



AGENDA
College of Arts Curriculum Committee
Friday, January 12, 2024 - 10:00 AM
Microsoft TEAMS

Page

- 1. WELCOME from the CHAIR**
 - 1.1. Land Acknowledgement**
- 2. FOR APPROVAL**
 - 2.1. Adopt the College of Arts Curriculum Committee Agenda for 12 January 2024.**

THAT CACC adopt the agenda for 12 January 2024 as presented.
 - 3 - 5 2.2. Approve the College of Arts Curriculum Committee minutes of 8 December 2023.**

THAT CACC approve the minutes of 8 December 2023 as presented.
- 3. FOR DECISION**
 - 6 - 10 3.1. CMNS 310 (New course)**

Presented by Rashad Mammadov at 10:10 a.m.
THAT CACC approve the new course CMNS 310 as presented.
 - 11 - 13 3.2. CMNS 245 (Discontinuation)**

Presented by Rashad Mammadov
THAT CACC approve the discontinuation of CMNS 245 as presented.
 - 14 - 22 3.3. HIST 227 (New Course)**

Presented by Alessandro Tarsia at 10:35 a.m.
THAT CACC approve the new course HIST 227 as presented.
 - 23 - 28 3.4. History Major & Extended Minor (Program Change)**

Presented by Alessandro Tarsia
THAT CACC approve the changes to the History Major and Extended Minor as presented.
 - 29 - 47 3.5. POSC 311, 312, and 350 (Course revisions)**

Presented by Edward Akuffo, Simon Lambek, Jessica Price, and Noah Schwartz at 11:00 a.m.
THAT CACC approved the revisions to POSC 311, POSC 312, and POSC 350 as presented.
 - 48 - 73 3.6. POSC 313, 399, 498, and 499 (New Course)**

Page

Presented by Edward Akuffo, Simon Lambek, Jessica Price, and Noah Schwartz

THAT CACC approve the revisions to POSC 313, 399, 498, and 499 as presented.

74 - 94

3.7. POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, and 494 (Discontinuations)

Presented by Edward Akuffo, Jessica Price, Noah Schwartz, and Simon Lambek

THAT CACC approve the discontinuation of POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, and 494 as presented.

95 - 99

3.8. AIS 299 (Course Revision)

Presented by Dana Landry

THAT CACC approve the revisions to AIS 299 as presented.

4. ADJOURNMENT and NEXT MEETING

**4.1. Next CACC Meeting: February 9, 2024
10:00 a.m. to Noon (MS Teams)**

4.2. Adjournment - 12 p.m.



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE
December 8, 2023
10:00AM - Microsoft TEAMS

PRESENT: Lolehawk Buker (Co-chair), Michael Batu, Geetanjali Gill, Vanessa Krahn, Maria de Luna, Melanie Opmeer, Linda Pardy (Co-chair), Parjad Sharifi, Tara Kaszonyi (Recorder)
REGRETS: Aimee Brown, Rita Atake, Keith Harms, Elaine Newman, and Hannah Celinski
GUESTS: Tracy Porter, Shawn Geniole, Sven Van de Wetering, Zoe Francis, and Andrea Hughes

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 8 December 2023.

MOTION:

THAT CACC adopt the agenda for 8 December 2023 as presented.
P. Sharifi and L. Buker
CARRIED

2.2. Approve the College of Arts Curriculum Committee minutes of 10 November 2023.

MOTION:

THAT CACC approve the minutes of 10 November 2023 as presented.
M. Opmeer and M. Batu
CARRIED

3. FOR DECISION

3.1. PSYC 360, 364, 368, 386, and 460 (Course revisions)

Global Recommendations

- Please remove all WORD comments from the memos and outlines.
- TRACK CHANGES should remain on the course outlines, but can be removed from the memos before UEC.
- Course Descriptions: Review course descriptions to ensure they are written in active voice and from a student perspective, rather than a course perspective.
 - For example, "This course will explore...." could be changed to "Students explore...."
- Indigenization: CACC and Psychology had a lengthy discussion about how curriculum can be Indigenized and made more inclusive. The PSYC memos currently touch on how Psychology is working to Indigenize their curriculum. PSYC described how they have deeply engaged in the

Indigenization process, and CACC applauds their work so far, as well as their plans to continue this process. However, CACC noted that Indigenization is not strongly apparent in the course outlines and suggests that PSYC explore areas such as:

- Course Topics: Add specific course topics related to Indigenization
- Recommended Evaluation Methods & Weighting: Many of the courses are currently heavily weighted towards Test/ Quizzes/ Exams.
 - CACC recommends that PSYC explore ways that they can provide space for more student projects, student dialogue/ sharing, and applied learning.
 - Courses should be designed so that all learners have an opportunity to pass the course, whether their strength is tests or whether their strength is applied learning, such as projects.
 - CACC also recommends that if PSYC decides to keep the weighting as it is, they justify it further in their memos.
 - PSYC has decided that they will take this back to their department for discussion.

PYSC 360

- Texts and Resource Materials: CACC recommends adding the most current year of the text instead of leaving it blank.

PSYC 368

- Learning Outcomes: Double check the formatting (numbering/ bullets) and the spacing. LO#2 currently looks like it is "security issues, nationalism, and social capital". However, this is actually part of LO#1.

MOTION:

THAT CACC approve the revision to PSYC 360, 364, 368, 386, and 460 with recommended revisions.

M. Batu and M. Opmeer
CARRIED

3.2. MENN 100 and 300 (Discontinuation)**MOTION:**

THAT CACC approve the discontinuation of MENN 100 and MENN 300 as presented,

M. Batu and G. Gill
CARRIED

3.3. Global Development Studies Minor, Extended Minor, and Degree (Program Change)**MOTION:**

THAT CACC approve the changes to the Global Development Studies Minor, Extended Minor, and Degree as presented.

L. Buker and M. Opmeer
CARRIED

-
4. **ADJOURNMENT and NEXT MEETING**
 - 4.1. **Holiday Update**
 - 4.2. **Next CACC Meeting: Friday, January 12, 2024
10:00 a.m. to Noon ([MS Teams](#))**
 - 4.3. **Adjournment**

Memo for New Course

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: December 11, 2023

Subject: Proposal for new course Professional Communications Ethics (CMNS 310)

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):

The BA Major in Communications deals with workplace communication and production contexts, across industries and disciplines. While there are ethics classes in Philosophy (PHIL 110, PHIL 315) and degree-specific applied ethics classes at UFV (BUS400, MACS369), a course focused on communications ethics will develop student awareness of civic, professional, personal, and interpersonal obligations in the communications industry and communications roles, and build students' awareness of the ethical contexts and outcomes of decision-making. It will equip them with high level skills to make clear and consistent ethically informed professional decisions, and to explain the ethical foundations of their decision-making process. Communications professionals make difficult choices about client relationships, corporate messaging, identity representation and public engagement, all of which require the transparency and consistency afforded by a consistent ethical framework. This course will become one of the upper-level options to meet the four upper-level credit requirements.

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 \(ILOs\)](#):

This course develops critical analysis skills (ILO2, PLO1) through case studies and the application of general frameworks to specific situations. It requires students to find and solve problems, including problems without simple solutions (ILO4, PLO2, PLO3). Students are required to learn and apply respectful professional practices through the development of a professional code of ethics (ILO8 PLO4, PLO5) and to engage in respectful practices by explaining and justifying their ethical choices within a consistent framework. (ILO8, PLO10). They must also consider and apply ethical systems from various cultural backgrounds (ILO9, PLO11).

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No, though it may be potentially useful for Media Arts, Journalism, Indigenous Studies, and Business. We plan to consult with programs after the course is approved.
4. Which program areas have been consulted about the course? Consulted: SCMS (strongly approve) Indigenous Studies (no response), Philosophy (approve), Business
5. If a new discipline designation is required, explain why: N/A

6. 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 \(UNDRIP\)](#).

The course includes a specific section on Indigenous ethics and world views; it requires students to both learn about and apply Indigenous ethical frameworks. Core course readings include material on Indigenous worldviews and approaches to ethical interpersonal communication.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course examines ethical theories including questions of inclusivity, diversity, equality, and equity and from a professional perspective. It offers students a choice of media through which to complete some of their assignments (recorded or live presentation, written report, electronic documents), generating a wide field of accessible work across formats. It evaluates teamwork and team dynamics on a rubric of equitable work distribution and inclusivity. Diverse cultural approaches to ethical issues and values are included in the course structure.

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.):

None

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

Textbook: \$80



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: CMNS 310		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Professional Communication Ethics															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): School of Communication													
Calendar Description: Students will learn ethical and moral decision-making strategies and skills related to professional and workplace communications. They will examine and apply ethical systems and concepts from a variety of social, cultural, and theoretical backgrounds to facilitate clear and consistent choices and actions.															
Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		45 university-level credits including CMNS 251.													
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: Every other year Maximum enrolment (for information only): 25													
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>3</td> </tr> <tr> <td>Tutorials/workshops</td> <td>12</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	Experiential (cultural/elder learning or participation)	3	Tutorials/workshops	12	[click to select]		[click to select]		Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	30														
Experiential (cultural/elder learning or participation)	3														
Tutorials/workshops	12														
[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 <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: January 6, 2023													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [GG1]: remove "will" in two places.

