> <tr><td>Lecture hours</td><td>3925</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>4210</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Longhouse & Elders</td><td>910</td></tr> <tr><td>Total</td><td>6045</td></tr> </table>		Lecture hours	3925	Seminars/tutorials/workshops	4210	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Longhouse & Elders	910	Total	6045	Maximum enrolment (for information only): 28/36 Expected frequency of course offerings (every semester, annually, every other year, etc.): Bi-annually	
Lecture hours	3925																		
Seminars/tutorials/workshops	4210																		
Laboratory hours																			
Field experience hours																			
Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours: Longhouse & Elders	910																		
Total	6045																		
Department / Program Head or Director: (Chair, PWG) Wenona Victor		Date approved: November 2016																	
Faculty Council approval		Date approved: December 9, 2016																	
Campus-Wide Consultation (CWC)		Date of posting: March 10, 2017																	
Dean/Associate VP: Jacqueline Nolte		Date approved: December 9, 2016																	
Undergraduate Education Committee (UEC) approval		Date of meeting: March 24, 2017																	

Learning Outcomes

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

- ~~1. Describe Indigenous research a number of methods and techniques, appropriate to doing research from an Indigenous perspective~~
- 2. Articulate the ethical aspects of research as related to Indigenous peoples
 - ~~3. Compare Indigenous and Articulate the tensions that exist within Western approaches to research and knowledge sharing discourse as Indigenous peoples and academic researchers (and others) seek to re-evaluate traditional knowledge~~
 - 4. ~~Generate research topics and questions through the lens of Indigenous inquiry and empowerment.~~
- ~~Evaluate the historically contentious relationship between research and Indigenous Peoples and how this affects research projects today~~
- ~~Demonstrate research practices that will contribute to the empowerment of Indigenous Peoples~~
- ~~5. Evaluate the quality and effectiveness of a variety of Indigenous research methods~~
- ~~6. Apply the FIVE Rs (i.e., relationship, respect, relevance, responsibility, and reciprocity) to making research actionable~~
- ~~Describe the "Power of Place" with meaningful links to "homeland" in Indigenous identities, and ways to incorporate this into how research is done~~
- 7. Present a minimum of three different Indigenous research methods and knowledge sharing practices.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, seminar, presentations, and field trips

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

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

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Basso, Keith Quinless, J.	Wisdom Sits in Place: Landscape and Language Among the Western Apache	<input checked="" type="checkbox"/>	Albuquerque University of New Mexico	1996
2. Brown, Leslie and Susan Strega	Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches	<input checked="" type="checkbox"/>	Toronto: Canadian Scholar Press	2005
3. Denzin, Norman K., Yvonna S. Lincoln, Linda Tuhiwai Smith, Linda Tuhiwai Smith, Wilson, S.	Handbook of Critical and Indigenous Methodologies	<input checked="" type="checkbox"/>	Los Angeles: SAGE	2008
4. Kovach, Margaret	Indigenous Methodologies: Characteristics, Conversations, and Contexts	<input checked="" type="checkbox"/>	Toronto: U of T	2009
5. Smith, Linda T.	Decolonizing Methodologies: Research and Indigenous Peoples	<input checked="" type="checkbox"/>	New York: Zed Books	1999
6. Kuokkanen, Rauna J., Simson, Li	Reshaping the University: Responsibility, Indigenous Epistemologies, and the Logic of the Gift		Vancouver, UBC	2007
7. Wilson, Angela W. and Michael Yellow Bird	For Indigenous Eyes Only: A Decolonization Handbook		Arbeiter Ring Publishing	2011
			Sante Fe: School of American Research	2005

Commented [LP1]: We need to update this.

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments-(short-essay): 340%	Midterm exam:	%	Practicum:	%	
Quizzes/tests:	%	Lab Work:	%	Field experience:	%	Shop Work:	%
Participation:	40%	In-class exercises	Projects: 340%	Proposal presentation:	320%	Total:	100%

Details (if necessary):

Assignments:

- [podcasts](#)
- [story telling](#)
- [demonstrations](#)
- [photo essays](#)

Projects:

- [round table](#)
- [reading lead](#)
- [knowledge sharing](#)

Typical Course Content and Topics

- [Week 1:-](#) Introduction: Colonialism and research
- [Weeks 2-3:-](#) [Longhouse experience \(local Stó:lō context and epistemology\)](#), [Cultural experiences](#)
- [Weeks 4-5:-](#) Cross-cultural perceptions and [sensitivities worldview](#)
- [Weeks 6-7:-](#) Decolonizing methodologies & [data](#), counter-colonial research
- [Week 8:-](#) Storytelling, oral traditions, the "power of place"
- [Week 9:-](#) Protocols and principles: Respect, Relevance, Reverence, and Reciprocity
- [Week 10:-](#) OCAP, Social Justice and the Tri-partite Policy Agreements
- [Weeks 11-12:-](#) Contemporary models for success
- [Week 13:-](#) Examining our own practices

From: [Chantelle Marlor](#)
To: [Tara Kaszonyi](#)
Cc: [Linda Pardy](#)
Subject: Re: IPK 344 Update
Date: November 6, 2023 1:33:33 PM

Hi Tara,

This email is to confirm that both SOC and ANTH have agreed to remove their cross-listing from IPK 344.

Please let me know if you need anything more from me.

Sincerely,
Chantelle

Get [Outlook for Android](#)

From: Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>
Sent: Monday, November 6, 2023 1:21:07 PM
To: Chantelle Marlor <Chantelle.Marlor@ufv.ca>
Cc: Linda Pardy <Linda.Pardy@ufv.ca>
Subject: RE: IPK 344 Update

Hi Chantelle

Linda let me know that both ANTH and SOC have agreed with the removal of this cross-list.

Would be willing to send me a quick email confirming, so I can include it with the CACC package?

Thank you,

Tara Kaszonyi

Curriculum & Student Systems Strategist, College of Arts

[University of the Fraser Valley](#)

P: 604-504-7441 ext. 6351

Tara.Kaszonyi@ufv.ca

From: Linda Pardy <Linda.Pardy@ufv.ca>
Sent: Thursday, November 2, 2023 9:23 PM
To: Chantelle Marlor <Chantelle.Marlor@ufv.ca>
Cc: Dr. Lolehawk Laura Buker <LolehawkLaura.Buker@ufv.ca>; Deborah Alexander <Deborah.Alexander@ufv.ca>; Nicola Campbell <Nicola.Campbell@ufv.ca>; Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>
Subject: IPK 344 Update

Hi Chantelle the IS faculty have been working to make significant revisions to their major and minor. In general they are aligning their major and minor to use the same format as other majors/minor in the BA. Currently IS exceeds the standard number of credits required for a major/minor and their program design reduces credits and makes IPK courses the focus. I have attached an overview of the program changes FYI.

The IS faculty have revised IPK 344 to meet the needs of Indigenous communities and students, and to ensure the students in the major have an Indigenous faculty member teach the research course. As a result we would like your permission to remove the cross listing.

ANTH or SOC students are welcome to take the course. Academic Advising will be instructed to advise IS students wanting to go to grad school in a social science field to take ANTH/SOC 255, ANTH/SOC 355, 356 etc.

The faculty are still doing some edits to course but the attached outline is close. We would appreciate your feedback.

I am aware your group might not find this a quick discussion, so we are going to move ahead with the program change and other course changes at the Nov CACC meeting, but hold IPK 344 back until the Dec agenda to give you some time. However, if this happens to be a quick conversation and we can remove the cross listing please let me know by Tuesday morning Nov 7th. and we will include IPK 344 with the other materials.

Let me know if you have any questions.

