

AGENDA
College of Arts Curriculum Committee
Friday, December 8, 2023 - 10:00 AM
Microsoft TEAMS

Page

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

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

THAT CACC adopt the agenda for 8 December 2023 as presented.

3 - 8

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

THAT CACC approve the minutes of 10 November 2023 as presented.

3. FOR DECISION

9 - 35

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

Presented by Andrea Hughes, Shawn Geniole, Rhonda Snow, Sven Van de Wetering, and Zoe Francis (10:05 a.m.)

THAT CACC approve the revision to PSYC 360, 364, 368, 386, and 460 as presented.

36 - 40

3.2. MENN 100 and 300 (Discontinuation)

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

41 - 67

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

Presented by Geetanjali Gill

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

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](#))**

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4.3. Adjournment



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE
November 10, 2023
9:00AM - Microsoft TEAMS

PRESENT: Lolehawk Buker (Co-chair), Hannah Celinski, Geetanjali Gill, Keith Harms, Vanessa Krahn, Maria de Luna, Elaine Newman, Melanie Opmeer, Linda Pardy (Co-chair), Parjad Sharifi, Tara Kaszonyi (Recorder)
REGRETS: Aimee Brown, Michael Batu, Rita Atake
GUESTS: Alan Cameron, Amber Gazo, Chantelle Marlor, Kathleen Rodgers, Eric Spalding, Keziah Wallis, Renate Johnson, Charline Johnsen

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 10 November 2023.

MOTION:

THAT CACC adopt the agenda for 10 November 2023 as presented.

M. Opmeer and L. Buker

CARRIED

2.2. Approve the College of Arts Curriculum Committee minutes of 13 October 2023.

MOTION:

THAT CACC approve the minutes of 13 October 2023 as presented.

M. de Luna & P. Sharifi

CARRIED

3. FOR DECISION

3.1. FREN 331 (Discontinuation)

MOTION:

THAT CACC approve the discontinuation of FREN 331 as presented.

M. de Luna & M. Opmeer

CARRIED

3.2. FREN 101, 102, 103, 215, 216, 219, 230, 315, 325, 342, 345, 415, 420, and 430 (Course revisions)

Global Feedback

- Learning Outcomes: CACC recognizes that FREN has an extensive number of learning outcomes on several courses; however, this is for articulation purposes and in-line with other universities. CACC suggests that MOLA bring the recommendation of reducing the number of learning

outcomes for languages to Provincial Articulation.

- **Evaluation Methods & Weighting:** CACC recommends that the example assignments be updated to more accurately reflect the diversity of assignments that are currently being offered in MOLA courses, including experiential learning opportunities. For example, instead of verbal exercises and drills, list assignments like podcasts, free writes, role playing, presentations, storytelling etc.

FREN 102

- **LO#6:** CACC recommends changing *provide* to *demonstrate*

FREN 103

- **Calendar Description:** MOLA has confirmed that the Note, "Students with credit for FREN 101 cannot take this course for further credit" is incorrect and it will be removed.
- **Prerequisites:** Currently blank, but MOLA has confirmed they should be FREN 101.
- **LO#7:** CACC recommends that this LO is removed and added to the list of assignment examples.

FREN 215 & FREN 216

- **Course Titles:** By naming these course Intermediate French 1 and 2, it suggests that the courses need to be taken in a specific order (which they do not). CACC recommends updating the names of the courses to reflect the topics covered, so they do not appear to be sequential.
- **Prerequisites:** MOLA agrees the prerequisites for FREN 216 should match FREN 215.

MOTION:

THAT CACC approve the changes to FREN 101, 102, 103, 215, 216, 219, 230, 315, 325, 342, 345, 415, 420, and 430 with recommended changes.

K. Harms & P. Sharifi

CARRIED

3.3. FREN 460 (New course)

CACC noted that the course name should be added to the memo.

MOTION:

THAT CACC approve the new course FREN 460 with recommended change.

L. Buker & P. Sharifi

CARRIED

3.4. French Major (Program change)**MOTION:**

THAT CACC approve the changes to the French Major as presented.

K. Harms & M. Opmeer

CARRIED

3.5. SOC 101, 201, 210, 220, 254, 265, 275, 330, 335, SOC/ MACS 255, SOC/

MACS 355, and SOC/ MACS 356**Global Feedback**

- Texts & Resource Materials: CACC recommends that SOC consider adding OER options.
- Calendar Descriptions: CACC asks that SOC review all calendar descriptions to ensure they are written in active voice and from a student focused (rather than course content focused) perspective.
- Learning Outcomes: CACC recommends against using *understand* in learning outcomes, since it is difficult to measure and will likely be flagged by UEC. CACC suggesting using *explain, describe, demonstrate* etc. as alternatives.