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

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

1. Explain how major systems of ethical reasoning from various cultural backgrounds can help direct professional communications practice
2. Relate elements of a pre-existing system of ethical reasoning to professional decision making in a communications context
3. Describe elements of Indigenous worldviews
4. Extrapolate possible applications of one or more systems of ethical reasoning to a practical communications situation or case study, including Indigenous world views, in professional communications
5. Justify a specific communication choice using a broader system of ethical reasoning
6. Create guidelines for action in a professional communications setting (such as a professional code of conduct) that reflect a system of ethical reasoning

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

Assignments:	80%	Project:	20%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

- Comparative application of 2 ethical systems to a professional communications context or case study 20%
- Representation of your ethical position on a professional communications topic (student's choice of media) 20%
- Description of an ethical system as professional communications case study from an intercultural perspective 20%
- Statement of Professional Ethics 15%
- Professionalism 5%
- Team Project (includes rubric on team participation/interaction) 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.)

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	George Cheney (Editor)	The Handbook of Communication Ethics	2011
2. Textbook	William W. Neher	Communicating Ethically: Character, Duties, Consequences, and Relationships	2020
3. OER book	Bruce Allan et al.	Pulling Together: A guide for Indigenization of post-secondary institutions. A professional learning series. A Guide for Teachers and Instructors	2018
4. [click to select]			
5. [click to select]			

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

Course Content and Topics

- Ethics, and law, shame: communication structures and social values
- Ethical systems and cultural contexts: Indigenous ethics, culture, and communications contexts – business and intercultural comms
- Communications ethics in cultural contexts in professional communications contexts –NGOs and intercultural comms
- Codes of ethics and conflicts of interest
- Rule based ethical systems in professional contexts
- Context and value-based decision making in professional contexts
- Representation and construction of ethical issues in social media communications materials
- Organizational and workplace relationships – interpersonal ethical engagement in professional contexts

Media production and journalistic ethics



MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: CMNS 310, SCHOOL OF COMMUNICATION, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course CMNS 310. It will be incorporated in our course planning going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie Murray".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
SM18544515@ufv.ca

Memo for Course Changes

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

From: Rashad Mammadov, Department Head, Communications

Date: Sept 8, 2023

Subject: Proposal for Discontinuation of CMNS 245 – Report Writing for Business, Information Technologies, and the Human Services

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: **CMNS 245 was last reviewed 9/1/1999 and has never been offered. 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

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: COURSE DISCONTINUATION BUDGET APPROVAL: CMNS 245, SCHOOL OF COMMUNICATION, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed discontinuation of the course CMNS 245, and I approve the discontinuation of this course.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

--	--	--

Memo for New Course

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Alessandro Tarsia, HIST 227 Course designer

Date: December 4, 2023

Subject: Proposal for new course HIST 227: History of Indigenous – Newcomer Relations in Canada.

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):

The course expands the department’s offerings on Indigenous and post-colonial history. It offers an accessible survey of the First Nations/Métis/Inuit-newcomer relations in Canada from the 16th century to recent times. The history of Indigenous peoples’ resilience in the face of three types of colonialism (exploitative, extractive, and settler) has largely been overlooked in the public education system yet plays fundamental economic, cultural, and political roles in today’s Canada. Indeed, the course explores the historical reasons why the Canadian constitution acknowledges the existence of three diverse identities with different rights and titles – First Nations, Métis, and Inuit peoples. The course complements the existing "History 103: Stó:lō History" by adding a broader geographical and cultural context and "HIST 327: Settler-Indigenous Relations in New Zealand and Canada" by focusing on the Canadian side of the equation and with a chronological rather than thematic approach.

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

2. 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 course assumes a crucial principle of the Program Learning Outcomes (PLOs) on both the content and delivery sides – "Indigenous ways of knowing are shaping the evolution of historical knowledge" about the past of Canada. New generations of Inuit, Métis, First Nations, and settler scholars and Knowledge Keepers are rethinking the content of Canadian history courses, contextualizing and critiquing "information from both primary and secondary sources" (PLOs). This enhances students’ ability to decolonize their "information competency" (ILO 1). Regarding the delivery of the course, students can choose a creative project as an alternative to the research essay, extrapolating historical and scholarly sources in a mini-paper while creatively experimenting with the use of different materials and techniques in pieces of art, traditional handcrafting, presentations, or digital products according to their cultural understanding and imagination (ILO 2).

In active seminars, students recognize their "biases and those expressed by others in oral, written, or digital form," collaborating in small groups to coherently demonstrate ideas in an evidence-based process (PLOs). Students will "use knowledge and skills proficiently," analyzing,

--	--	--

--	--	--

reviewing, and communicating the content of primary sources (ILO 3 and 5). Active seminars are an opportunity to “engage in dialogue and debate in a respectful, inclusive and open-minded way” (PLOs). Conversely, in field trip notes taken in actual places (within Coast Salish territories) or websites (about the entire Canadian territory), students will “recognize their own positionality and biases” (PLOs). The subjectivity of the field trip notes will “pursue self-motivated and self-reflective learning.” (ILO 6).

Students will produce an original research paper or mini-paper (accompanying the creative project) according to scholarly standards, contextualizing and critiquing “information from both primary and secondary sources” (PLOs). This process will inspire them to inquire about past and present trends in scholarly approaches to Indigenous-newcomer relations in Canada and where these studies might lead. Consequently, students will develop historical arguments at an undergraduate level (ILO 4).

The creative project is an alternative to the history paper where students will “apply diverse disciplinary practices and standards as appropriate to a variety of contexts from the academic to the public,” expressing their knowledge in a culturally driven way (PLOs). These endeavours will encourage written, oral, and digital creative research and reflective assessment of distinct aspects of Canadian history related to the narratives of Indigenous-newcomer relations (ILO 6).

Assessments and evaluations try to engage students where they are. They will engage in dialogues about the past Inuit, Métis, and First Nations’ relations with newcomers in a “respectful, inclusive and open-minded way” (PLOs). By respecting all perspectives (epistemologies and ontologies) and ways of knowing, the course will craft a pedagogy of slowness (I am southern Italian) that takes the time to support and care for students when discussing uncomfortable and potentially polarizing topics (ILO 8).

Eventually, the course encourages students to engage with the historical roots of contemporary and divisive issues about Indigenous peoples’ relations with newcomers (PLOs). Consequently, students will consider bringing their insight into social justice to their communities and transforming themselves and others (ILO 9).

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

The History Department recently established an Indigenous History requirement as part of its Major/Extended minor and this course will provide an additional opportunity for program students to complete this component of their degree. The class might also be considered for inclusion as an introductory course in the Indigenous Studies Major and Minor.

4. Which program areas have been consulted about the course?

Indigenous Studies. Dr. Nicola Mooney, Course Convener of the School of Social Justice and Global Stewardship, answered positively. A meeting with the Convener and other colleagues will be scheduled in January to share more information about the course.

Commented [PS1]: I recommend to include their responses to consultation.

--	--	--

--	--	--

5. If a new discipline designation is required, explain why:

-N/A

6. 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 \(UNDRIP\)](#).

Decolonized and Indigenized content: The last reviewed edition of the textbook (Arthur Joseph Ray, *I Have Lived Here Since ~~The~~ World Began*) was published in 2014. The book is a Canadian survey of First nations/Métis/Inuit-newcomer relations history. Ray uses colonial and non-colonial historical sources to emphasize First Nations, Métis, and Inuit agency, leadership, and stewardship in Canadian history, according to chronologies that are meaningful to them rather than to the colonial agenda. The course offers online documentaries, expositions, and historical sources with or by Indigenous peoples, published by the National Film Board, museums, universities, and institutions. The course provides innovative scholarly perspectives, inviting students to engage with a wide range of First Nations, Métis, and Inuit historical sources. Students will criticize and decolonize persistent colonialist elements within the historiographical literature while creatively developing new interpretations and historical narratives.

Decolonized and Indigenized delivery:

Students can use their family history related to the course topics as primary sources for their assignments. They will develop new and unique approaches and creative thinking in active seminars and assignments. Students are at the centre of a circle of reciprocity with the primary and secondary sources and the instructor. In class, students will discuss and evaluate their assignments in small groups. They will read and interpret Indigenous primary sources from the past, looking for diverse intersectional points of view related to ethnicity, gender/sexual orientation, religion/spirituality, and class. Students can choose a creative project as an alternative to the research paper, creating their own design, artwork, audio, video, or text according to their culture, ideas, emotions, and sensibilities.

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

- The course aims to build an inclusive and caring community where all students are respected and valued for who they are in their distinctive ways, feeling safe and belonging to the community. This goal will be expressly discussed with students early in the term. Course

--	--	--

--	--	--

expectations will be outlined to facilitate this goal. The class community will uphold an inclusive pronoun statement.

- The course instructions, lessons, and resources will be available online for the students in accessible formats through Blackboard Ally. The course will be published in asynchronous mode for students who cannot access classes or prefer remote learning. The lessons' presentations will pair the instructor's words (as text) with tagged and referenced historical pictures, graphics, and maps. Lessons will be available for view or download in PDF, video, and audio formats optimized for accessibility. Students can choose between actual or online field trips to accommodate diverse cultural and mobility needs. Furthermore, they can research physical or online digitalized archives and libraries.
- In the classroom, active seminars will include small-group activities where each student can actively shape their experiences. They can enroll as seminar leaders, speaking to the entire class or contributing to the discussion within the group according to their own emotions and sensibilities.
- Two low-stakes written assignments (Field Trip Notes and a Research Proposal) early in the term will allow the instructor to provide personalized feedback and set goals for future assignments based on the strengths and abilities of each student.
- As a survey of Indigenous Canada, the course allows students to explore cultures, experiences, and expressions from different places and times distant from ours, connecting local Stó:lō history to different geographical levels – provincial, regional, national, and international (across the US border). Students will be offered various historical primary sources showing experiences from diverse ethnicities, genders, sexual orientations, classes, religions, and spiritualities. Students will organize historical and intersectional perspectives into contemporary priorities within the Reconciliation process by contrasting different values held by the same social groups over time, resolving contemporary conflicts, and creating a unique and more inclusive value system, transforming themselves and the world.