Linda



ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval):
 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: ANTH 344	Number of Credits: 4 Course credit policy (105)
Course Full Title: Indigenous Research Methodologies	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Social Sciences	Department (or program if no department): Indigenous Studies
Official Course Outline: This is a cross-listed course. Please refer to IPK 344 for the official course outline.	
Calendar Description: Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research. Note: This course will include field trips. Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.	
Prerequisites (or NONE):	45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: IPK 444/ANTH 444/SOC 444 Cross-listed with: IPK 344/SOC 344 Equivalent course(s): IPK 344/SOC 344 <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: Yes Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Cross-Listed/Removed/Discontinue



ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval):
 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 344	Number of Credits: 4 Course credit policy (105)
Course Full Title: Indigenous Research Methodologies Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Social Sciences	Department (or program if no department): Indigenous Studies
Official Course Outline: This is a cross-listed course. Please refer to 344 for the official course outline.	
Calendar Description: Students will examine the complexity of Indigenous research frameworks while identifying differences in Indigenous and historically western methodologies. Students will connect and incorporate Indigenous philosophies, knowledge, identity, and policy learning into their own research. Note: This course will include field trips. Note: This course is offered as IPK 344 (formerly IPK 444), ANTH 344 (formerly ANTH 444), and SOC 344 (formerly SOC 444). Students may take only one of these for credit.	
Prerequisites (or NONE):	45 university-level credits including two of the following: IPK 100, IPK 101, IPK 201, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: IPK 444/ANTH 444/SOC 444 Cross-listed with: IPK 344/ANTH 344 Equivalent course(s): IPK 344/ANTH 344 <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: Yes Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved:
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Cross-Listed/Removed/Discontinue

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 386 Indigenous Worldviews of Turtle Island

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: [Six-year review and alignment to the IS major and minor revisions.](#)

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 \(ILOs\)](#): [No](#)

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)? [None](#)

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 \(UNDRIP\)](#). The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)

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. [N/A](#))
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)



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: IPK 386		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Indigenous Worldviews, of Turtle Island and Perspectives Through Storytelling			
Course Short Title: Indigenous Worldviews			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies major/minor	
Calendar Description:			
An exploration of the philosophies of the knowledge holders of Turtle Island and their connection to Indigenous peoples worldwide. Students will develop understanding and appreciation for the validity and relevance of the alternative perspective of Indigenous philosophies and the modern world.			
<u>An exploration of Indigenous peoples' philosophies of North America. Students develop an understanding and appreciation for how worldview and perspectives are essential for understanding the historical, cultural, and environmental stewardship expressed by Indigenous peoples. These values are expressed and taught through stories, songs, protocols, and land practices.</u>			
Note: Students with credit for IPK 486 cannot take this course for further credit.			
Prerequisites (or NONE):		45 university-level credits <u>including IPK 102 and IPK 202</u>	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number: IPK 486		Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with:		Directed Study course: No <i>(See policy 207 for more information.)</i>	
Equivalent course(s):		Grading System: Letter grades	
<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>		Delivery Mode: [click to select] May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: [click to select] Every other year	
Lecture/seminar	30	Maximum enrolment (for information only): — 36	
Tutorials/workshops	15	Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
[click to select]		NO	
[click to select]		Transfer Credit (See bctransferguide.ca .)	
Total hours	45	Transfer credit already exists: Yes	
Scheduled Laboratory Hours		Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			

[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 *(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 the key topics and questions of Indigenous philosophies of Turtle Island~~
- ~~2. Analyze the ontological, ethical, political, epistemological, and meta-philosophical issues raised within the context of Indigenous world views~~
- ~~3. Critically analyze the interplay between students' own culture/world experiences and the teachings of Indigenous peoples~~
- ~~4. Research contemporary Indigenous Philosophers and summarize their contributions to the canon~~
- ~~5. Demonstrate critical thinking in class discussions and group assignments~~
- ~~6. Deliver presentations skills that include a critical analysis of an Indigenous worldview~~
- ~~7. Demonstrate skills in working collaboratively with differing worldviews~~
1. Describe how Indigenous worldview is understood through stories of long ago as told in Stó:lō narratives, Salish Sea cosmologies, and other indigenous nations throughout North America.
2. Reflect on how Indigenous worldviews are informing current movements in social justice, the environment and land stewardship, health and wellness, climate crisis, education, and self-governing policy initiatives.
3. Analyze how indigenous worldview values reciprocity between humans and the land and how this perspective informs reconciliation actions.
4. Explore the intersections of indigenous stories, indigenous science, and cultural protocols and how these perspectives complement and enrich an understanding of worldview.
5. Reflect on the meaning of learning and unlearning, and in the process come to a place of appreciation for indigenous voice raised within indigenous worldview narratives and oral histories.
6. Research Indigenous knowledge keepers, language champions, cultural leaders and summarize their contributions and legacies towards a greater reconciliation in all sectors of our society.
7. _____

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

Final exam:	30%	Assignments:	45%60%	[click to select]	%
Project:	25%40%	[click to select]	%	[click to select]	%

Details:

Assignments include: Projects and Assignments include: micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections.

Group work 20%

Participation 10% (Participation based upon students ability to engage in class discussions by either responding to student questions or asking questions that are based upon course readings.)

Other assignments 15%

Project = worldview presentation

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.)*

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lectures.

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] Indigenous knowledge	Kawagley, O. Waxaid, Cecil Paul & Penn, B	A Yupiaq Worldview: A Pathway to Ecology and Spirit. Waveland-Press Stories from the Magic Canoe , Rocky Mt Books	1995 2019
2. [click to select] Indigenous knowledge	Baker, S. and Kirkness, N. Kimmerer, Robin .	Khot-la-cha: An Autobiography of Chief Simon Baker. Douglas and McIntyre Braiding Sweetgrass , Milkweed Editions	1994 2015
3. [click to select] Indigenous knowledge	Miller, B.	Be of Good Mind: Essays on the Coast Salish. UBC Press Podcasts, Documentaries, Articles, Audio Recordings, example: Inhabitants: Indigenous Perspectives on Restoring Our World	2007 2015
4. [click to select] Indigenous knowledge	Vine, D. Lancet ,	God is Red: A Native View of Religion. North America Press The Determinants of Planetary Health: An Indigenous Consensus Perspective	1994 2022
5. [click to select]	Waters, A.	American-Indian Thought. Blackwell	2004
	Warrior, R.	Tribal Secrets: Recovering American-Indian Intellectual Traditions. Minneapolis: U of M Press	1995
	Fixico, D.	The American-Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge. Routledge	2003
	Turner, D.	This is Not a Peace Pipe: Towards a Critical-Indigenous Philosophy. University of Toronto Press	2006
	Churchill, W.	Marxism and Native Americans. Boston: South End Press	1984

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

(Use this section for supplies and materials for all sections of this course.) [Podcast: Restoring Connection, Gaining Wisdom and Localizing Justice Movements \(prioritizing the voices of Indigenous leaders, as well as Indigenous-led organizations and initiatives, that are working to achieve environmental and social justice within their own communities and throughout the world\).](#) (October 2020)

Course Content and Topics

- [Week 1:](#) Introduction to Indigenous (North American) Philosophies
- [Week 2:](#) What is Indigenous Philosophy (Who Defines It?)
- [Weeks 3-4:](#) Representations and Stereotypes (Otherness & Differences)
- [Weeks 5-6:](#) Ancestral Sources of Philosophical Thought (Origins, Cosmology, Power)
- [Weeks 7-9:](#) Indigenous knowledges, Epistemology, and Pedagogies
- [Week 10:](#) Indigenous Philosophy & Personal Practice (Ethics, Preservation & maintenance of Indigenous Teachings)
- [Week 11-13:](#) Contemporary Indigenous (North American Philosophers)

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 401 Indigenous Worldview and Spirituality

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: [Part of six-year review and alignment for the revisions to the IS major and minor.](#)

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 \(ILOs\)](#): **NO**

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)? **None**

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 \(UNDRIP\)](#). The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