SOC 201

- LO#6: CACC recommends changing the word *appreciate* to *explain*, since it is more measurable.
- Recommended Evaluation Methods and Weighting: For the assignment examples, CACC recommends removing the preamble paragraph and providing a bulleted list of optional assignments instead.

SOC 210

- Recommended Evaluation Methods and Weighting: CACC suggests adding more expansive options aside from a formal paper and also cautions that if *participation* is evaluated, then specific examples of participation or a rubric may be required by UEC.

SOC 220

- Recommended Evaluation Methods and Weighting: The evaluation of classroom discussion can be problematic. CACC recommends removing it.

SOC 265

- Prerequisites: SOC confirms that the prerequisites should be *None*.

SOC275

- Prerequisites: SOC confirms that the prerequisites should be *None*.
- Recommended Evaluation Methods and Weighting: CACC applauds the inclusion of a portfolio assignment and is excited for the diverse learning opportunities that this will provide students. CACC recommends increasing the weighting for the Portfolio and decreasing the weighting for the Tests/ Quizzes.
- Learning Outcomes: CACC suggests that there is an opportunity to have a LO specifically related to Indigenous content and also brought forth the suggestion of having Indigenous Knowledge Keepers as guests.
- Course Content: CACC suggests adding a topic related to the *greening of death and dying*.

MOTION:

THAT CACC approve the changes to SOC 101, 201, 210, 220, 254, 265, 275, 330, 355, SOC/ MACS 255, SOC/ MACS 335, and SOC/ MACS 356 with recommended changes.

H. Celinski & M. de Luna

CARRIED

3.6. Sociology Major and Extended Minor (Program Change)

CACC applauds the considerable work Sociology has done to update their programs - Congratulations!

Note: the Dean's Office will provide a budget memo for this change before it is sent to UEC Pre-check.

MOTION:

THAT CACC approved the changes to the Sociology Major and Extended Minor as presented.

H. Celinski & M. de Luna

CARRIED

3.7. MACS/ MUSC 201, MACS/ SOC 337, and MACS 490 (Course revisions)**Global Feedback**

- Texts and Resource Material: CACC recommends that MACS consider including OER sources, especially for MACS 201.

MACS 201

- Evaluation Methods and Weighting: CACC recommends reducing the weighting for Tests/ Quizzes and increasing the weighting of Assignments, as well as including more experiential assignment examples (podcasts, presentations, music critiques etc.)

MACS 337 & MACS 490

- Calendar Description: CACC requests that MACS ensure the descriptions are written in active voice and are student focused (not course content focused).

MOTION:

THAT CACC approve the changes to MACS/ MUSC 201, MACS/ SOC 337, and MACS 490 with recommended changes.

3.8. ANTH/ SOC 368 (Course revision)

Prerequisite: CACC recommends that GDS 100 be considered for a prerequisite prior to the course going to UEC.

If GDS 100 is not included as a prerequisite, a GDS program change will likely be done to remove ANTH 368 from their program, since GDS students will not have an eligible prerequisite to ANTH 368. Geetanjali Gill will send Keziah a copy of her GDS 100 syllabus as soon as possible.

Course Description: CACC suggests changing the word *interrogate* to *investigate and question*.

MOTION:

THAT CACC approve the changes to ANTH/ SOC 368 with recommended changes.

K. Harms & P. Sharifi
CARRIED

3.9. IPK 207 (Discontinuation)**MOTION:**

THAT CACC approve the discontinuation of IPK 207 as presented.

G. Gill & M. de Luna
CARRIED

3.10. IPK 102, 202, 206, 277, 302, 332, 344, 386, 401, 402, 403, and 404 (Course revisions)**Global Feedback**

- Evaluation Methods and Weighting: IS intends to remove the exams from all course outlines.
- Upper-level Prerequisites: Outside of a few specific exceptions, these will be updated to 45 university credits including 6 IPK credits. IS will review all courses prior to UEC Pre-check.

IPK 202

- Prerequisites: GDS 100 will be added

IPK 302

- CACC supports the new Course Title: *Colonial Trauma, Residential Schools, and Resilience.*

IPK 332

- Prerequisites: should be changed to 45 university credits, including 6 IPK credits

IPK 334

- Needs to be put on the new course outline form
- CACC supports the new Course Title: *Research in Action: Meaning Making.*

Note: CACC will put forth a memo in support of the good work the Indigenous Studies Faculty have done to update their program and courses. Moreover, CACC will support the Indigenous Faculty in moving their curriculum forward through the UEC process.

MOTION:

THAT CACC approve the changes to IPK 102, 202, 206, 277, 302, 332, 344, 386, 401, 402, 403, and 404 with recommended changes.

P. Sharifi & M. Opmeer
CARRIED

3.11. Indigenous Studies Major and Minor, Indigenous Studies Certificate, Sto:lo Studies Certificate (Program Change)

The program requirements will be updated to include the two upper-level HALQ

courses. Student will have the option of included up to 6 upper-level credits of HALQ in the Major and Minor.