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.:

The course may include a Field trip to the Coqualeetza grounds and Stó:lō Library and Archives in Sardis (Chilliwack) offered by the Stó:lō Tourism and Sto:lo Resource and Research Management – *Cultural Guided Grounds Tour*. <http://www.stolotourism.com/>.

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

The textbook costs \$46.
Cultural Guided Coqualeetza Grounds Tour: \$75

--	--	--



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: 227	Number of Credits: 3 Course credit policy (105)												
Course Full Title: History of Indigenous-Newcomer Relations in Canada Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Humanities	Department (or program if no department): History												
Calendar Description: Examines local, regional, and national histories of Indigenous-colonial relations from the 16 th century to recent times, focusing on First Nations, Métis, and Inuit resilience during exploitative, extractive, and settler colonialism. Themes may include local origin stories, cultural and economic exchanges, treaties, Indigenous resilience, and the Reserve System.													
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: 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 <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <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. Transfer Credit <i>(See bcstransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>
Lecture/seminar	45												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>													
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Analyze the patterns of historical development of Canadian First Nations/Métis/Inuit-newcomer relations from the 16th century to recent times.
2. Describe the intersectional historical experiences of Indigenous and newcomer peoples in an inclusive and open-minded manner.
3. Compare primary and secondary sources from Indigenous and colonial voices and work with both.
4. Discuss Indigenous values, forces, and structures that influenced historical experiences in colonial Canada.
5. Identify critical themes and ideas that inform the academic representations of First Nations/Métis/Inuit-newcomer relations.
6. Define the relations among historical events, colonial policies, First Nations/Métis/Inuit resilience and resistance, and Canada's current attempts to reckon with its colonial legacy.
7. Employ some features of historical writing, including argument, evidence, audience, historical sources, and historical thinking in the analysis of First Nations/Metis/Inuit-newcomer relations.

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

Assignments: 70%	[click to select]	%	[click to select]	%
Final exam: 30%	[click to select]	%	[click to select]	%

Details:

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

Breakdown of typical assignments:

Participation - Holistic assessment, 15%. The holistic assessment consists of participation and engagement in class and the Active Learning Seminar using the "Learning Jigsaw" teaching and appraisal strategy

Fieldtrip & Reflection Assignment, 15%. Students are required to participate in a guided tour of a local archive or, as an alternative, explore either websites or physical places about First Nations, Métis, or Inuit history.

Research Paper Proposal/Prospectus, 10%

Research Paper or Creative 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.*)

Typical class activity consists of lectures followed by student presentations and discussions. The course may include a field trip to the Coqualeetza grounds and Stó:lō Library and Archives in Sardis (Chilliwack) offered by Stó:lō Tourism. Alternatively, students will take one real or virtual (online) self-guided and planned field trip. Guest lectures might be offered sporadically. Instructions and resources for the assignments will be available online.

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](#).)

Selected online primary sources and peer-reviewed publications will be made available to the students (examples listed below).

Type	Author or description	Title and publication/access details	Year
1. Textbook	Arthur J. Ray	<i>Illustrated History Of Canada's Native People: I Have Lived Here Since The World Began.</i> Montreal: McGill-Queen's University Press.	2016
2. Indigenous knowledge	Example 1: Raymond Yakeleya	"The Last Mooseskin Boat." <i>National Film Board of Canada.</i> 28:00.	1982
	Example 2: Alethea Arnaquq-Baril	"Angry Inuk." <i>National Film Board of Canada.</i> 01:22:00	2016
3. Video	Example 1: Cooks Ferry First Nation	"Grand Opening of Memorial to Honor The Interior Allied Tribes of BC 1908-1922." Nkemcin, Cooks Ferry Indian Band. <i>YouTube.</i> 10:54.	1922
	Example 2: Stephen Greenlees	"Caribou Hunters." <i>National Film Board of Canada.</i> 18:00.	1951
4. Other	Example 1: Naxaxalhts'i (Sonny McHalsie) and Keith Thor Carlson	"Myth Making and Unmaking: Indigenous Sacred Sites, Settler Colonial Mobility, and Ontological Oppression." In <i>Decolonizing "Prehistory": Deep Time and Indigenous Knowledges in North America.</i> Edited by Gesa Mackenthun, Christen Mucher. 131-149. Tucson: University of Arizona Press.	2021
	Example 2: Joseph Bob	"The Royal Proclamation of 1763 and First Nations." <i>YouTube.</i> 05:11	2013

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

(Use this section for supplies and materials for all sections of this course.)
No additional supplies are necessary.

Course Content and Topics

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

- Introduction To History and Course Orientation
- Origin Stories, Geography, Environment, and Cultures
- Defining And Thinking About Contact
- New Friends and Enemies in Early Indigenous-Newcomer Trade
- Early Indigenous-newcomer Trade and Commercial Relations
- Military Allies and Enemies
- The Emergence of The Métis and The Changing Order of The West
- Canadian Expansion into the West: Riel Resistance, Numbered Treaties
- Assimilation Policies. The Ban of The Potlatch and The Engagement with Agriculture
- Engaging with the Capitalist Economy
- Genocidal Policies and Resilience
- History Wars and Being of Good Mind

UFV Transfer Credit Request Form

Course(s): HIST 227: History of Indigenous-Newcomer Relations in Canada.

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ASM	Acsenda School of Management	<input type="checkbox"/>	<input type="checkbox"/>
AU	Athabasca University	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
LANG	Langara College	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
QU	Quest University	<input type="checkbox"/>	<input type="checkbox"/>
SELK	Selkirk College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SFU	Simon Fraser University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TRU	Thompson Rivers University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TWU	Trinity Western University	<input type="checkbox"/>	<input type="checkbox"/>
UBCO	University of British Columbia – Okanagan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UBCV	University of British Columbia – Vancouver	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UCW	University Canada West	<input type="checkbox"/>	<input type="checkbox"/>
UNBC	University of Northern BC	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UVIC	University of Victoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
VCC	Vancouver Community College	<input type="checkbox"/>	<input type="checkbox"/>
VIU	Vancouver Island University	<input type="checkbox"/>	<input checked="" 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

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: HIST 227, HISTORY, COLLEGE OF ARTS
Date: DECEMBER 5, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course HIST 227, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie Murray".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo for Program Changes

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair and Alessandro Tarsia, HIST 227 course designer.

Date: December 4, 2023

Subject: Program change History Major and Extended Minor, Indigenous History Requirement

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): One new course is being added to expand the departmental offerings. The course title is **HIST 227: History of Indigenous-Newcomer Relations in Canada.**
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum?
The entire course contributes to Indigenizing the curriculum, both in its content and in its pedagogical approach. The course offers online documentaries, expositions, and historical sources with or by Indigenous peoples, published by the National Film Board, museums, universities, and institutions. The course provides innovative scholarly perspectives, inviting students to engage with a wide range of First Nations, Métis, and Inuit historical sources. Students will criticize and decolonize persistent colonialist elements within the historiographical literature while creatively developing new interpretations and historical narratives.
5. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
6. 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.

Commented [ML1]: Are there any pedagogical approaches with an Indigenous focus considered besides the content?

7. 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.) Scheduling of the course in the program will be adjusted accordingly.
8. 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. N/A
9. 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. No budgetary implications.

HISTORY
ufv.ca/history

History major

This section specifies the History 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.

Indigenous history requirement

As part of the course requirements for the History major, students must complete one or more of the following Indigenous history courses.

Course	Title	Credits
HIST 103	Stó:lō History	3
HIST 161/ LAS 161	Aztecs, Mayas, and Spaniards	3
<u>HIST 227</u>	<u>History of Indigenous-Newcomer Relations in Canada.</u>	<u>3</u>
HIST 327	Settler-Indigenous Relations in New Zealand and	4

	Canada	
HIST 3960	The History of Residential Schools	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

History extended minor

This section specifies the History 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.

Indigenous history requirement

As part of the course requirements for the History extended minor, students must complete one or more of the following Indigenous history courses.

Course	Title	Credits
HIST 103	Stó:lō History	3
HIST 161/ LAS 161	Aztecs, Mayas, and Spaniards	3
<u>HIST 227</u>	<u>History of Indigenous-Newcomer Relations in Canada.</u>	<u>3</u>
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	4
HIST 396O	The History of Residential Schools	
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



MEMO

To: Linda Pardy
From: Sylvie Murray
Cc: Tara Kaszonyi, Mark Fischer
Subject: Program Changes Budget Approval: History Extended Minor and Major, History, College of Arts
Date: DECEMBER 5, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the History Extended Minor and Major and I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: December 2023

Subject: Proposal for revision of POSC 311 Justice and the Good Life

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 title, calendar description, and learning outcomes, texts, and evaluation have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course and modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes. changes also foreground the course themes – justice and the good life – rather than merely highlighting the time-period covered in the course. The changes also reflect a general shift in the course content away from a previous focus on medieval theology to topics which are more explicitly political. In the revised course, students will read, for example, early feminist theory, specifically Christine de Pizan's *The Book of the City of Ladies*, as well as Plato's *Republic*, arguably the most significant text in the history of political philosophy.