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

course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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. Credits are being reduced to 3 to support enrolment planning and student progression through the program.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50



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: IPK 401		Number of Credits: 4 Course credit policy (105)	
Course Full Title: Indigenous Worldviews and Spirituality			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies	
Calendar Description:			
This course explores the ways in which Students example ways Indigenous spirituality differs from Western religions practices and the impact of this on Indigenous and non-Indigenous worldviews, and ways of understanding and relating in the world. Coursework will be based on experiential learning and mandatory fieldwork.			
<u>Note: This course will require experiential or fieldwork.</u>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		45 university-level credits including 6 IPK credits two of the following: IPK 100, IPK 101, IPK 202, IPK 277, IPK 331, IPK 332, FNST 102, FNST 201, or FNST 202.	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s):		Directed Study course: [click to select]	
(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.)		(See policy 207 for more information.)	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	2025	Delivery Mode: [click to select]	
Tutorials/workshops	20	Expected frequency: [click to select] Twice per year	
Experiential (work-integrated learning)	20	Maximum enrolment (for information only): 36	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course. PLAR cannot be awarded for this course because:	
Total hours	045	Transfer Credit (See bctransferguide.ca .)	
Scheduled Laboratory Hours		Transfer credit already exists: NoYes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		(If yes, fill in transfer credit form .)	
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. Analyze differing ~~Worldviews~~ worldviews and their relation to ontology, axiology, epistemology, and spiritual beliefs
- 2. ~~Critically reflect upon experiential~~ Describe ways in which Indigenous spiritual beliefs shape relations with the animate world
- ~~Identify and describe an Indigenous Worldview including its ontology, axiology, epistemology and spiritual beliefs~~
- 3. Demonstrate ways in which ~~this Indigenous w~~Worldviews and spiritual beliefs are relevant in addressing contemporary issues
- ~~Contribute constructively to peer learning experiences~~
- 4. Engage in self-reflective praxis
- 5. ~~Demonstrate ability to R~~reflect upon experiential learning during fieldwork

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

Final exam:	30%	Quizzes/tests:	%	[click to select]	%
Assignments:	20%	[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.*)

Will include lectures, learning circles, group work, and fieldtrips.

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]	DeLoria Vine Jr.	God is Red. Putnam Publishing Group	2003
2. [click to select]	DeLoria Vine, Jr.	Spirit and Reason. Fulcrum Publishing	1999
3. [click to select]	Manulani, M.	Ho'oulu: Our Time of Becoming. Ai Pohaku Press	2004
4. [click to select]	Duran Eduardo	Buddha in Redface. Writers Club Press	2000
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

- ~~Weeks 1-3:~~ Understanding theology, Indigenous worldviews, and spirituality
 - ~~Tracing the history of religion and its impact on Turtle Island~~
 - ~~Distinguishing and Identifying spirituality from religion~~
 - ~~Role spirituality plays in worldviews, ontology and epistemologies~~
- ~~Weeks 4-6:~~ Colonial impacts and spirituality, decolonizing the spirit
 - ~~Ways in which colonial policies impacted Indigenous spirituality~~
 - ~~How is spirituality given expression, subdued, oppressed, changed~~
- ~~Weeks 7-9:~~ Field trips: relating knowledge to the land, people, and communities
 - ~~Students will spend an extended period of time on the land, learning about spirituality from the land~~
- ~~Weeks 10-12:~~ Addressing contemporary issues
 - ~~What role does religion play, what role does spirituality play, how are they different~~
 - ~~Indigenous spirituality and land development, progress and modernity~~

Memo for Course Changes

To: CACC

From: Dr Lolehawk Buker and Deborah Alexander.

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 402 Indigenous Studies Field Work Practicum

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: [Part of the six-review process, and to improve accessibility to the course.](#)

[Most students are not able to commit to 420 hours of volunteer labour. The 80-hr practicum or field school has proven to facilitate and provide an equitable learning environment.](#)

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 \(ILOs\)](#): [No](#)

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)? [None. This course is specific to IS majors and faculty work with local communities and band offices to create field work opportunities. The relationship between the course faculty and the community is what makes this work.](#)

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 course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. In addition, it provides opportunities for students to contribute to their Indigenous communities.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [Reducing the number of hours required for the field work will create more equitable access to the course – opening it up to be more inclusive. In addition, faculty have been working with Indigenous field work sites to create opportunities for non-indigenous students to contribute and participate – improving diversity.](#)
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. [Credits are being reduced to reflect the reduction in required volunteer labour. Class size is being increased to provide greater access and to improve progression planning through the major.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$200](#)



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: IPK 402		Number of Credits: 9-3 Course credit policy (105)	
Course Full Title: Indigenous Studies Field Work Practicum			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies	
Calendar Description:			
This is a supervised work experience with First Nations/Indigenous communities, agencies, and/or government offices. Students will apply their IS skills and knowledge in Indigenous settings and contribute to the planning, designing, problem solving and management of projects and initiatives , and resolution of challenges .			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		60 university-level credits including 6 credits of 300-level or higher IPK, and instructor's permission.	
Corequisites (if applicable, or 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: [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: Credit/No Credit	
Tutorials/workshops	20	Delivery Mode: [click to select] May be offered in multiple delivery modes	
Experiential (internship)	42080	Expected frequency: Annually	
[click to select]		Maximum enrolment (for information only): 6 24	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	440100	NO	
Scheduled Laboratory Hours		Transfer Credit (See bctransferguide.ca .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: No	
		Submit outline for (re)articulation: [click to select]	
		<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.)*
 (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. Work effectively as part of a team
2. Adhere to working conditions in a First Nations community or agency
- ~~3. Identify workplace challenges and their etiology~~
- ~~4.3. Use the appropriate communication skills to build positive relationships with various stakeholders~~
- ~~5.4. Analyze a workplace challenge or opportunity and contribute to providing a creative solution to it~~
- ~~6.5. Establish an appropriate relationship with First Nations stakeholders to build an atmosphere of trust and cooperation.~~
- ~~7.6. Apply decolonizing strategies to contemporary Indigenous issues~~
- ~~8.7. Reflect on one's own challenges as well as emerging issues in this particular field as it pertains to Indigenous peoples and communities~~

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

Assignments:	20%	[click to select]	%	[click to select]	%
Practicum:	80%	[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.)*

Practicum experience, writing assignments and seminar discussions

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] Indigenous knowledge	Student-identified, based on practicum placement Kurram, S.	— Decolonizing the workplace: How to Rethink your organizational Culture and Leadership Berrett Keohler	2023
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.)*

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

Course Content and Topics

- Confidentiality and ethics
- Assertiveness training and cultural competency
- Asserting individual autonomy while team building
- Pertinent issues particular to placement
- Expectations including presenting relevant processes of decolonization / relevant Indigenous knowledge and/or experiences,
- assist personnel/agency in the advocacy of Indigenous rights and title
- Field issues
- Labour market including applications and interviews
- Evaluation and suitability for work in area of practicum placement

Memo for Course Changes

To: CACC

From: Dr. Lolehawk Buker and Deborah Alexander

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 403 Indigenous Studies Capstone

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: [Six-year review and alignment to the IS Major](#)

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 \(ILOs\)](#): **NO**

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)? **N/A**

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 \(UNDRIP\)](#). The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course.**

Multiple forms of inquiry are used as teaching and learning strategies. Also, the reduced course hours helps to improves access to the course.