Note: The IS Program change will be updated to include the newly revised course names.

MOTION:

THAT CACC approve the changes to the Indigenous Studies Major and Minor, Indigenous Studies Certificate, and Sto:lo Studies Certificate with recommend changes.

M. Opmeer & Keith Harms
CARRIED

4. FOR INFORMATION

4.1. Call for Expression of Interest for a new CACC member from Social Sciences.

[CACC Membership - Call for Expression of Interest](#)

CACC would like to thank Hannah Celinski for her contributions to CACC and wish her all the best in this next chapter. We will miss you Hannah!

4.2. Intercultural and Civic Engagement BA Core Competencies Subcommittee

Another subcommittee member is needed. This subcommittee will meet virtually for 3-4 one hour sessions in December. Please contact Tara/ Linda if you are interested in joining.

5. ADJOURNMENT and NEXT MEETING

5.1. Next CACC Meeting:

[December 8, 2023](#), 10:00 a.m. to Noon (MS Teams)

5.2. Adjournment - 12 p.m.

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Psychology Dept Head

Date:

Subject: Proposal for revision of PSYC 360: Social Psychology

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:

Commented [JP1]: Please check the box for each thing that your department changed on the course outline. I typically then make sure to address each checked box in a sentence as part of the answer for question two.

Commented [JP2]: The calendar description box needs to be checked

Commented [JP3]: The frequency of course offering changed on the outline, so check this box too

Commented [JP4]: Check this box too, since you changed the weighting under the evaluation section

2. **Rationale for change:** A course review was due; we used this opportunity to make minor changes to the learning outcomes to increase their clarity, evaluation methods to adjust weighting of different assessments, and update the offering frequency to better match recent demand.

Commented [JP5]: You should also briefly acknowledge/explain the other changes to the course outline here.

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, as there were no substantial changes
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Different course instructors will approach indigenization differently in their teaching of Social Psychology. Some units of the social psychology -- especially the chapters on prejudice, stereotyping, and social perception -- apply directly to understanding the historical and ongoing injustices faced by Indigenous communities; the textbook, for example, highlights studies

demonstrating how stereotypes and discrimination negatively impacts the wellbeing of Indigenous Peoples in Canada. Some “First Peoples Principles of Learning” are also considered: content, for example, is often connected to various local and national stories or events (specific principle: “learning is embedded in memory, history, and story”) to enrich student understanding. Further, the course covers evidence suggesting that our perceptions/cognitions are dependent on the extent to which we view ourselves as connected or not to others [specific principle: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)].

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, [topic selection](#), curriculum delivery, or other methods? Although this may vary by instructor, students often have flexibility in topic and delivery method for final assignments (e.g., paper, presentation) acknowledging diverse interests, styles, and strengths, and—across many weeks—may engage in reflection regarding the extent to which course content can be applied to their own lives, identities, and cultural backgrounds. Course content is generally provided through Blackboard with enough information in the slides/PDFs and in linked YouTube videos, ensuring materials are accessible in multiple formats (e.g., video transcripts from videos can be downloaded, video speed can be adjusted, captions can be provided in multiple languages). Work conducted by researchers of diverse backgrounds is used as examples throughout lectures and topics such as social attitudes and prejudice is also addressed.
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): ~\$80 for the course digital textbook.

Commented [JP6]: You can also address the topics covered in the course material in your answer for this question. For example, students study social attitudes and prejudice...



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001
 REVISED COURSE IMPLEMENTATION DATE: January 2016
 COURSE TO BE REVIEWED (six years after UEC approval): April 2020
 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.