The prerequisites have been changed to better reflect the courses that will prepare students to have a reasonable chance of success 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 \(ILOs\)](#):

This course advances all the major institutional learning outcomes at UFV. Specifically, students will 1) demonstrate the information taught in the course in their essay and exams; 2) critically and imaginatively analyze influential texts in the history of political thought in their term papers; 3) use the knowledge taught in the course and the skills of political theory inquiry by questioning metaphysical assumptions and providing normative and critical analyses; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class participation; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to contemporary problems in essays and other assignments.

Commented [PS1]: Please also explain how they align with PLOs

Commented [SL2R1]: Thanks for this. A paragraph on PLOs has been added.

In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of classical, medieval, renaissance and early modern Western political thought, 2) competency in the research methods of the history of political thought, 3) critical thinking skills by having students explore diverse and contradictory normative perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.

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 \(UNDRIP\)](#).

Most of the course readings are from the time period prior to European colonization of the Americas. However, the final two modules concern the political philosophies of Thomas Hobbes and John Locke respectively. In these modules, the class focus shifts to foundational texts in the development of liberal political thought, which arises during the colonial period and which helped to justify and legitimize colonial expansion. During these modules, we dive into the issue of the link between the writings of Hobbes and Locke and coloniality head on. Specifically, by foregrounding the colonial aspects of foundational concepts of liberal theory which were instrumental in the construction of settler states, the course seeks to problematize and deconstruct common contemporary assumptions which are built into legal and political institutions, and which work to sustain Indigenous dispossession and the settler state. The final modules of this course, thus, seek to expose the colonial aspects of Western thought and political praxis.

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

The course deals with issues of pluralism, diversity, and justice, all of which are central themes of course readings and the questions we ask of them. More than that, one of the key political theory texts that is at the centre of this course, is the first major book in Europe written by a ~~womaen~~, for women, about women: Christine de Pizan's *The Book of the City of Ladies*. By studying this text in depth, students grapple with a major work in the history of feminism. Indeed, this book is the first European text to systemically disclose and critique misogyny. A close engagement with this kind of work and a deep examination of the history of sex and gender-based violence and oppression provides students with new tools to consider issues of equity, diversity, and inclusion.

Commented [PS3]: please change this to singular.

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):

This is a reading intensive course, where students read classic works of political theory. In total, portions of six books are assigned. However, seeing as the texts covered in this class are some of the most printed in all of history, students have several options regarding text procurement. While I make all six required books for this course available for purchase at the university bookstore, editions of each are also available at the UFV library, and are regularly sold at used bookstores. Many are also available for free online. If students purchase new copies of each course book, the total for all books is roughly \$120.



ORIGINAL COURSE IMPLEMENTATION DATE: March 1994
 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: POSC 311		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Power, Knowledge, and Order: Early Western Political Thought <u>Justice and the Good Life</u>															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Political Science													
Calendar Description: This course covers the history of Western political thought from Classical Greece through the Italian Renaissance. The course will focus on the writings of Plato, Aristotle, Cicero, Augustine, Aquinas, and Macchiavelli. It provides a good overview for students in History, English, and other disciplines, as well as Political Science. Examines the history of Western political thought from Classical Greece through the seventeenth century, covering some of the most influential texts in the history of political philosophy, such as Plato, Aristotle, Christine de Pizan, Niccol Machiavelli, Thomas Hobbes, and John Locke.															
Note: Students with credit for PHIL 371 cannot take this course for further credit.															
Prerequisites (or NONE):		One of POSC 120, POSC 270, PHIL 110, PHIL 210, or 45 university-level credits.													
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: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	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 (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: <u>Nov. 2023</u>													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [ML1]: Consider using a student-oriented course description.

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 Explain understanding of key historical texts show political theorists approach questions of justice and the good life.](#)
2. [Read independently and interpret political theories Assess the arguments of foundational texts in the history of political thought.](#)
3. [Apply the tradition of Western political thought to an interpretation of their own lives and times Evaluate rival conceptions of justice, freedom, and the good life.](#)
4. [Apply classic texts of political thought to contemporary circumstances.](#)
5. [Demonstrate critical exegesis.](#)
6. [Describe how early Western political thought contributed to processes of colonization](#)

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

Assignments: 400-45 %	[click to select] Final exam: ———%30%	[click to select] Quizzes/tests: ———%25%
[click to select] %	[click to select] %	[click to select] %

Details:

- Essay: #1 [30](#)30%
- Essay #2 [Outline: 30](#)5%
- Essay-Midterm Exam: #3 [30](#)25%
- Final Exam: 30%
- Class 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, seminars, assigned readings, essays, written and oral feedback on essays.

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	Plato	Gorgias The Republic , Hackett	2004
2. Textbook	Machiavelli - Aristotle	The Prince Politics , Oxford	2009
3. Textbook	St. Thomas Aquinas Christine de Pizan	On Kingship The Book of the City of Ladies , Hackett	2018
4. Textbook	Porter (Ed.) Thomas Hobbes	Classics in Political Philosophy Leviathan , Hackett	1994
5. Textbook	George Kieske John Locke	History of Political Theory: An Introduction -Volume I Two Treatises of Government , Cambridge	1988

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

- [Plato's Republic](#)
 - [Aristotle's Politics](#)
 - [Christine de Pizan's The Book of the City of Ladies](#)
 - [Machiavelli's Prince](#)
 - [Hobbes' Leviathan](#)
 - [Locke's Two Treatises of Government and Indigenous dispossession](#)
- I. [Power and Knowledge: The Greeks](#)
- I. a) [Introduction to the course](#)
- I. b) [Introduction to the Greeks](#)
- [the oral tradition](#)

- heroic paradigms of action
- knowledge: techne and paideia
- arete and paideia
- the Greek polis and public space
- 2. Socrates, Plato and Knowledge
- recapitulation and the Homeric consciousness
- the Platonic dialogue
- the Socratic dialogue
- the separation of the known and the knower
- knowledge and the emergence of "self"
- 3. Socrates' Conversation with Gorgias
- true education vs. rhetoric
- freedom, manipulation, and tyranny
- knowledge and opinion
- 4. The Conversation with Polis
- sin and knowledge
- Socratic geometry
- warm and benefit
- the Socratic method
- 5. The Conversation with Kallieles
- hedonism vs. morality
- the futility of philosophy
- morality, knowledge, and the material context
- 6. Knowledge, Politics, and Tragedy
- Socrates vs. Kallieles?
- Kallieles & Thrasymakos
- the value of philosophy?
- 7. Art, Philosophy, and the Political Task
- the ruling art
- the philosophical and political status of non-discursive symbolic forms
- knowledge and dialectic: Plato's contradiction
- 8. Aristotle on Politics
- Aristotle and Plato
- Polis and household
- classification of regimes
- preservation of regimes
- II. Rome: From Pagan Republic to Christian Empire
- 9. Cicero & Aquinas
- extent of the empire
- Rome and Greek civilization—Cicero's education
- Stoicism et al.
- Natural law
- Republicanism
- Voluntarism and Republican Liberty
- The City of God and the City of Man
- The Fall of Rome and the Manorial Organization of Society
- The Church symbolic order and political order
- III. Political Thought in the Christian Middle Ages
- 10. Thomas Aquinas
- classical Greek thought and Christian thought
- Medieval organicism
- Medieval natural law

- Justice and kingship
- Aquinas and Aristotle
- Medieval rationalism
- 11. Machiavelli: The Reality of Power
- 12. Machiavelli: Reflections and Details
 - realism and morality
 - morality as knowledge vs. morality as rules
- IV. The Protestant Reformation: Institutions and Knowledge
- 13. Martin Luther
 - the heterogeneity of the Protestant reaction
 - commerce, nation-state and church government
 - private morality and public space
 - voluntarism
 - the appearance of the individual
- 14. Review

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: December, 2023

Subject: Proposal for revision of POSC 312: Freedom and Equality

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 title, calendar description, learning outcomes, texts, and evaluation methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course and modernize the course by, for example, aligning the learning outcomes with UFV's institutional learning outcomes. The changes also foreground course themes – freedom and equality – over merely highlighting the time-period covered in the course. The changes also reflect an expansion of the perspectives on offer in the course. New additions include feminist political theory and anti-racist/de-colonial political theory. Specifically, we will be reading Mary Wollstonecraft's ground-breaking feminist text *a Vindication of the Rights of Women* and Franz Fanon's highly influential anti-colonial and anti-racist book, *The Wretched of the Earth*.

The prerequisites have been modified to better reflect the courses that will prepare students for a reasonable chance of success 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 \(ILOs\)](#):

This course advances all the major institutional learning outcomes at UFV. Specifically, students will 1) demonstrate the information taught in the course in their essay and exams; 2) critically and imaginatively analyze modern political thought in their term papers; 3) use the knowledge taught in the course and the skills of political theoretic inquiry by questioning metaphysical assumptions and providing normative and critical analyses of modern political thought; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class participation; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.

In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of modern political thought, 2) competency in the research methods of the history of political thought, 3) critical thinking skills by having students explore diverse and contradictory normative perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.

Commented [PS1]: The first section of the question, the learning outcome of the program(s) should be addressed if there are substantial changes to the learning outcomes.

Commented [SL2R1]: Thanks for this. A paragraph on PLOs has been added.

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 themes of this course will be to consider questions of coloniality in the history of modern political thought. We will examine how foundational thinkers in the history of Western thought were wrapped up in colonial processes and functioned as legitimizers of colonial dispossession. This will provide insight into the insidious legacies of colonialism in Western political thinking, which carry on to this day. We will also examine important anti-colonial texts and traditions, such as Fanon's *The Wretched of the Earth*.