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. [Reduced credit value will support enrolment planning and create easier access to the course for students.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$200



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: IPK 403		Number of Credits: 6-3 Course credit policy (105)	
Course Full Title: Indigenous Studies Capstone			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies	
Calendar Description:			
Students working both in the classroom and in a First Nations/Indigenous community will apply an Indigenous research methodology in one of the following specific issue areas: land and treaty making, resource management, Indigenous governance, social justice and education, or health.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		60 university-level credits including including 6 credits of 300-level or higher IPK IPK 344 and (one of the following: IPK 331, IPK 332, IPK 386, IPK 477, or IPK 401) and instructor's permission.	
Corequisites (if applicable, or 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	3615	Delivery Mode: [click to select] May be offered in multiple delivery modes	
Tutorials/workshops	3615	Expected frequency: Annually	
Experiential (cultural/elder learning or participation)	22415	Maximum enrolment (for information only): 28	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	32045	No	
Scheduled Laboratory Hours		Transfer Credit <i>(See bctransferguide.ca.)</i>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: No	
Department approval		Submit outline for (re)articulation: [click to select]	
Faculty Council approval		<i>(If yes, fill in transfer credit form.)</i>	
Undergraduate Education Committee (UEC) approval		Date of meeting:	
		Date of meeting:	
		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. Explain the role of research in Indigenous studies, from both an academic and community perspective
2. Conduct a comprehensive literature review in pre-identified area
3. [Prepare a research proposal. Define and describe a major research question in one of the five topic areas](#)
4. [Investigate selected research questions in a given specific issue area \(see above\)](#)
- 5.4. [Evaluate and apply. Select](#) appropriate [research](#) methodologies
- 6.5. Contribute to problem identification and possible solutions-based discussions during seminars
- 7.6. Complete associated field reports
- 8.7. Compose a written and verbal argument for the role(s) of theoretical and practical Indigenous knowledge in the explanation and understanding of contemporary Indigenous research and/or issue

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

Assignments:	10%	Field evaluation:	20%	[click to select]	%
Project:	70%	[click to select]	%	[click to select]	%

Details:

Projects 70%

- Lit Review/Research Q 25%
- Analysis of Data & Report 25%
- Final Report 20%

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.)*

This course will use a lecture, seminar and field experience format. Seminars will introduce topics and field problems, review methods and techniques required for investigation and encourage student interaction in problem solving. Field experience will require students to work closely with a First Nations community of their choice.

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]	Readings to be selected based upon student topic choice in specific issue area		
2. [click to select]	Each student to complete a lit review in-topic area		
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

Weeks 1-5:

- Indigenous research methodology review
- Introduction to key concepts and issues
- Literature review
- Work with Community to identify needs
- Work with Community to develop research questions
- Introduction to ethics review

Weeks 6-9:

- Questionnaire design / data collection
- Data compilation and preliminary analysis

Weeks 10-14:

- Data analysis, and write-up
- Presentation and discussion of data

Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker and Deb Alexander)

Date: Nov 5, 2023

Subject: Proposal for revision of IPK 404 Directed Studies in Indigenous Studies

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: [Part of the six-year review and to align with how other Directed Studies are structured in the College of Arts](#)

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 \(ILOs\)](#): [No](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [N/A](#)

5. Which program areas have been consulted about the change(s)? [N/A](#)

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 \(UNDRIP\)](#). [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [Faculty encourage students to explore topics they are curious about. UDL is incorporated throughout the course and authentic and](#)

learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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. [The credit reduction will support timely progression through the program for students](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$100](#)



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: IPK 404		Number of Credits: 4-3 Course credit policy (105)	
Course Full Title: Directed Studies in Indigenous Studies			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Indigenous Studies	
Calendar Description:			
<p>This course is designed for students to examine in greater depth a particular issue relevant to Indigenous peoples of Canada, or other colonized Indigenous peoples around the world through the examination, interpretation, or analysis of scholarly sources. Students independently identify an issue, theme, or problem associated with Indigenous Studies and work with a faculty supervisor to produce a substantial research project.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
Prerequisites (or NONE):		45 60 university-level credits including 69 credits of IPK or FNST, and instructor's permission.	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s):		Directed Study course: [click to select] Yes; cannot be repeated for credit	
(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.)		(See policy 207 for more information.)	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Tutorials/workshops	20	Delivery Mode: [click to select] May be offered in multiple delivery modes	
Experiential (field trip)	10	Expected frequency: Annually	
Supervised directed learning (directed studies only)	30/25	Maximum enrolment (for information only): 6	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR cannot be awarded for this course because:	
Total hours	60/45	NO	
Scheduled Laboratory Hours		Transfer Credit (See bctransferguide.ca)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: No	
Department approval		Submit outline for (re)articulation: [click to select]	
Faculty Council approval		(If yes, fill in transfer credit form .)	
Undergraduate Education Committee (UEC) approval		Date of meeting:	
		Date of meeting:	
		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. Prepare a comprehensive reading list in a topic area of interest
2. Critically analyze themes and ideas in weekly readings
3. Provide comprehensive arguments during weekly seminar discussions
4. Synthesize readings, weekly seminar discussions and own thoughts in weekly self-reflective journal entries
5. Examine the themes, methodologies, and theories associated with the selected topic.
6. Identify and describe issues pertinent to topic area in a comprehensive term paper

1. [Manage a research project from conception to completion.](#)
2. [Develop an ethically-informed research methodology, and obtain ethics approval if needed.](#)
3. [Conduct critically aware independent research that contributes to Indigenous Studies scholarship](#)
4. [Produce a cultural-context appropriate report detailing research findings and/or recommendations.](#)
5. [Produce effective supporting documents according to audience requirements.](#)
6. [Present findings to an audience of faculty members, peers, and others](#)

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

Assignments:	50%	[click to select]	%	[click to select]	%
Project:	50%	[click to select]	%	[click to select]	%

Details:

Weekly discussion with faculty advisor and assignments: 50%

* the amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Indigenous studies course.

Projects 50%:

- Review Paper
- Reflective Journal

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.)*

1. Weekly discussion with faculty advisor.
2. Preparation of written assignments (see below).

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]	Readings to be compiled in consultation with student		
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.)*

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

Course Content and Topics

The written work expected of the student can take two forms:

- Review paper: 15-20 page paper synthesizing the literature related to the chosen topic, to be handed in at the end of the semester.
- Journal: weekly response to the ideas encountered in reading and discussion, including: synopsis of the ideas or arguments made by authors, reaction to or engagements with these ideas or arguments, questions raised in the student's mind or in discussion with the instructor about authors' ideas. To be handed in two or three times during the semester.

- [Sharing knowledge.](#)