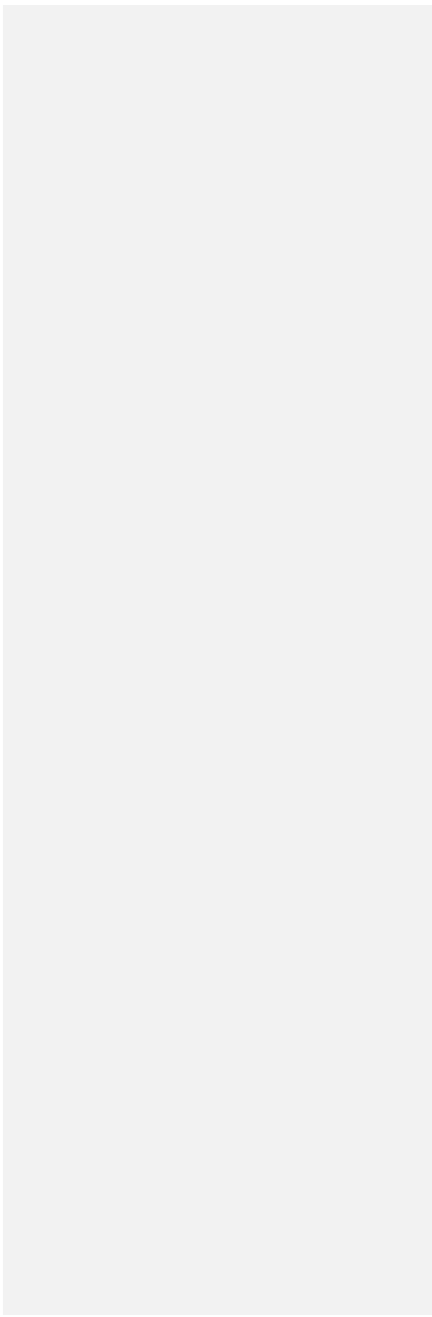
Course Code and Number: PSYC 360		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Social Psychology			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>The purpose of this course is to provide students with a broad overview of social psychology, focusing on theory and findings. Topics may include how one views the social world, makes inferences about others, and forms and change their attitudes and social relations. Students apply course-related content to better understand, make predictions about, and/or address local or global social issues/phenomena. Provides broad overview of the field and theories/findings related to how we view and make inferences about our social world and form/modify our attitudes and social relations. Content is often applied to understanding/explaining local and global social issues/phenomena.</p> <p><u>Note:</u> Students with credit for PSYC 260 cannot take this course for further credit.</p>			
Prerequisites (or NONE):	45 university-level credits including PSYC 101 and PSYC 102.		
Corequisites (if applicable, or NONE):	NONE		
Pre/corequisites (if applicable, or NONE):	NONE		
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: PSYC 260		Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: N/A		Directed Study course: No (See policy 207 for more information.)	
Equivalent course(s): N/A		Grading System: Letter grades	
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		Delivery Mode: May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Every other year Twice per year	
Lecture/seminar	45	Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca .)	
[click to select]		Transfer credit already exists: Yes	
Total hours	45	Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)	
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:	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	

Commented [RS1]: Shawn: sorry for the mess. I was trying to provide options in the evaluations that can be added up to 100%; that is, more than one way to assign work that adds up to 100% so one can decide which to use in any semester

Commented [SG2R1]: I may have made it worse :-)
Project was repeated so I dropped one project, and made weight ~ 20-25 for tests, exam, project, and then left-over to assignments, but feel free to change back if you wanted to emphasize two assignments or more weight on the tests/exams!

Commented [JP3]: The calendar description needs to be no more than 40 words. It's currently a little long. You can use sentence fragments to help shorten it.
<https://www.ufv.ca/media/assets/senate/uec/resources/Course-Outline-and-Prerequisite-Guidelines.pdf>

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

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

1. Describe the basic processes in social perception and cognition (e.g., attribution, categorization heuristics, attitude formation)
 2. Explain how these processes influence social behavior and interaction.
 3. Summarize theory and research relevant to social attitudes and their relationship to behavior.
 4. Outline factors and processes that drive interpersonal attraction, and aggression, and prejudice.
 5. Apply knowledge about social influence processes to explain social phenomena such as obedience and conformity.
 6. Demonstrate how cultural and personal experiences may impact or be impacted by these processes
- Enumerate the basic processes in social perception and to demonstrate the relationship of these processes to social behavior and interaction.
 - Summarize the body of theory and research relevant to social attitudes and the relationship of attitudes to behavior.
 - Describe social interaction in such areas as interpersonal attraction and aggression.
 - Describe social influence processes and to relate these processes to such phenomena as obedience and conformity.

Commented [SG4]: we could also combine bottom two as: Demonstrate how cultural and personal experiences may impact or be impacted by these processes

Commented [RS5R4]: agree

Commented [SG6]: change with "heuristics"?

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

Final exam: Project: _____	4206%	Quizzes/tests: Quizzes/tests: _____	604536%	RReflections/Assignments: _____	%106%
Assignments: Portfolio: _____	20%	[click-to-select] Project: _____	%25%	[click-to-select] Final exam: Portfolio: _____	%

Commented [SG7]: I would change to "assignments" to "assignments/reflections" and in memo we can add this gives students opportunities to apply to their own life, cultural influences, etc.

Details:

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

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

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

This course may include lectures, discussion, films and videos, readings. This course may be offered online or as a hybrid course.

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	Aronson, Wilson, Akert, & Fehr	<i>Social Psychology: Most recent Canadian edition</i> /Prentice Hall	
2. Textbook	Baron & Byrne	<i>Social Psychology</i> / Allyn and Bacon (most recent edition)	
3. [click to select]			
4. [click to select]			
5. [click to select]			

Commented [SG8]: increasing accessibility and flexibility for many students with mobility issues and/or balancing work and student life.