Commented [ML3]: Are there any pedagogical approaches with an Indigenous focus considered besides the content?

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

The course theme – freedom and equality – specifically foregrounds questions of equity, diversity, and inclusion. This course prompts students to consider what freedom and equality mean, from a variety of perspectives and viewpoints, and to consider the relation between these concepts. Some of the central questions this course asks, include: Can we be free without equality, and if not, what kind of equality is needed? What is the relation between equality and difference? What does it mean to be free and what is required for more meaningful and expansive forms of freedom? What are the legitimate limits of freedom?

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):

This is a reading intensive course, where students read classic works of modern political thought. Seven books are assigned. However, seeing as the texts covered in this class are some of the most printed in all of history, students have several options regarding text procurement. While I make all seven required books for this course available for purchase at the university bookstore, editions of each are also available at the UFV library, and are regularly sold at used bookstores. Many are also available for free online. If students purchase new copies of each course book, the total for all of them is roughly \$150.



ORIGINAL COURSE IMPLEMENTATION DATE: March 1994
 REVISED COURSE IMPLEMENTATION DATE: September 2023
 COURSE TO BE REVIEWED (six years after UEC approval): September 2029
 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: POSC 312		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Order, Liberty, and Equality: Western Political Thought from the 17th Century to 1900. Freedom and Equality															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Philosophy & Political Science Political Science													
Calendar Description: This course will cover: Covers the history of modern Western political thought from the 18 th century, 18th and 19th centuries through the early 20th century, covering some of the most influential texts in the modern period, such as: The course will focus on the writing of Hobbes, Locke, Rousseau, Wollstonecraft, Bentham, Kant, JS Mill, Madison, Hegel, and Marx, Nietzsche, and Fanon. It provides a good overview for students in History, English, and other disciplines, as well as Political Science. Note: Students with credit for PHIL 372 cannot take this course for further credit.															
Prerequisites (or NONE):		One of POSC 120, POSC 270 , POSC 311, PHIL 140 , PHIL 240 , or 45 university-level credits.													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because:													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: [click to select] Submit outline for (re)articulation: [click to select] (If yes, fill in transfer credit form .)	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Department approval : Date of meeting: Nov. 2023													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [ML1]: Consider using a student-oriented course description.

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

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

1. Explain how political theorists approach questions of freedom and equality.
2. Assess the arguments of foundational texts in the history of modern political thought.
3. Evaluate rival conceptions of freedom, equality, and power.
4. Apply modern texts of political thought to contemporary circumstances.
5. Demonstrate critical exegesis.
6. Explain how modern political theorists have approached questions of race and decolonization.

1. Demonstrate understanding of key historical texts. Summarize historical texts from modern political thinkers. Apply concepts and approaches from the course to understand texts from this period.
2. Apply the tradition of Western political thought to an interpretation of their own lives and times to contemporary political issues.

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

Assignments: Essays-x2 4355 each%	Class Participation 10%	-Final exam: %30%
[click to select]Quizzes/tests: 25%	[click to select] %	[click to select] %

Details:

- Essay: 30%
- Essay: Outline: 5%
- Midterm Exam: 25%
- Final Exam: 30%
- Class Participation 10%

Commented [EN2]: I'm wondering how the 10% class participation will be assessed. I saw this in evaluation method in a couple of the POSC courses.

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	Porter (Ed.)Rousseau, J.J.	Classics in Political PhilosophyThe Basic Political Writings (2nd/3rd), Hackett	2012
2. Textbook	Hobbes, TWollstonecraft, M.	LeviathanA Vindication of the Rights of Women and A Vindication of the Rights of Men, Oxford	2009
3. Textbook	Tucker, R. (Ed.)	The Marx-Engel's Reader (2nd), Norton	1978
4. [click to select]Textbook	—Nietzsche, F.	—On the Genealogy of Morals and Ecce Homo, Vintage	1989
5. [click to select]Textbook	—Fanon, F	—The Wretched of the Earth, Grove	2021

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

N/A

Course Content and Topics

- Rousseau's Discourse on Inequality
- Rousseau's Social Contract
- Wollstonecraft's A Vindication of the Rights of Women
- Kant's Grounding for the Metaphysics of Morals and What is Enlightenment
- Mill's On Liberty
- The Early Writings of Marx
- Nietzsche's Genealogy of Morals and On Truth and Lie in an Extra-Moral Sense

- [Fanon's The Wretched of the Earth and the politics of race and decolonization](#)

1. a) Introduction to the course
1. b) Introduction to the Protestant Reformation
2. The Protestant Reformation: Institutions and Knowledge
3. Hobbes: The War of All Against All
4. Hobbes: Knowledge, Anxiety, and Political Order
5. John Locke: Classical Liberal Individualism and Liberal Democracy
6. Adam Smith & Jeremy Bentham: Capitalism, Technique & Progress
7. Jean-Jacques Rousseau I: The Political Economy of the Fall
8. John Stuart Mill
9. G.W.F. Hegel: Reason and History
10. Marx and Hegel: Materialism as Theory and Method
11. Karl Marx: The Theory of Human Nature
12. Marx and Lenin: The Theory of State
13. Nietzsche and Modernity

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: December, 2023

Subject: Proposal for revision of POSC 350 Oppression, Inequality and Emancipation

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 course is being updated to expand the topics offered to 1) better serve the interests of UFV students and, 2) better reflect diverse scholarship within political theory. By expanding the course to consider issues of race, ethnicity, caste, class, and coloniality in addition to sex and gender, the revised course will provide a greater breadth to UFV students, while maintaining the courses intended focus on oppression and emancipation.

Commented [PS1]: All checked boxes from question 1 should be addressed in the rational.

The course is due for review. The revised title better reflects the revised course content. The calendar description and learning outcomes have been updated to better reflect the revised course content and to comply with UFV policy and format guidelines. The updated texts and evaluation methods expand the coverage of the course to deal with intersectional issues and to better engage with Indigenous political thought and issues of equity, diversity, and inclusion.

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 \(ILOs\)](#):

This course advances all nine institutional learning outcomes at UFV. Specifically, students will, 1) demonstrate the information taught in the course in essay assignments and in the final exam; 2) critically and imaginatively analyze in their papers issues of oppression, inequality and emancipation; 3) use the knowledge taught in the course and the skills of political theoretic inquiry in questioning metaphysical assumptions and providing normative and critical analyses based on the readings provided as relates to questions of oppression, inequality and emancipation; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class discussion; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.

In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of emancipatory and anti-oppressive forms of political theory, 2) competency in the research methods of contemporary analytic, continental, critical and normative political thought, 3) critical thinking skills by having students explore diverse and contradictory normative and critical perspectives from a diverse array of social locations, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical, critical and normative essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts and social locations, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and perspectives and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates concerning issues of inequality and oppression in their assignments in class discussions.

Commented [PS2]: I suggest also adding rational for PLOs

Commented [SL3R2]: Thanks for this. A paragraph on PLOs has been added.

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 \(UNDRIP\)](#).

This revised course explicitly engages with Indigenous political thought and with decolonial theory. Readings are drawn from Indigenous authors, and modules focus on decoloniality, Indigenous refusal, and critiques of white supremacy.

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

The course foregrounds issues of equity, diversity, and inclusion. The subject matter of the course explicitly focuses on issues of gender, race, ethnicity, class, caste, and Indigeneity. Student papers will address these issues.

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):

Most of the required readings for this course will be available online via the UFV library. Books will cost roughly \$100.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011
 REVISED COURSE IMPLEMENTATION DATE: ~~October 2016~~
 COURSE TO BE REVIEWED (six years after UEC approval): ~~January 2029~~
 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: POSC 350		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Sex, Gender, and Women in Political Thought Oppression, Inequality and Emancipation															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Political Science													
Calendar Description:															
<p>This course will provide a survey of some of the key debates in gender and feminist political theory, including meanings of gender, the idea of women in political thought, differences among gender identities, and how gendered identities are conceived and organized in politics and society.</p> <p>Surveys debates in emancipatory political theory. Confronts questions of race, ethnicity, gender, coloniality, and class.</p>															
Prerequisites (or NONE):		45 university-level credits													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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: May be offered in multiple delivery modes Expected frequency: Every other 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>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	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 (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: — Nov. 2023													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [GG1]: You are keeping "Sex" in the title. Why did you choose to keep "sex" instead of "gender"? Gender would be better.

Commented [JP2R1]: Thanks for catching our error with using tracked changes! The entire old title should be crossed out. The new title is : "Oppression, Inequality and Emancipation"

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:

- ~~6. Explain the difference between concepts of sex and gender;~~
 - ~~1. Explain how questions about women and gender relate to issues of racism, colonialism, class, sexuality and (dis)ability.~~
 - ~~2. Describe key debates, approaches, and ideas in the field of gender and feminist political theory~~
 - ~~3. Identify and analyze key concepts in the field of gender and feminist political thought~~
 - ~~4. Identify key thinkers in the field and outline their contributions to the discipline~~
 - ~~6. Critically evaluate actual political events through the lens of gender and feminism.~~
- 1. Distinguish different forms of oppression.
 - 2. Analyse diverse approaches to combatting oppression.
 - 3. Articulate diverse approaches to de-colonialism.
 - 4. Explain intersectional approaches to combating oppression.
 - 5. Assess political theory approaches to emancipatory politics.