UFV Transfer Credit Request Form

Course(s): IPK 102, 202, 302, 344, 386, and 404

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	<input type="checkbox"/>	<input type="checkbox"/>
ASM	Acsenda School of Management	<input type="checkbox"/>	<input type="checkbox"/>
AU	Athabasca University	<input type="checkbox"/>	<input type="checkbox"/>
BCIT	BC Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
CAMO	Camosun College	<input type="checkbox"/>	<input type="checkbox"/>
CAPU	Capilano University	<input type="checkbox"/>	<input type="checkbox"/>
CCC	Corpus Christi College	<input type="checkbox"/>	<input type="checkbox"/>
CMTN	Coast Mountain College	<input type="checkbox"/>	<input type="checkbox"/>
CNC	College of New Caledonia	<input type="checkbox"/>	<input type="checkbox"/>
COTR	College of the Rockies	<input type="checkbox"/>	<input type="checkbox"/>
COLU	Columbia College	<input type="checkbox"/>	<input type="checkbox"/>
COQU	Coquitlam College	<input type="checkbox"/>	<input type="checkbox"/>
DOUG	Douglas College	<input type="checkbox"/>	<input type="checkbox"/>
EC	Emily Carr University of Art & Design	<input type="checkbox"/>	<input type="checkbox"/>
FDU	Fairleigh Dickinson University	<input type="checkbox"/>	<input type="checkbox"/>
FIC	Fraser International College	<input type="checkbox"/>	<input type="checkbox"/>
JIBC	Justice Institute of BC	<input type="checkbox"/>	<input type="checkbox"/>
KPU	Kwantlen Polytechnic University	<input type="checkbox"/>	<input type="checkbox"/>
LANG	Langara College	<input type="checkbox"/>	<input type="checkbox"/>
LCV	LaSalle College Vancouver	<input type="checkbox"/>	<input type="checkbox"/>
NVIT	Nicola Valley Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
NIC	North Island College	<input type="checkbox"/>	<input type="checkbox"/>
NLC	Northern Lights College	<input type="checkbox"/>	<input type="checkbox"/>
OC	Okanagan College	<input type="checkbox"/>	<input type="checkbox"/>
QU	Quest University	<input type="checkbox"/>	<input type="checkbox"/>
SELK	Selkirk College	<input type="checkbox"/>	<input type="checkbox"/>
SFU	Simon Fraser University	<input type="checkbox"/>	<input type="checkbox"/>
TRU	Thompson Rivers University	<input type="checkbox"/>	<input type="checkbox"/>
TWU	Trinity Western University	<input type="checkbox"/>	<input type="checkbox"/>
UBCO	University of British Columbia – Okanagan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
UBCV	University of British Columbia – Vancouver	<input checked="" type="checkbox"/>	<input type="checkbox"/>
UCW	University Canada West	<input type="checkbox"/>	<input type="checkbox"/>
UNBC	University of Northern BC	<input checked="" type="checkbox"/>	<input type="checkbox"/>
UVIC	University of Victoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
VCC	Vancouver Community College	<input type="checkbox"/>	<input type="checkbox"/>
VIU	Vancouver Island University	<input type="checkbox"/>	<input type="checkbox"/>
YVU	Yorkville University	<input type="checkbox"/>	<input type="checkbox"/>

Visit <https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy> for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for Program Changes

To: CACC

From: Lolehawk Buker and Deborah Alexandar (IS Chairs)

Date: Nov 1, 2023

Subject: Program change (Indigenous Studies Major and Minor, Indigenous Studies Certificate, Sto:lo Studies Certificate).

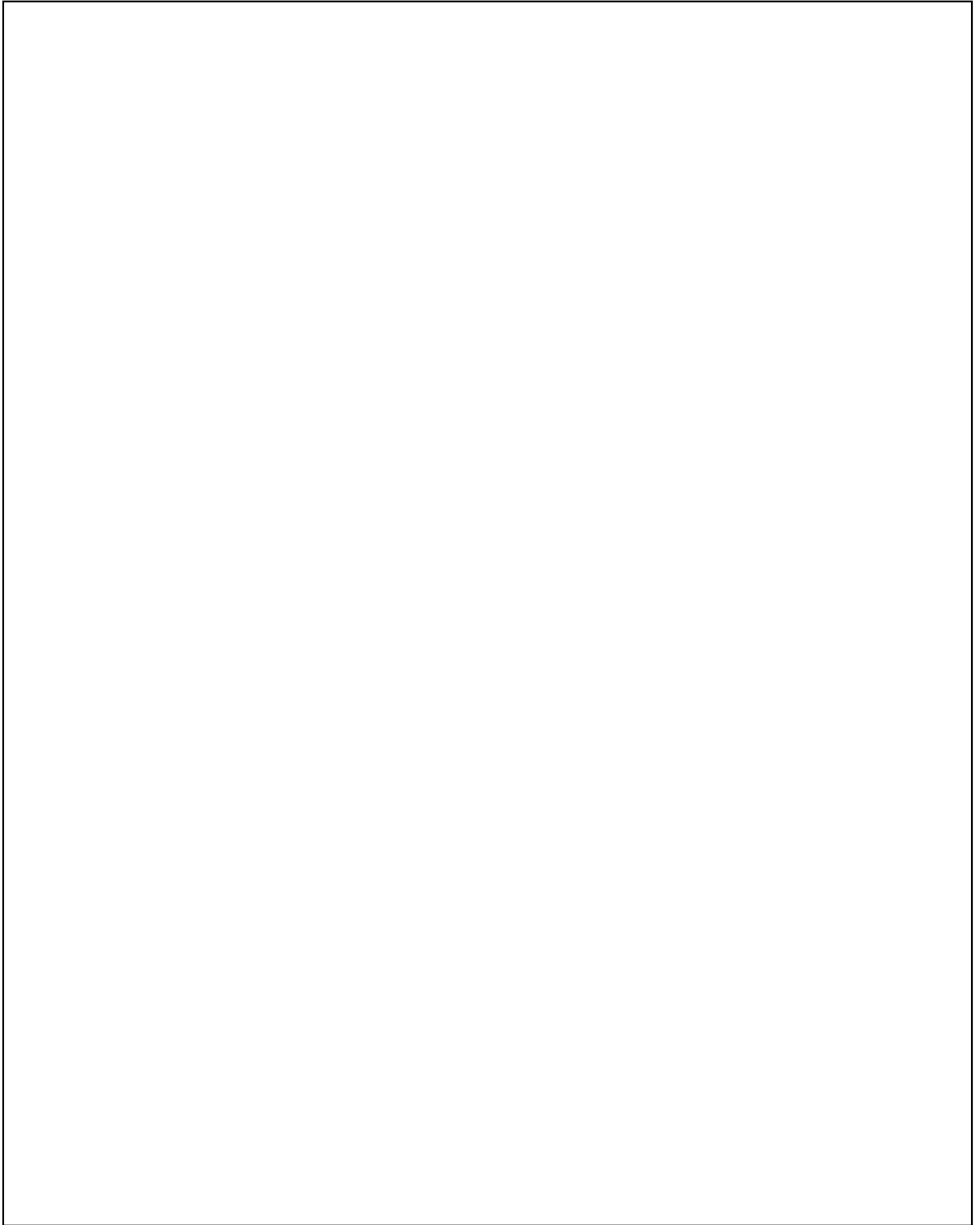
1. Summary of changes (select all the apply):

- Program revision that requires new resources
- Addition of new course options or deletion or substitution of a required course
- Change to the majority of courses in an approved program
- Change to the duration, philosophy, or direction of a program
- Addition of a new field of specialization, such as a concentration
- Change in requirements for admission
- Change in requirements for residency or continuance
- Change in admission quotas
- Change which triggers an external review
- Deletion of a program not included in the Program Discontinuance policy
- Other – Please specify:

The main revision is with the Indigenous Studies major and minor, however, the slight change in several courses creates the need for minor updates to the Indigenous Studies Certificate and the Sto:lo Certificate

2. Rationale for change(s): The way the IS major and minor were originally designed creates unnecessary barriers for students who wish to major or include a minor in their degree planning. The required number of credits required by IS exceeds standard practice. (i.e., currently 27 lower level and 37 upper level). This program revision will align the IS major and minor with the other majors and minors offered in the Bachelor of Arts.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Overall program outcomes are not changing. The restructuring of the major and minor only streamlines the pathway and makes it easier for students to navigate and achieve the original aims of the program outcomes.
4. What consideration has been given to Indigenizing the curriculum? The revisions have been designed by Indigenous faculty and required courses in the major and minor will be taught by Indigenous faculty. Shirley Hardman as also provided mentorship in guiding the program/course updates.
5. Will additional resources be required? If so, how will these costs be covered? N/A - no additional resources are required.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? [Currently there are less than 10 declared majors. This proposed change will serve to increase enrolment. Students are finding the number of required lower and upper-level credits inaccessible within their degree plans. For example, students will opt for a history major and take a substantial number of IS electives instead because the History major has less required courses. This proposed change is designed to promote a more equitable pathway for students to access the IS major and minor.](#)
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? [The proposed change will lower the required core requirements. However, it will not lower the total number of courses offered within the discipline. The Indigenous Studies program has developed a variety of courses that are continuously in demand as electives and these courses will continue to be offered. The change will serve to balance the program in terms of enrolment, student progression planning, and faculty workload planning.](#)
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) [Some courses will see an increase in class size and the proposed revisions will allow for a two- year rotation of course offerings to be planned to improve student progression through the program.](#)
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. [See memos attached. Also note that several elective courses currently listed in the calendar copy are no longer offered \(I.e., Fashion Design, First Nations\)](#)
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. [See attached](#)



Indigenous Studies major

This section specifies the ~~major discipline requirements one. Indigenous Studies major discipline requirements only.~~ Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV ~~in order~~ to graduate with this program.