Commented [SG9]: includes some content/stories regarding Indigenous communities and impacts of prejudice/discrimination

Commented [SG10R9]: also has online version, keeping costs low for students.

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

No special materials required.

Course Content and Topics

- Social Perception
- Social Cognition

The Self in a Social and Cultural Context Self-justification and the need to maintain self-esteem

- Attitudes
- Conformity, Compliance and Obedience
- Interpersonal Attraction and Relationships
- Aggression
- Prejudice

Week	Topic
1	Introduction

Commented [SG11]: change to "the self in a social and cultural context"

- 2-3 Social Perception and Cognition
- 4 Self-justification and the need to maintain self-esteem
- 5-6 Attitudes
- 7 Midterm
- 8-9 Conformity, Compliance, and Obedience
- 10 Interpersonal Attraction and Relationships
- 11 Aggression
- 12 Prejudice
- 13 Review

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

Subject: Proposal for revision of (insert title of course)PSYC 364

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: Minor updates to learning outcomes, materials, and typical sequence of units, to reflect current standards and minor modifications in how the course has been taught.

2. Rationale for change: These are routine updates.

- One learning outcome has been added to better reflect what is expected to be learned from the course. One new learning outcome for the course has been added: “Upon successful completion of the course, students will be able to analyze the effects of environmental conditions on human performance and well-being.” This aligns somewhat with several program learning outcomes, but most closely with PLO 9: “Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations.”
- Minor updates to learning outcomes, materials, and typical sequence of units reflect current standards and minor modifications in how the course has been taught. The course description has been modified to discuss real-world applications of course ideas while keeping the word count at 40.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the Institutional Learning Outcomes (ILOs): No substantial changes have been made to the learning outcomes. One new learning outcome for the course has been added: “Upon successful completion of the course,

Commented [JP1]: Please mark the boxes next to each thing that your department changed in the course outline. You need to mark the calendar description, since it changed.

Commented [JP2]: The texts changed for the course, so please mark this box too.

Commented [JP3]: Mark this box, because you changed the weighting for the evaluation methods.

Commented [JP4]: It is best if you address everything that you updated in the course very briefly in this section. Think of it as an executive summary for the memo.

students will be able to analyze the effects of environmental conditions on human performance and well-being." This aligns somewhat with several program learning outcomes, but most closely with PLO 9: "Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations."

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course can be used to fulfill 3 credits of the society, culture, and economy requirement for the EVST program. None of these very minor changes are expected to impact that program discernably.
5. Which program areas have been consulted about the change(s)? EVST
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
There is a long term ambition to add a unit on the psychology of land, which is expected to contain a substantial indigenous component. Unfortunately, that will not be ready for this round of updates. In addition, most of the topics in this course are relevant to indigenous issues, and sometimes these areas of relevance are highlighted. For example, restorative effects of natural environments are discussed at some length, and this is very relevant to things the original inhabitants of this land have been saying to settlers for a very long time.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *Throughout the course but especially in the book assigned for review, "I'm right and you're an idiot," perspectives from a variety of cultural milieux are discussed and applied to real-world problems, especially problems of communication across lines of difference. Instructional methods do include small group and class discussions designed to allow a variety of points of view to be aired and brought into juxtaposition.*
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): \$20

Commented [JP5]: Can you give more details about how the topics covered in the course are relevant to Indigenous peoples? An example would help a lot here. You can also discuss the typical methods of evaluation and curriculum delivery if they connect to Indigenous ways of learning about the world.

Commented [JP6]: You can also address ways that the course is accessible to students with disabilities in this section.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013
 REVISED COURSE IMPLEMENTATION DATE: September 2014
 COURSE TO BE REVIEWED (six years after UEC approval): March 2019
 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: PSYC 364	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Environmental Psychology													
Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department):												
Calendar Description: <p>Despite existing and emerging technological fixes, tackling environmental crises requires extensive substantial behavioural change. This course considers impacts of environmental variables on human psychology. PSYC 364 examines the known roots of various behaviours affecting the environment and assesses how we can change them various environmentally relevant behaviour, among ourselves and others. Students apply course concepts to real-world problems. Environmental problems are widespread and, in many cases, growing in severity. Though many technological fixes have been and are being proposed, it is likely that substantial changes in people's behavior will also be needed to deal with those problems. This course attempts to survey what is known about the roots of various behaviours that have environmental impacts, and attempts to outline how we can change environmentally relevant behaviours, both our own and those of other people. This course also examines impacts of a variety of environmental variables on human psychological functioning.</p> <p>Note: Students with credit for PSYC 200Q or PSYC 264 cannot take this course for further credit.</p>													
Prerequisites (or NONE):	30 university-level credits including PSYC 101 and 102												
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: PSYC 264, PSYC 200Q Cross-listed with: N/A Equivalent course(s): N/A (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: [click to select] Submit outline for (re)articulation: [click to select] (If yes, fill in transfer credit form .)												
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