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

Assignments:	60%	Final exam:	30%	Holistic assessment:	10%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

- Critical analysis paper 15%
- Class presentation 15%
- Participation 10%
- Research essay 30%
- Final examination 30%

- Critical Analysis Paper (short): 20%
- Critical Analysis Paper (long): 40%
- Final Exam: 30%
- 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.)

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	—Phillips, A.	Feminism & Politics—	1998
2. [click to select] Textbook	—Rogers, M. & Turner, J.	—African American Political Thought	2021
3. [click to select] Textbook	—Said, E.W.	—Orientalism	2023
4. [click to select] Textbook	—Mills, C	—The Racial Contract	2019
5. [click to select] Textbook	Ambedkar, B. R. —	—Annihilation of Caste: The Annotated Critical Edition	2014

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: Gender, Sex and Feminism
- Week 2: Feminist Methods
- Week 3: Sex and Gender Difference
- Week 4: Troubling Gender: Critical evaluation of political events through the lens of gender and feminism
- Week 5: Rethinking Gender: Questions of Commonality and Difference I
- Week 6: Rethinking Gender: Questions of Commonality and Difference II

Week 7: Intersections of Difference: Disability, Race, Sexuality & Class

Week 8: Colonialism, Women, and Gender

Week 9: The Politics of Privilege

Week 10: Men, Masculinity and Feminist Thought

Week 11: Gender & Work

Week 12: The Gendered State

Week 13: Gendered Racism in the Post-9/11 Era

- [Introduction to emancipatory political thought](#)
- [European colonial expansion](#)
- [Capitalism and the poor](#)
- [Patriarchy and the sexual contract](#)
- [White supremacy and the racial contract](#)
- [The political theory of abolition](#)
- [Anti-colonialism, self-determination, and caste](#)
- [Civil rights movements](#)
- [Black Power](#)
- [Decolonialism](#)
- [Deconstructing sex and gender](#)
- [Counter hegemony](#)
- [Intersectionality](#)

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: December, 2023

Subject: Proposal for new course POSC 313: Truth and Power

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):

The proposed course is the first at UFV wholly within the subfield of contemporary political theory, the largest subfield within political theory. Currently, the core political theory courses at UFV cover content from antiquity to the 16th century (POSC 311) and from the 17th to the 19th century (312) respectively. This course picks up where these courses end, by providing students with a general introduction to political theory in the 20th and 21st century. In so doing, this course offers an introduction to some of the major themes and perspectives in contemporary political theory. Students will be exposed to a diverse range of authors, topics, and styles of thought. This course will prepare students to be conversant in multiple domains of contemporary political theory and to be aware of competing sides of current debates. Assignments will provide an opportunity for students to engage with more depth and nuance, exploring the perspectives that they find most compelling. For students who wish to pursue graduate work in political theory, this course will be essential, providing them with a breadth of knowledge of the current state of the discipline, such that they can appropriately locate their interests and converse with potential graduate advisors.

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 \(ILOs\)](#):

This course advances all nine of UFV's institutional learning outcomes. Specifically, students will, 1) demonstrate the information taught in the course in essay assignments and in the final exam; 2) critically and imaginatively analyze currents of contemporary political theory in their papers; 3) use the knowledge taught in the course and the skills of political theory inquiry in questioning metaphysical assumptions and providing normative and critical analyses based on the readings provided; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class discussion; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.

Commented [PS1]: I recommend explaining how the course learning outcomes align with the program learning outcomes as well.

Commented [SL2R1]: Thanks for this. A paragraph on PLOs has been added.

In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of contemporary political theory, 2) competency in the research methods of contemporary analytic, continental, critical and normative political thought, 3) critical thinking skills by having students explore diverse and contradictory normative and critical perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical, critical and normative essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts and social locations, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.

3. 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 not be required by any program beyond the discipline.

4. Which program areas have been consulted about the course?

N/A

5. If a new discipline designation is required, explain why:

N/A

6. 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 \(UNDRIP\)](#).

In this course, we will be reading works from Indigenous political theorists. For example, we will read the work of Yellowknives Dene political theorist Glen Coulthard and Anishinaabe political theorist Dale

Turner. We will discuss Indigenous resistance and refusal, concepts of “nested sovereignty” (Simpson, 2016), and challenges to the settler politics of recognition.

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

This course will ask, among other things, what contemporary political theory can offer for questions of equity, diversity, and inclusion. We will read queer theory, feminist political thought, critical race theory, radical democratic theory, and Indigenous theory. Readings are drawn from a diverse array of authors, with complex intersectional identities, demonstrating to students the full range of positionalities that inform the contemporary discipline of political theory.

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:

Most readings for this course will be drawn from the UFV library or free online sources. Approximate costs for books are roughly \$40.



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: POSC 313		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Truth and Power			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Political Science	
Calendar Description:			
Discusses the relevance of contemporary political theory to the major social and political challenges of today.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		One of the following: POSC 120, POSC 311, POSC 312, or 45 university-level credits.	
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 <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: May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Every other year	
Lecture/seminar	45	Maximum enrolment (for information only): 28	
[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	
Total hours	45	Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>	
Scheduled Laboratory Hours		Department approval	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Date of meeting: Nov. 2023	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Commented [ML1]: Consider having a student oriented course description.

Commented [PS2]: I am wondering, based on the course rational, should the description address the 20th and 21st century?

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 the major themes and thinkers in contemporary political theory.
2. Explain the major trends in contemporary political thought.
3. Assess the strengths and weaknesses of different currents of contemporary political theory.
4. Evaluate the applicability of contemporary political theory for engaging current political events and challenges.
5. Analyse Indigenous and anti-colonial theory.

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

Final exam:	30 %	Assignments:	60 %	Holistic assessment:	10%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Critical Analysis Paper (short): 20%
 Critical Analysis Paper (long): 40%
 Final Exam: 30%
 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.)

Lecture, seminar discussion, group 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	John Rawls	A Theory of Justice, Revised Edition, Cambridge	1999
2. Textbook	Michel Foucault	Discipline and Punish: The Birth of the Prison, Vintage	1995
3. Textbook	Iris Marion Young	Justice and the Politics of Difference, Princeton	2011
4. Textbook	Charles Taylor	The Politics of Recognition, Princeton	1994
5. Indigenous knowledge	Glen Coulthard	Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada, Contemporary Political Theory	2007

Commented [ML3]: Consider including more current texts and resource materials.

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 Contemporary Political Thought
- Liberal Political Theory
- Hermeneutics, Interpretation, and Understanding
- Habermas and Deliberative Democracy
- Foucault and Discursive Power
- Ideology, Marxism, and Post-Marxism
- Gender and Feminist Political Thought
- Race and Anti-Colonial Thought
- Judgment and Rhetoric
- Recognition and its Critics
- Constructivism
- Comparative Political Thought



MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: POSC 313, POLITICAL SCIENCE, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget review of the implication of the proposed new course POSC 313. It will be included in our course planning going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
SMurray@ufv.ca

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for new course POSC 399 – Special Topics in Political Science

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):
 - The course provides students with an additional upper-level course to satisfy program requirements and expand the offerings in political science.
 - By adding a new course code, the course will allow new faculty members to offer special topics courses without excluding students who have taken a previous special topics course.
 - The course will allow us to leverage the expertise of our faculty members to create innovative and interesting courses for our students.
 - A single 300-level special topics course better fits into the overall Political Science program compared to the previous specialized 400-level special topics courses that will be discontinued. It will better reflect the need for a special topics course to cover current issues and other topics of interest to students that are not covered in the department’s regular course offerings.

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 \(ILOs\)](#):

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Explain the central concepts and approaches to the subject.	<i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.	Use knowledge and skills proficiently
Understand the central debates between scholars in the subject.	<i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches,	Use knowledge and skills proficiently

	and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.	
Analyze contemporary political debates using the approaches to the subject.	<i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.	Analyze critically and imaginatively
Apply concepts and approaches on the subject to case studies in the subject area.	<i>Knowledge of the Discipline</i> (see above)	Use knowledge and skills proficiently
Analyze the subject through the lenses of race, gender, and class.	<i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.	Engage in respectful and professional practices
Apply Indigenous approaches to understand the subject.	<i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.	Engage in respectful and professional practices

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
n/a
4. Which program areas have been consulted about the course?
n/a
5. If a new discipline designation is required, explain why:
n/a

6. 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 \(UNDRIP\)](#).
 - Given that this is a special topics course, the content will vary.
 - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to Indigenization. Different topics courses will approach Indigenization in different ways. In some classes the material studied will be directly related to Indigenous Peoples' politics. In other classes, while the course material will not necessarily cover Indigenous issues, class assignments and teaching methods still will reflect Indigenous ways of learning, such as the importance of oral knowledge transmission through discussion and reflection.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - Given that this is a special topics course, the content will vary.
 - All special topics classes will deliver material to students in an accessible manner.
 - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to EDI. Political science topics typically intersect with issues of inequality, equity, and diversity in different contexts. Instructors will help students to navigate these topics and to understand social power relations.
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:
 - Will vary by instructor.



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: POSC 399		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Special Topics in Political Science															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Political Science													
Calendar Description: Topics will vary depending on the instructor but will be limited to those which lie outside the subject areas currently offered. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter of designation differs.															
Prerequisites (or NONE):		45 university-level credits.													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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: Yes (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: 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>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	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 (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: November 2023													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

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

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

1. Explain the central concepts and approaches to the subject.
2. **Understand** **Explain** the central debates between scholars in the subject.
3. Analyze contemporary political debates using the approaches to the subject.
4. Apply concepts and approaches on the subject to case studies in the subject area.
5. Analyze the subject through the lenses of race, gender, and class.
6. Apply Indigenous approaches to understand the subject.