~~Note: Not all courses listed are offered every year. Courses may have prerequisites.~~

Lower-level requirements: ~~27-18~~ credits

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>HALQ 101</u>	<u>Halq'emeylem Language I</u>	<u>3</u>
<u>HALQ 102</u>	<u>Halq'emeylem Language II</u>	<u>3</u>
<u>IPK 102</u>	<u>Introduction to Indigenous Studies</u>	<u>3</u>
<u>IPK 202</u>	<u>Introduction to Indigenous Resurgence</u>	<u>3</u>
<u>IPK 275 OR</u>	<u>Indigenous Education: Contemporary Issues & Policies</u>	<u>3</u>
<u>IPK 277</u>	<u>Indigenous Art: Stories & Protocols</u>	
<u>Plus</u>	<u>One of the following:</u> <ul style="list-style-type: none"> • <u>HIST 103: Sto:lo History</u> • <u>IPK 105: Introduction to Sto:lo People & Communities</u> • <u>IPK 106: Sto:lo Ways of Healing & Helping</u> • <u>IPK 205: Sto:lo Social & Governing Structures</u> • <u>IPK 206: Sto:lo & Salish Communications & Worldview</u> 	<u>3</u>
<u>Total</u>		<u>18</u>

Upper-level requirements: 30-32 credits from the following list:

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>IPK 302</u>	<u>Residential Schools, Colonial Trauma & Indigenous Resilience</u>	<u>3</u>
<u>IPK 331</u>	<u>History of Indigenous Leadership</u>	<u>3</u>
<u>IPK 332</u>	<u>Indigenous Governance & Leadership</u>	<u>3</u>
<u>IPK 344</u>	<u>Research in Action: Indigenous Ways of Knowing</u>	<u>3</u>
<u>IPK 386</u>	<u>Indigenous World Views of Turtle Island</u>	<u>3</u>
<u>IPK 403</u>	<u>Indigenous Studies Capstone</u>	<u>3</u>
<u>Plus</u>	<u>12-14 credits from the following:</u> <ul style="list-style-type: none"> • <u>IPK 401: Indigenous Worldviews & Spirituality</u> • <u>IPK 402: Indigenous Studies Practicum</u> • <u>IPK 404: Directed Studies in Indigenous Studies</u> • <u>IPK 477: Traditional Ecological Knowledges</u> • <u>ADED 365: Adult Education in Canada: Indigenous Peoples</u> • <u>ANTH/SOC 387 Aboriginal Peoples of Canada</u> • <u>ANTH/SOC 388: Global Indigeneity</u> • <u>HIST 327: Settler-Indigenous Relations in New Zealand and Canada</u> • <u>HIST 458: History of Indigenous Peoples in Latin America</u> 	<u>3</u> <u>3</u> <u>3</u> <u>3</u> <u>3</u> <u>4</u> <u>4</u> <u>4</u> <u>4</u>
<u>Total</u>		<u>30-32 credits</u>

Halg'emeylem language

Course	Title	Credits

Two of: (or equivalent in another Indigenous language; see Note)		6
HALQ 101	Halq'eméylem Language I	
HALQ 102	Halq'eméylem Language II	
HALQ 201	Intermediate Halq'eméylem I	
HALQ 202	Intermediate Halq'eméylem II	

Note: With equivalent learning outcomes of HALQ 101 and 102 or as determined via the submission of a language portfolio or communication (letter, email, video, or visit) from the language teacher (post-secondary teacher or family/community member) verifying the student's work toward language revitalization.

Indigenous peoples knowledge

Course	Title	Credits
Two of:		6

IPK 100	Learn Today, Lead Tomorrow	-
IPK 102	Introduction to Indigenous Studies	-
IPK 106	Stó:lō Ways of Healing and Helping (formerly FNST 102)	-
IPK 202	Introduction to Indigenous Resurgence	-
IPK 205	Stó:lō Social and Governing Structures (formerly FNST 202)	-
IPK 206	Stó:lō Communications and Worldview (formerly FNST 201)	-
IPK 277	Indigenous Art: Stories and Protocols	-

Indigenous history

Course	Credits
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One lower-level course from <u>list 1A</u>	3
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Social relations and governance

Course	Credits
One lower-level course from <u>list 2A</u>	3

Land and culture

Course	Credits
One lower-level course from <u>list 3A</u>	3

Worldview and spirituality

Course	Credits
One lower-level course from <u>list 4A</u>	3

Applied skills in business, management, and communication

Course	Credits
One lower-level course from <u>list 5A</u>	3

Upper-level requirements: 30–37 credits

Indigenous peoples knowledge

Course	Title	Credits
IPK 344/ ANTH 344/ SOC 344	Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)	4
IPK 386	Indigenous Worldviews of Turtle Island	3

Indigenous history

Course	Credits
One upper-level course from <u>list 1B</u>	3–4

Social relations and governance

Course	Credits
One upper-level course from <u>list 2B</u>	3–4

Land and culture

Course	Credits
One upper-level course from <u>list 3B</u>	3–4

Worldview and spirituality

Course	Credits
One upper-level course from <u>list 4B</u>	3–4

Applied skills in business, management, and communication

Students must complete one of the following two options.

Option 1 (10–14 credits)

Course	Title	Credits
IPK 403	Indigenous Studies Capstone	4–6
or IPK 404	Directed Studies in Indigenous Studies	-
Plus:	Two upper-level courses from <u>list 5B</u>	6–8

Note: If needed to reach the minimum 30 upper-level credits, students should select an additional course from list 1B, 2B, 3B, 4B, or 5B.

Option 2 (12–13 credits)

Course	Title	Credits
IPK 402	Indigenous Studies Field Work Practicum	9
Plus:	One upper-level course from <u>list 5B</u>	3–4

Note 1: A single course cannot be used to satisfy more than one requirement.

~~Note 2: At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.~~

~~-~~

Indigenous Studies minor

~~This section specifies the Indigenous Studies minor discipline requirements only. Please refer to the specific degree section for information on additional requirements. Information on additional Bachelor of Arts requirements begins in this section and includes the requirements for declaring a minor. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.~~

~~Note: Not all courses listed are offered every year. Courses may have prerequisites.~~

Lower-level requirements: 12 credits

Lower-level requirements: 12 credits

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>HALQ 101</u>	<u>Halq'emeylem Language I</u>	<u>3</u>
<u>IPK 206</u>	<u>Sto:lo & Salish Communications & Worldview</u>	<u>3</u>
<u>IPK 102</u>	<u>Introduction to Indigenous Studies</u>	<u>3</u>
<u>Plus</u>	<u>One of the following:</u>	<u>3</u>

	<ul style="list-style-type: none"> • HIST 103: Sto:lo History • IPK 105: Introduction to Sto:lo People & Communities • IPK 106: Sto:lo Ways of Healing & Helping • IPK 202: Introduction to Indigenous Resurgence • IPK 205: Sto:lo Social & Governing Structures • IPK 275: Indigenous Education: Contemporary Issues & Policies • IPK 277: Indigenous Art: Stories & Protocols. 	
Total		12

Upper-level requirements: 15 credits of upper level IPK

Halq'eméylem language

Course	Title	Credits

Two of: (or equivalent in another Indigenous language; see Note)		6
HALQ 101	Halq'eméylem Language I	
HALQ 102	Halq'eméylem Language II	
HALQ 201	Intermediate Halq'eméylem I	
HALQ 202	Intermediate Halq'eméylem II	

Note: With equivalent learning outcomes of HALQ 101 and 102 or as determined via the submission of a language portfolio or communication (letter, email, video, or visit) from the language teacher (post-secondary teacher or family/community member) verifying the student's work toward language revitalization.