Commented [JP1]: The calendar description needs to be no longer than 40 words. You will need to shorten this description a little.
<https://www.ufv.ca/media/assets/senate/uec/resources/Course-Outline-and-Prerequisite-Guidelines.pdf>

Commented [JP2]: Please select the appropriate options here

Commented [JP3]: Please select the appropriate option here

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

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

- 1 Name ten major environmental problems and describe some human behaviours that contribute to each one. Discuss the behaviours that contribute to a variety of different environmental problems.
- 2 Critically evaluate how attitudes, norms, situational constraints, cognitive constraints, motivations, learning, and personality factors contribute to those behaviours.
- 3 Evaluate strategies to change those behaviours.
- 4 Devise ways they can exert a social and political influence in the direction of environmentally responsible policies.
- 5 Analyze the effects of environmental conditions on human performance and well-being.
- Name ten major environmental problems and describe some human behaviours that contribute to each one.
- Describe how attitudes, norms, situational constraints, cognitive constraints, motivations, learning, and personality factors contribute to those behaviours.
- Evaluate strategies to change those behaviours.
- Devise ways they can exert a social and political influence in the direction of environmentally responsible policies.

Commented [JP4]: Please number the learning outcomes instead of using bullets

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

Final exam:	35%	Project/Assignments:	25%20%	[click to select]	%
Quizzes/tests:	40%	Assignments:[click to select]	5%%	[click to select]	%

Details:

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

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

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

This course will make use of a mixture of formal lecturing, and in-class discussion

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

Type	Author or description	Title and publication/access details	Year
1. Textbook-Book for review	Garner, G.T. & Stern, P.C.Hoggan, J.	I'm right and you're an idiot (2 nd ed.) New Society	2002 2019
2. Textbook-Journal Article	Koger, S.M. & Winter, D.D.N.Bandura A.	The Psychology of Environmental Problems>Selective moral disengagement in the exercise of moral agency/ Journal of Moral	2002
3. [click to select]Journal Article	—Hardin, J.	—The tragedy of the commons / Science	1968
4. [click to select]Journal Article	—Whitmarsh, L.	—Behavioural responses to climate change: Asymmetry of intentions and impacts/ Journal of Environmental Psychology	2009
5. [click to select]Article	—Wang, X	The role of future orientation, cultural worldviews, and collective efficacy in the American public's climate change attitudes and policy support. International Journal of Public Opinion Research—	2018

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

None

Course Content and Topics

Tentative Outline of Topics

- Introduction
- Psychological effects of scarcity
- Moral engagement and disengagement
- Psychological effects of scarcity
- Effects of environmental conditions on people

- [Tragedies of the commons](#)
- [Values and religious approaches to conservation](#)
- [Educational approaches to conservation and incentives](#)
- [Community management of the commons](#)
- [Mixed topics](#)
- [Perceptual and cognitive processes](#)
- [Points of intervention](#)

Lectures	Topic	Text Reading
Week 1	Introduction	Chapter 1
Week 2	Environmental effects on people	To be supplied
Week 3	Tragedies of the commons	Chapter 2
Week 4	Religious and moral approaches	Chapter 3
Week 5	Educational interventions	Chapter 4
Week 6	Incentives	Chapter 5
	MIDTERM EXAM	
Week 7	Community management of the commons	Chapters 6, 7
Week 8	Our psychological heritage	Chapter 8
Week 9	Perceptual and cognitive processes	Chapter 9
Week 10	Points of intervention	Chapter 10
Week 11	Human interactions with complex systems	Chapters 11, 12

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

Subject: Proposal for revision of PSYC 368: Political Psychology

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:

Commented [JP1]: Please mark that you changed the calendar description here

2. Rationale for change: These are minor changes on the occasion of the 6-year review, including updating to reflect current UEC standards and minor changes in the way the course has come to be taught in the past few years. We have updated the typical texts to include more recent journal articles, and have changed/added topics to better reflect the focuses of political psychology in recent years (including more clearly identifying content covered on emotion, identity, and social movements)

Commented [JP2]: You can mention specific changes, such as updating the typical texts and topics covered in the course here.

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 \(ILOs\)](#):

____ Learning outcomes have been added because there were only 3 before. All learning outcomes for the course align well with program learning outcomes for the psychology major program. For example, because this course is extensively grounded in the primary literature, all learning outcomes align well with PLO 1: "Students will be able to identify psychological issues, develop positions on these issues, and critically evaluate evidence for and against these positions, when reading psychological literature." Furthermore, since all learning outcomes are addressed by the term paper, the outcomes also align with PLO 3: "Students will be familiar with multiple sources of psychological research and other scholarly works including primary research journals, secondary text sources, on-line writing, and non-print media. They will gain this familiarity both by being presented with sources important in the history of psychology and by actively pursuing multiple sources through investigations of topics of their own individual interest."