Commented [PS1]: How "understand" is measured? I suggest using another verb such as describe, explain,...

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

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

Details:

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

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

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. Other	Will vary with the instructor but will be consistent with the Department of Political Science's criteria for a 300-level course. Instructors will also be encouraged to draw from diverse traditions of scholarships, and especially Indigenous knowledge, when appropriate.		
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.)

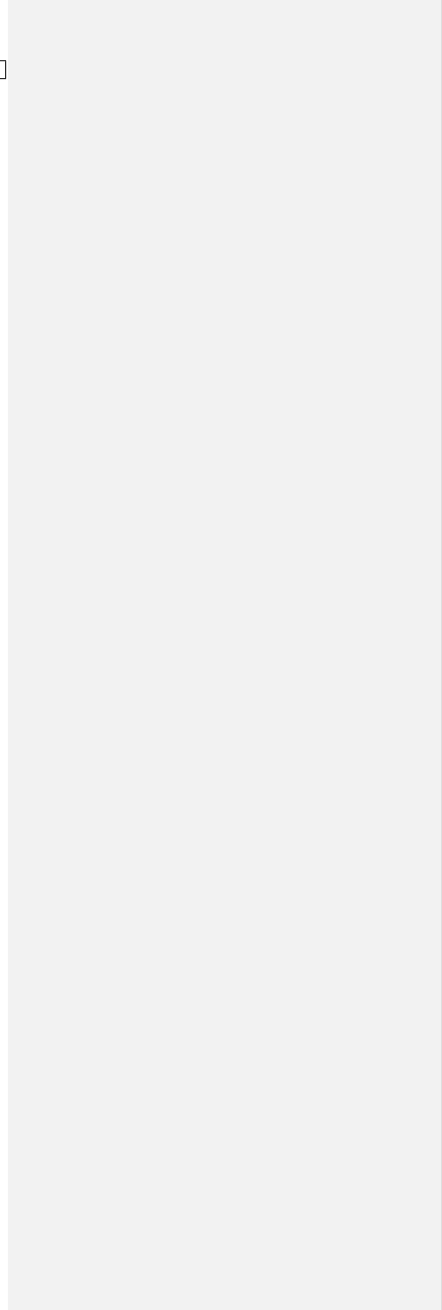
Course Content and Topics

Example of a Course Content and Topics

Topics in the Politics of Conspiracy Theories, Misinformation, and Extremism in the Global North

- Introduction
- Defining & problematizing conspiracy theories, misinformation, and extremism
- Politics of Conspiracy Theories
- Far-Right Extremism in the U.S. & Canada
- Far-Right Extremism in Europe
- Far-Left Extremism
- Social Movements & Contentious Politics
- Studying Extremism – Ethnographies of the Far Right
- Regulating Mis and Disinformation
- Policing Extremism
- Case Study #1 (will vary based on news cycle)
- Case Study #2 (will vary based on news cycle)
- Capstone Simulation – Parliamentary Hearing on Extremism in Canada

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





MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: POSC 399, POLITICAL SCIENCE, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course POSC 399. It will be incorporated in our course plan going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie Murray".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
SMurray@ufv.ca

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for new course POSC 498 Directed Reading in Political Science.

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):
 - Political science is streamlining our directed studies offerings to provide students with a clearer pathway to gain additional knowledge of politics through intensive reading of the secondary literature and through primary-source-based research. POSC 498 will be the directed reading course.
 - The directed reading option will allow us to leverage the expertise of our faculty members to create innovative and interesting learning opportunities for our students.

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 \(ILOs\)](#):

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Explain the central concepts and approaches to the subject.	<i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.	Use knowledge and skills proficiently
Understand the central debates between scholars in the subject.	<i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.	Use knowledge and skills proficiently

Analyze contemporary political debates using the approaches to the subject.	<i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.	Analyze critically and imaginatively
Apply concepts and approaches on the subject to case studies in the subject area.	<i>Knowledge of the Discipline</i> (see above)	Use knowledge and skills proficiently
Analyze the subject through the lenses of race, gender, and class.	<i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.	Engage in respectful and professional practices
Apply Indigenous approaches to understand the subject.	<i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.	Engage in respectful and professional practices

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

n/a

4. Which program areas have been consulted about the course?

n/a

5. If a new discipline designation is required, explain why:

n/a

6. 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 \(UNDRIP\)](#).

- Given that this is a directed reading course, the content will vary.

- Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to Indigenization. Many courses will include readings that connect to issues that Indigenous Peoples' face in Canada and worldwide. In addition, all directed reading courses will include discussion between the student(s) taking the course and the faculty member to allow for oral evaluation of student learning.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- Given that this is a directed reading course, the content will vary.
 - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to EDI. Faculty members will work with the student(s) who take this course to provide accommodations for students with disabilities. In addition, many topics and readings for this course will cover issues related to equity, diversity, and inclusion in different contexts.
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:
- Will vary by instructor



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: POSC 498		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Directed Reading in Political Science			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Political Science	
Calendar Description:			
Designed for students who wish to examine a particular political problem or issue through the examination of scholarly sources. It will be offered either as an individual reading course or as small seminars, depending upon student and faculty interest.			
Students interested in more information should contact the Department of Political Science.			
Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter of designation differs.			
Prerequisites (or NONE):		45 university-level credits and the consent of both the faculty supervisor and department head.	
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: Yes; no limit on repeats	
<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	
Supervised directed learning (directed studies only)	45	Delivery Mode: May be offered in multiple delivery modes	
[click to select]		Expected frequency: Infrequent	
[click to select]		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	45	It is a directed reading.	
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: No	
Faculty Council approval		<i>(If yes, fill in transfer credit form.)</i>	
Undergraduate Education Committee (UEC) approval		Date of meeting: November 2023	
		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. Explain the central concepts and approaches to the subject.
2. Understand the central debates between scholars in the subject.
3. Analyze contemporary political debates using the approaches to the subject.
4. Apply concepts and approaches on the subject to case studies in the subject area.
5. Analyze the subject through the lenses of race, gender, and class.
6. Apply Indigenous approaches to understand the subject.

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

Assignments:	80%	Holistic assessment:	20%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Discussions with faculty advisor – 20%

(Note: the amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Political Science course).

Reflections on the readings (2 short papers) – 20%

Literature review paper – 60%

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. Discussions with a faculty advisor.
2. Preparation of written 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. Other	There are no texts as such for the course. Students will be expected to read and comment on a substantial body of literature, some suggested by the advisor, others resulting from the student's own review of the literature.		
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

Readings related to the topic chosen.



MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: POSC 498, POLITICAL SCIENCE, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course POSC 498, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in blue ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo for New Course

To: Linda Parady and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for new course POSC 499

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):
 - Political science is streamlining our directed studies offerings to provide students with a clearer pathway to gain additional knowledge of politics through intensive reading of the secondary literature and through primary-source-based research. POSC 499 will be the directed research course.
 - The directed research option will allow students to conduct original research using primary sources under the direction of a Political Science faculty member.
 - This research option will expand our upper-division offerings to include supervised research.
 - Students who completed POSC 300 Research Design and Methods will be able to build on the knowledge and skills that they acquired in that course to complete a research project in POSC 499
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 \(ILOs\)](#):

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Propose a research project that includes original research using primary sources	<i>Research Methods Students will develop an understanding and be able to apply both diverse quantitative and qualitative research methods in the discipline of political science to design, conduct, analyze and write research reports and essays.</i>	Initiate inquiries and develop solutions to problems Pursue self-motivated and self-reflective learning
Apply appropriate research methods and research ethics for their project, including completing the TCPS 2 and HREB approval when necessary	<i>Research Methods (see above)</i>	Use knowledge and skills proficiently Engage in respectful and professional practices
Assess the applicability of Indigenous or community-based research	<i>Values and Culture Students will develop ethical</i>	Engage in respectful and professional practices

methods to their project	<i>understanding of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.</i>	
Analyze the secondary literature relevant to their research topic	<i>Knowledge of the Discipline Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.</i>	Use knowledge and skills proficiently
Conduct research using primary sources, such as interviews, ethnographic, and/or statistical data	<i>Information Literacy Students will be able to identify credible sources of information, develop an understanding of the difference between opinion and informed argument, locate, access, and reference academic and non-academic information from a wide range of sources including libraries, internet, and the community.</i> <i>Research Methods (see above)</i>	Engage in respectful and professional practices Demonstrate information competency Use knowledge and skills proficiently
Present original research as a manuscript or in other appropriate forms	<i>Application of Knowledge in Political Science: Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.</i> <i>Communication Skills Students will develop effective written and oral communication skills, including listening and comprehending complex arguments, and be confident to</i>	Use knowledge and skills proficiently Demonstrate information competency Communicate effectively Analyze critically and imaginatively

	<p><i>articulate their views while offering innovative solutions to societal problems.</i></p> <p><i>Critical Thinking Skills</i> <i>Students will develop critical and creative thinking skills which are essential ingredients in identifying, defining, and analyzing political problems and providing solutions.</i></p>	
--	---	--