Indigenous peoples knowledge

Course	Title	Credits
Two of:		6

IPK 100	Learn Today, Lead Tomorrow	-
IPK 102	Introduction to Indigenous Studies	-
IPK 106	Stó:lō Ways of Healing and Helping (formerly FNST 102)	-
IPK 202	Introduction to Indigenous Resurgence	-
IPK 205	Stó:lō Social and Governing Structures (formerly FNST 202)	-
IPK 206	Stó:lō Communications and Worldview (formerly FNST 201)	-
IPK 277	Indigenous Art: Stories and Protocols	-

Upper-level requirements: ~~17~~–195 credits

~~Indigenous peoples knowledge~~

Course	Title	Credits
IPK 344/ ANTH 344/ SOC 344	Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)	4
IPK 386	Indigenous Worldviews of Turtle Island	3
One of:		4
IPK 331/ POSC 336	History of Indigenous Leadership	-
IPK 332	Indigenous Governance and Leadership	-
IPK 401	Indigenous Worldviews and Spirituality	-
IPK 404	Directed Studies in Indigenous Studies	-
IPK 477/ BIO 477	Traditional Ecological Knowledges	-

Elective courses

Course	Credits
Two upper-level courses from list 1B, 2B, 3B, 4B, and/or 5B (below)	6–8

Note: A single course cannot be used to satisfy more than one requirement.

Indigenous Studies thematic lists

1A: Indigenous history (lower-level)

Course	Title	Credits
ANTH 111	First Nations of British Columbia — Traditional Cultures	3
HIST 103	Stó:lō History	3
HIST 161/ LAS 161	Aztecs, Mayas, and Spaniards	3

IPK 105	Introduction to Stó:lō People and Communities (formerly FNST 101)	3
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1B: Indigenous history (upper-level)

Course	Title	Credits
ADED-365	Adult Education in Canada: Indigenous Peoples	3
AH 321	Canada Contact Zone	4
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	4
HIST 396I	Topics in North American History: Rights, Title, and Land	4
HIST 399E	Special Topics in History I: Films, Histories, and Land	4
HIST 426	Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century	4

HIST 458/LAS 458	History of Indigenous Peoples in Latin America	4
IPK-331/ POSC-336	History of Indigenous Leadership	4
POSC-332	Politics of Multiculturalism	3

2A: Social relations and governance (lower-level)

Course	Title	Credits
ANTH 211	Aboriginal Peoples in BC: Contemporary Issues	3
ANTH 268	Culture and Environment	3
CRIM 211	Indigenous Peoples, Crime, and Criminal Justice	3
ENGL-240	An Introduction to Canadian Literature	3

IPK-205	Stó:lō Social and Governing Structures (formerly FNST 202)	3
IPK-275	Indigenous Education: Contemporary Issues and Policies (formerly FNST 275)	3
SOC-210	Social Problems of Canadian Society	3
SOC-270/ ANTH 270/ MAGS 270	Dynamics of Racism in Canada	3
SOWK-110	Introduction to Social Work and Human Services	3
VA-143	Indigenous Art and Professional Practices	3

2B: Social relations and governance (upper-level)

Course	Title	Credits
ADED-365	Adult Education in Canada: Indigenous Peoples	3

ANTH 388/ SOC 388	Global Indigeneity	4
GEOG 300F	Special Topics in Geography	4
GEOG 312	Nature, Power, and Place	4
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	4
IPK 332	Indigenous Governance and Leadership	4
POSC 301	The Canadian State and Indigenous Governance	3
POSC 309	Canadian Constitutional Politics	3
POSC 332	Politics of Multiculturalism	3

3A: Land and culture (lower level)

Course	Title	Credits
AH 100	History of Art and Culture in a Global Context	3
AH 204	Indigenous Art of the Northwest Coast	3
EDUC 290	Introduction to Aboriginal Culture and Language Education	4
EDUC 291	Intermediate Studies in Aboriginal Culture and Language Education	4
FNST 230	Aboriginal Culture and Language Practicum	6
HALQ 201	Intermediate Halq'eméylem I	3
HALQ 202	Intermediate Halq'eméylem II	3
IPK 105	Introduction to Stó:lō People and Communities (formerly FNST 101)	3

IPK-106	Stó:lō Ways of Healing and Helping (formerly FNST-102)	3
IPK-277	Indigenous Art: Stories and Protocols	3
THEA-250/ ENGL-253	Introduction to Storytelling in Indigenous, Theatrical, and Global Communities	3
VA-140/FD 140	Indigenous Design and Technology: Special Topics I	3
VA-141/FD 141	Indigenous Design and Technology: Special Topics II	3
VA-142/FD 142	Indigenous Art and Design in Context	3

3B: Land and culture (upper-level)

Course	Title	Credits
ANTH-387/	Aboriginal Peoples of Canada	4

SOC 387		
FD 345	Textile Traditions of Indigenous Peoples in Canada (discontinued)	3
GEOG 447	Aboriginal Geography	4
HIST 396I	Topics in North American History: Rights, Title, and Land	4
IPK 477/BIO 477	Traditional Ecological Knowledges	4
SOWK 392	Indigenous Social Work	3

4A: Worldview and spirituality (lower-level)

Course	Title	Credits
ANTH 130	Religions and Cultures	3

CMNS-180	Introduction to Intercultural Communication	3
HSER-120	Interpersonal Communications for Human Services	3
IPK-206	Stó:lō Communications and Worldview (formerly FNST-201)	3
PHIL-240	Philosophy of Religion	3
SOC-101	Introductory Sociology	3

4B: Worldview and spirituality (upper-level)

Course	Title	Credits
ANTH 368/SOC 368	Environment and Society (formerly SOC 468/ANTH 468)	4
FREN 415	Myths, Tales, and Legends in Francophone Literatures	4

IPK 401	Indigenous Worldviews and Spirituality	4
PHIL 318	Environmental Ethics	3
PHIL 483D	Selected Topics in Philosophy	3
RLST 380	Religion, Nature, and Science	3
SOWK 392	Indigenous Social Work	3

5A: Applied skills in business, management, and communication (lower level)

Course	Title	Credits
BUS 100	Introduction to Business	3
BUS 201	Human Resource Management	3

BUS-202	Contemporary Management	3
BUS-203	Organizational Behaviour	3
BUS-204	Management of Non-Profit Organizations	3
CMNS-125	Communicating Professionally to Academic and Workplace Audiences	3
CMNS-212/ MACS-212	Introduction to Media and Public Relations	3
CMNS-235	Public Speaking	3
CMNS-251	Professional Report Writing	3
CMNS-280	Team and Small Group Communication for the Workplace	3
HSER-200	Counselling Skills	3

HSER-250	Integration of Social Services Theory and Practice (discontinued)	3
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5B: Applied skills in business, management, and communication (upper level)

Course	Title	Credits
BUS-370	Managerial Control (discontinued)	3
BUS-377	Cooperative Enterprises	3
BUS-408	Teamwork in Organizations	3
BUS-430	Management of Innovation	3
BUS-478	Work Spaces, Built Places	3
CMNS-312	Public Relations Campaigns	3

CMNS 335	Advanced Public Speaking	4
CMNS 351	Formal Research Report Writing	3
CMNS 353	Research in Organizations	3
CMNS 360	Advocacy Writing	3
CMNS 380	Communicating in the Cross-Generational Workplace	3
CMNS 420	Virtual Team Communication	4
CMNS 430	Communication for Project Management	3
CMNS 445	Facilitation Skills for the Workplace	4
CMNS 465	Grant and Proposal Writing	3

Course listings

For complete details on courses see the [course descriptions](#) section.