Additionally, course learning outcomes align well with the Institutional Learning Outcomes. Students will demonstrate informational competency (ILO 1) and critically analyze (ILO 2) political-psychological theories. They will further develop their written and oral communication strategies (ILO 5), and will discuss complex, politically-charged topics in a respectful and professional manner (ILO 8). Examples of political phenomenon drawn from both within Canada and beyond will prepare students to participate in both their regional and global communities (ILO 9).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course can be taken for credit toward a Political Science Major. It is not anticipated that these modifications will affect that program in any material way.
5. Which program areas have been consulted about the change(s)? Political Science.
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 \(UNDRIP\)](#).

Multiple topics in this course are directly relevant to Indigenous issues. First, this course discusses intergroup relations, including both tolerance/acceptance and intergroup conflict. Examples are drawn from both global and domestic contexts, which may include discussion of Indigenous groups. As a second (intertwined) topic, this course examines social capital and the varying levels of power that different groups historically hold; historic inequities in the treatment and subsequent social capital of Indigenous groups may thus be highlighted. Third, this course discusses the formation of social movements and other forms of political engagement (and the barriers to political engagement), including how social identities often motivate political involvement; example social movements may include the #IdleNoMore movement, which brought attention to ongoing Indigenous struggles in Canada. The unit on race and ethnicity is directly relevant to indigenous issues.

This course also includes oral communication and group discussion, either informally or as a part of required assessments (depending on the course instructor), which may be more in line with Indigenous ways of sharing knowledge.

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

Topics in this course including intergroup relations, tolerance/acceptance, social capital, the role of social identities, and the formation of social movements all support the principles of EDI. For example, discussion of social movements may include #BLM, #LovesLove, or #MeToo. Additionally, examples of political phenomenon are selected from local, national, and global stages, supporting both understanding of the region and internationalization. Course readings are written by a wide range of authors, who hold a wide variety of ethnic/national/gender identities.

This course does not use a textbook, which means there is no additional financial cost for students enrolled in the course. Assessments are spread across exams, written assignments, and (dependent on instructor) oral debates. Furthermore, students have flexibility in selecting the topics that they choose to explore for some of their assignments, which allows them to explore topics and research that they are most interested in.

- 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): \$20



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
 REVISED COURSE IMPLEMENTATION DATE: January 2017
 COURSE TO BE REVIEWED (six years after UEC approval): January 2021
 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: PSYC 368		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Political Psychology															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology													
Calendar Description:															
<p>This course undertakes a brief survey of the interdisciplinary field of political psychology. Students will be able to articulate how basic psychological concepts—drawn from personality theory, cognition, the study of emotions and attitudes, and group dynamics—can be used to help understand political phenomena. Students reflect on how psychological theory can be used to understand current and historic political events.</p>															
Note: Students with credit for PSYC 491F cannot take this course for further credit.															
Prerequisites (or NONE):		45 university-level credits including two of the following: PSYC 101, PSYC 102, POSC 100, POSC 110, POSC 120, or POSC 230.													
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: PSYC 491F Cross-listed with: N/A Equivalent course(s): N/A (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. —Yes	
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: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)													
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [JP1]: You will need to shorten this calendar description slightly. It needs to be no longer than 40 words. <https://www.ufv.ca/media/assets/senate/uec/resources/Course-Outline-and-Prerequisite-Guidelines.pdf>

Commented [ZF2R1]: Done

Commented [JP3]: please select the appropriate option here

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

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

1. Demonstrate how Apply psychological concepts from personality theory, cognition, the study of emotions and attitude, and group dynamics can be used to help understand to help understand current and historic political phenomena
2. Discuss political psychological theorizing about leadership, voting, social movements, the media, tolerance, race relations, nationalism, and social capital
3. Analyze political ideology from a psychological perspective
4. Use psychological theory to explain intergroup conflict and tolerance (e.g., race relations)
5. Analyze Evaluate the separate roles played by person variables and situation variables in evoking political behaviour
6. Critically analyze political communication from a psychological perspective
7. Reflect on how identities (including gender and ethnicity) influence people's access to and involvement in political institutions
8. Apply concepts learned to new political situations

Commented [JP4]: Please number the learning outcomes rather than using bullets

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

Final exam:	35%	Quizzes/tests:	30%	[click to select]	%
Assignments:	30%	Project:	5%	[click to select]	%

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

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

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

May include lectures, seminars, videos, individual or group projects. This course may also be offered online or as a hybrid course