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. 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 \(UNDRIP\)](#).
 - Students will be required to follow appropriate methods and research ethics for their projects. They will be asked to explore the ways in which their research may affect Indigenous Peoples when conceptualizing their research projects. Students will meet regularly with the supervising faculty member and learn through discussion and exploration. Students will be able to present their research in multiple forms.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
 - Students will be required to follow appropriate methods and research ethics for their projects and to think about how lenses developed to understand issues of race, gender, sexuality, and disability could be appropriate for their project. They will be asked to explore the ways in which their research may affect ethnic, gender, and sexual minorities when conceptualizing their research projects. Research projects will accommodate students with disabilities, and students will be able to present their research in multiple forms. The flexibility of this course will allow students of various backgrounds to pursue supervised research under the direction of a UFV faculty member.
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.):

- Students will conduct original research and will need to gain ethical approval for this research through UFV if it involves human or animal subjects. Students will be required to consult frequently with their faculty supervisor during the research process.
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Varies; typically less than \$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: POSC 499		Number of Credits: 3 Course credit policy (105)										
Course Full Title: Directed Research in Political Science												
Course Short Title: (To be assigned by OReg based on university standards.)												
Faculty: Faculty of Social Sciences		Department (or program if no department): Department of Political Science										
Calendar Description: Develop and complete an independent research project using primary sources about a politically-relevant topic in consultation with a supervising faculty member. Present this research in written and/or other appropriate forms. Students must gain Research Ethics Board approval if relevant. Note: Students may take this course for credit more than once for different research projects or different parts of the same large project. Note: Students with credit for _____ cannot take this course for further credit.												
Prerequisites (or NONE):		45 University-level credits including POSC 300, and the consent of both the faculty supervisor and the 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: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: Yes; no limit on repeats <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): 6										
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: This is an independent study course with an individual faculty member.										
Supervised directed learning (directed studies only)	45	<table border="1"> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>Total hours</td><td>45</td></tr> </table>	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45
[click to select]												
[click to select]												
[click to select]												
[click to select]												
Total hours	45											
[click to select]												
[click to select]												
[click to select]												
[click to select]												
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: November 2023										
Faculty Council approval		Date of meeting:										
Undergraduate Education Committee (UEC) approval		Date of meeting:										

Commented [GG1]: Missing no. of credits.
 Commented [JP2R1]: Thanks for catching this. It should read "3"

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

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. Propose a research project that includes original research using primary sources
2. Apply appropriate research methods and research ethics for their project, including completing the TCPS 2 and gaining HREB approval when necessary
3. Assess the applicability of Indigenous or community-based research methods to their project
4. Analyze the secondary literature relevant to their research topic
5. Conduct research using primary sources, such as documents, interviews, ethnographic, and/or statistical data
6. Present original research as a manuscript or in other appropriate forms

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

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

Details:

To be determined in consultation with the faculty supervisor, but will typically include a major research paper, and possibly other shorter written assignments, such as a prospectus and/or annotated bibliography. It may also include other ways to present research, such as in-person, audio, video, or visual 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.)

Regular meetings between the student and faculty supervisor

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	Howard, C.	Thinking Like a Political Scientist: A Practical Guide to Research Methods/ Univ. of Chicago Press	2017
2. Textbook	Kovach, M.	Indigenous Methodologies: Characteristics, Conversations, and Contexts, 2 nd ed/ Univ. of Toronto	2021
3. Textbook	LaVaque-Manty, M. & D. LaVaque-Manty	Writing in Political Science: A Brief Guide/ Oxford Univ. Press	2016
4. [click to select]			
5. [click to select]			

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

No specialized materials required

Course Content and Topics

To be determined in consultation with the faculty supervisor. It must include substantial original research and the appropriate presentation of this research.



MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: NEW COURSE BUDGET APPROVAL: POSC 499, POLITICAL SCIENCE, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course POSC 499, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 480 – Special Topics in Political Theory

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 no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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 \(UNDRIP\)](#).

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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 481 – Special Topics in Comparative Politics

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 no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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 \(UNDRIP\)](#).

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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 482 – Special Topics in Canadian Politics

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 no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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 \(UNDRIP\)](#).

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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 483 – Special Topics in International Relations

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 no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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 \(UNDRIP\)](#).

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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 484 – Special Topics in Public Policy

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 no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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 \(UNDRIP\)](#).

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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 490 Directed Studies in Political Theory

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 no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research 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 \(ILOs\)](#): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by 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 \(UNDRIP\)](#).

- 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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 491 Directed Studies in Comparative Politics

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 no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research 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 \(ILOs\)](#): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by 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 \(UNDRIP\)](#).

- 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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 492 Directed Studies in Directed Studies in Canadian Politics

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 no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research 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 \(ILOs\)](#): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by 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 \(UNDRIP\)](#).

- 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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 493 Directed Studies in International Politics

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 no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research 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 \(ILOs\)](#): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by 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 \(UNDRIP\)](#).

- 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

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Undergraduate Education Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: January 2024

Subject: Proposal for revision of POSC 494 Directed Studies in Public Policy

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 no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research 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 \(ILOs\)](#): N/A

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by 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 \(UNDRIP\)](#).

- 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



MEMO

To: LINDA PARDY
From: SYLVIE MURRAY
Cc: TARA KASZONYI, MARK FISCHER
Subject: COURSE DISCONTINUATION BUDGET APPROVAL: POSC 480, 481, 482, 483, 484, 490, 491, 492, 483, AND 494, POLITICAL SCIENCE, COLLEGE OF ARTS
Date: DECEMBER 12, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed discontinuation of the courses POSC 480, 481, 482, 483, 484, 490, 491, 492, 483, and 494, and I approve the discontinuation of these courses.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie" with a flourish.

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences
Sylvie.murray@ufv.ca
604-854-4515

Memo for Course Changes

To: Amanda Grimson

From: Linda Pardy & Dana Landry

Date: Jan 8, 2024

Subject: Proposal for revision of AIS 299: Professional Practices 1

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 course was recently approved by UEC at the Oct 2023 meeting. During the approval process comments were made about removing very specific reference to types of reflection processes and competencies models (i.e. Canada's Nine Success and Skills and A.S.K). These were removed from another course that was approved at the same time AIS 111 but was not caught for AIS 299. This minor revision removes the specifics without changing the learning outcomes. In addition, a textbook as been added to ensure the this copy of the course outline is as current at possible. At the time of UEC approval we were not sure the textbook would be published in time for 2024, but it was recently published.

The Course Content was updated as well in response to removing the specific types of strategies in the learning outcomes.

NO other revisions have been made and the memo originally submitted covered each of the other items below.

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 \(ILOs\)](#): Same as Oct 27, 2023 copy
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Same as Oct 27, 2023 copy

5. Which program areas have been consulted about the change(s)? [Same as Oct 27, 2023 copy](#)
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 \(UNDRIP\)](#).

[Same as Oct 27, 2023 copy](#)

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

[Same as Oct 27, 2023 copy](#)

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.

[Same as Oct 27, 2023 copy](#)

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

[Same as Oct 27, 2023 copy](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029
 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: AIS 299		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Professional Practices I Course Short Title: Professional Practices I															
Faculty: Faculty of Social Sciences		Department (or program if no department): Arts and Integrated Studies													
Calendar Description: Students identify skills gained from a liberal arts education that equip them to self-manage their lives, work, civic, and global participation while exploring equity, diversity, and inclusion (EDI) in the workplace. They produce a personal action plan that connects their university learning to their post-university goals (e.g., career, service, graduate school). Note: Students with credit for ARTS 101, ARTS 201, ARTS 299, AIS 398, or PORT 398 cannot take this course for further credit. Note: It is recommended that this be completed within 60 credits of admission to the Bachelor of Arts.															
Prerequisites (or NONE):		9 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: ARTS 299 Cross-listed with: Equivalent course(s): ARTS 101, ARTS 201 Note: Cannot take AIS 299 after AIS 398 or PORT 398 (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Lecture/seminar	15	Tutorials/workshops	20	Supervised laboratory hours (design lab)	10					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: The focus of the course is education and post-university planning at the time the student is at UFV.	
Lecture/seminar	15														
Tutorials/workshops	20														
Supervised laboratory hours (design lab)	10														
Total hours	45														
Department approval:		Date of meeting: January 19, 2023													
Faculty Council approval		Date of meeting: February 10, 2023													
Undergraduate Education Committee (UEC) approval		Date of meeting: October 27, 2023													
Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)															

Learning Outcomes

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

1. Describe how skills and attributes acquired with a Liberal Arts education ~~apply to Canada's nine Skills for Success contribute to life design.~~
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous wholistic framework using the Five Rs. (relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use ~~the ASK (Attributes, Skills and Knowledge)~~ reflective methods to conduct self-evaluations ~~and to acknowledge/identify the individual talents, skills and attribute. of others.~~
5. Evaluate labour market trends, occupation and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university program planning with post-university goals.

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

Assignments:	75%		%		%
Holistic assessment:	25%		%		%

Details:

Assignments and holistic assessment may include:

- Creation of an Identity Map (IM)
- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries
- e-portfolios

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	Wallace, Christina	The Portfolio Life: How to Future-proof your career, avoid burnout, and build a life bigger than your business card.	2023
2.			
3.			
4.			
5.			

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

Course Content and Topics

- Introduction to liberal arts (or liberal education) skills
- [Life design strategies](#)
- Introduction to [career competency assessments Skills for Success](#)
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>
- Embracing far transfer: articulating transferable skills
- Define career, occupation, and job
- Indigenous career development practices:
 - The Indigenous holistic framework
 - The Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
 - Circle work
- EDI and workplace practices; everyone's responsibility
- Using and assessing labour market information
- Occupation pathways from liberal arts programs.

- Self-assessment practices for creating a skills inventory and expanding work/life options
- Education to post-university planning