Indigenous Studies certificate

The Indigenous Studies certificate program is designed to assist educators and others in meeting some of the Calls to Action issued by the Truth and Reconciliation Commission (TRC) by teaching and providing the knowledge of “how to” indigenize in ways that promote respect and empowerment for Indigenous peoples and Indigenous ways of knowing. The program seeks to bring awareness to past and present colonial harms, strengthen Indigenous/Settler relationships, and teach proper protocol in relation to learning from and with Indigenous peoples while incorporating Indigenous ways of knowing.

Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

Students may apply directly for the certificate only, or they may apply to complete it at the same time as they pursue another program. Students must ensure that they meet course prerequisites.

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [Specific intake application process](#).

How to apply

Apply online at ufv.ca/admissions/apply.

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and

the application fee have been submitted. A number of seats will be reserved for Indigenous students.

Fees and additional costs

See the [Fees and Other Costs](#) section.

Financial aid

The Indigenous Student Centre has details regarding access to financial support for Aboriginal students. Students are also encouraged to contact the UFV [Financial Aid and Awards office](#) for further information on scholarships and bursaries.

Program duration

The Indigenous Studies certificate can be completed in two semesters of full-time study. Part-time study is also an option. Students wishing to complete the certificate alongside another program, such as the [Indigenous Studies major or minor](#) as part of a [Bachelor of Arts](#) degree, should consult with the [Advising Centre](#) early to develop a plan for meeting the requirements of both programs.

Program outline

These courses can be completed in a flexible ~~format, or format or~~ completed in two full-time semesters as shown below.

Semester I

Course	Title	Credits
HALQ 101	Halq'eméylem Language I	3
IPK 102	Introduction to Indigenous Studies	3

IPK 106	Stó:lō Ways of Healing and Helping (formerly FNST 102)	3
HIST 103	Stó:lō History	3
IPK 2072	Introduction to <u>Indigenous Resurgence Canadian Indian Residential Schools</u>	3
<u>Total</u>		<u>15</u>

Semester II

Course	Title	Credits
IPK 20277	Introduction to Indigenous Resurgence <u>Indigenous Art: Stories & Protocols</u>	3
IPK 206	Stó:lō & Salish Communications and Worldview (formerly FNST 201)	3
IPK 275	Indigenous Education: Contemporary Issues and Policies (formerly FNST 275)	<u>3</u>
IPK 302	<u>Residential Schools</u> , Colonial Trauma and Indigenous Resilience.	3
One of:		3-4
<u>IPK</u>	<u>Any IPK course not listed above</u>	-
AH 204	Indigenous Art of the Northwest Coast	
ANTH 102	Culture and Society	
ANTH 430111	Religions and Cultures <u>First Nations of British Columbia – Traditional Cultures</u>	
ANTH 211	Aboriginal Peoples in B.C.: Contemporary Issues	
ENGL 170	Topics in Literature	
ENGL 228	Indigenous Literature	
ENGL 253	Introduction to Storytelling in Indigenous, Theatrical, and Global Communities	
<u>FILM 313</u>	<u>Indigenous Film</u>	
HIST 3960	Topics in North American History: History of Residential Schools	-
IPK	Any IPK course not listed above	-
POSC 301	The Canadian State and Indigenous Governance	
<u>THEA 250</u>	<u>Introduction to Storytelling in Indigenous, Theatrical, and Global Communities.</u>	
<u>VA 140</u>	<u>Indigenous Design and Technology: Special Topics I</u>	

Stó:lō Studies certificate

The Stó:lō Studies certificate program is open to all learners. Its collective course content is focused on the local First Nations people, and is grounded in accurate, relevant historical background. The collective of courses prepare learners, both Aboriginal and non-Aboriginal, with a core of knowledge that is integral to the local people and to the traditional territory in which UFV is located. Learning experiences, which foster deeper understanding of the cultural interdependence and mutual appreciation of Aboriginal and mainstream societies, will contribute significantly to the practices of professionals and service providers, as well as researchers and others. Students who complete the certificate program have an opportunity to maintain their connection to the local First Nation communities for future research projects.

The Stó:lō, like many First Nations, have an oral tradition. It is only the last generation that has begun to document local traditions and stories. The Stó:lō Studies certificate will encourage First Nation students to work with their communities to begin documenting local history and stories. This will also support the development of much needed written resources.

As a professional development program, this certificate provides opportunities to gain cultural competencies as students immerse themselves in experiences that meld Halq'eméylem language and Stó:lō background. The courses examine the history, culture, beliefs, and protocol of the Fraser Valley First Nations communities. Students gain cultural competencies by engaging in meaningful dialogue and traditional experiences.

Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

This certificate is intended for students who wish to complete it at the same time as they pursue another program. Students must ensure that they meet course prerequisites.

How to apply

Apply online at ufv.ca/admissions/apply.

Fees and additional costs

See the **Fees and Other Costs** section.

Financial aid

The Indigenous Student Centre has details regarding access to financial support for Aboriginal students. Students are also encouraged to contact the UFV **Financial Aid and Awards office** for further information on scholarships and bursaries.

Program duration

Students can complete the Stó:lō Studies certificate in four semesters. Part-time study is also an option. Additionally, the certificate can be completed as a matter of course availability while completing a Bachelor degree.

Dates and location

Courses may be offered in the evening and are currently offered throughout the timetable in both Abbotsford and Chilliwack.

Program outline

Semester I (Fall): 6 credits

Course	Title	Credits
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HALQ 101	Halq'eméylem Language I (see Note 1)	3
IPK 105	Introduction to Stó:lō People and Communities (formerly FNST 101)	3

Semester II (Winter): 9 credits

Course	Title	Credits
HALQ 102	Halq'eméylem Language II (see Note 1)	3
HIST 103	Stó:lō History	3
IPK 106	Stó:lō Ways of Healing and Helping (formerly FNST 102)	3

Semester III (Fall): 6 credits

Course	Title	Credits
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HALQ 201	Intermediate Halq'eméylem I (see Note 2)	3
IPK 206	Stó:lō & Salish Communication and Worldview (formerly FNST 201)	3

Semester IV (Winter): 6 credits

Course	Title	Credits
HALQ 202	Intermediate Halq'eméylem II (see Note 2)	3
IPK 205	Stó:lō Social and Governing Structures (formerly FNST-202)	3

Elective courses (choose one)

Course	Title	Credits
IPK 100	Learn Today, Lead Tomorrow	3

IPK 101	University and College Access Seminar II	3
IPK 121	Learn Today, Lead Tomorrow I (discontinued)	3
IPK 122	Learn Today, Lead Tomorrow II (discontinued)	3
IPK 331/ POSC 336	History of Indigenous Leadership	4
IPK 332	Indigenous Governance and Leadership	4

Note 1: HALQ 100 (discontinued) may be used in place of HALQ 101 and 102

Note 2: HALQ 200 (discontinued) may be used in place of HALQ 201 and 202

Transfer credit

The Stó:lō Studies certificate has been designed to include several courses whose credits are transferable into diploma and bachelor programs offered at UFV. Students who come to UFV specifically to complete this certificate may choose to continue their studies in Education, Social Work, and/or General Studies at UFV.

Graduates are able to apply 12 credits toward UFV's **Social Service Worker diploma — Indigenous focus.**

Those wishing to become certified Halq'eméylem teachers are able to transfer 18 credits toward the 90-credit Developmental Standard Term Certificate (DSTC) program at Simon Fraser University.

Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Residency

Students must complete at least 25% of the credits required in the certificate at UFV.

Graduation requirements

Upon completion of the mandated 10 courses, with a program GPA of 2.00, students may apply for the Stó:lōr Studies certificate.