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/Journal	Feinberg, M. & Willer, R. Cottam, M., Dietz-Uhler, B., Mastors, E.M., & Preston, T.	Moral reframing: A technique for effective and persuasive communication across political divides Introduction to political psychology/Lawrence Erlbaum/ Personality Psychology Compass	2019 2010
2. Textbook/Journal	Jost, J.T., & Sidanius, J. Raynauld, V., Richez, E., & Morris, K. B.	Political psychology: Key readings/Psychology Press Canada is #dieNoMore: Exploring dynamics of Indigenous political and civic protest in the Twitterverse / Information, Communication, and Society The end of the end of ideology/ American Psychologist	2018 2004
3. Journal	Petersen, M. B., & Lautsen, L. Westen, D.	Dominant leaders and the political psychology of followership The political brain/ Current Opinion in Psychology	2007 2020
4. [click to select] Journal	Doosje, B., Moghaddam, F. M., Kruglanski, A. W., de Wolf, A., Mann, L., Feddes, A. R.	Terrorism, radicalization and deradicalization : ———/ Current Opinion in Psychology	2016
5. [click to select] Journal	————— Mutz, C.C.	—————The consequences of cross-cutting networks for political participation	2002

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

No special materials required.

Course Content and Topics

- Week 1: Introduction
- Week 2: Chimpanzee politics

- ~~Game Theory and philosophy~~ [Processes of decision-making \(game theory, rationality, heuristics\)](#)
- ~~Week 3:~~ [Personality and political orientations](#)
- ~~Week 4:~~ [Cognition and emotion](#) [Emotion and moralization](#)
- [Voting and political engagement](#)
- ~~Week 5:~~ [Social identities and attitudes and the formation of social movements](#)
- ~~Week 6:~~ [Political psychology of groups and polarization](#)
- ~~Week 7:~~ [Political leaders \(leadership styles, gender roles\)](#)
- ~~Week 8: Midterm~~
- ~~Week 9:~~ [Voting, Media and misinformation and tolerance](#)
- ~~Week 10:~~ [Race, and ethnicity, and intergroup relations](#)
- ~~Week 11:~~ [Ideology](#)
- ~~Week 12:~~ [Political extremism and terrorism](#)
- ~~Security and conflict~~
- ~~Week 13:~~ [Social capital](#)

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

Subject: Proposal for revision of PSYC 386: Social Psychology

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

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

Commented [JP1]: You should mark the box that the calendar description changed in the course outline

Commented [JP2]: I think this box should be marked as well, since the typical evaluation methods appears to have changed on the course outline.

2. **Rationale for change:** A course review was due; we used this opportunity to make minor revisions to the learning outcomes, increasing their clarity and including participation/reflection activities where students apply content to their own community/cultural experiences.

Commented [JP3]: You should briefly mention the other parts of the course outline that you updated as well as part of the answer to question 2. This is a good place to mention the use of student projects and participation/reflection assignments, since they are new on the outline and will typically be part of the course. In other words, you can put some of the clarifying information about typical assignments that does not fit on the outline into the memo instead.

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?** No

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

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

Content varies across instructors but, across multiple topics, the role of culture is discussed—highlighting that there are various perspectives or lenses through which we can approach psychological/group phenomena forcing reflection on the extent to which our social psychology knowledge is primarily based on a European/Western perspective. Some “First Peoples Principles of Learning” are also considered: content, for example, is often connected to various local and national stories or events (specific principle: “learning is embedded in memory, history, and story”) to enrich

student understanding. Further, the course covers evidence suggesting that our perceptions/cognitions are dependent on the extent to which we view ourselves as connected or not to others and students often work together in groups to present research to the class [specific principle: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)”). Throughout the course, students are also encouraged to connect the content to their own lives and experiences, as well as apply the material to explain real-world phenomena and improve group functioning (e.g., within their own community, in groups they’ve volunteered with, etc), consistent with the principles “Learning requires exploration of one’s identity” and “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”

7. **How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?** Students have flexibility in topic and delivery method for final assignments (e.g., paper, presentation) acknowledging diverse interests, styles, and strengths, and--across many weeks—engage in reflection regarding the extent to which course content can be applied to their own lives, identities, and cultural backgrounds. Although this varies by instructor, course content is generally provided through Blackboard with enough information in the slides/PDFs and in assigned videos, ensuring materials are accessible in multiple formats (e.g., video transcripts can be downloaded, video speed can be adjusted, captions can be provided in multiple languages).
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):** ~\$80 for the course digital textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
 REVISED COURSE IMPLEMENTATION DATE: January 2016
 COURSE TO BE REVIEWED (six years after UEC approval): March 2020
 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: PSYC 386	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Social Psychology of Groups													
Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): Psychology												
Calendar Description: The purpose of this course is to provide students with a broad overview of the social psychology of groups. The course focuses on social psychological theory, methodology, and findings. Topics will include group cohesion and development, power, leadership, and performance. Provides broad overview of social psychology of groups, focusing on theory, methodology, and findings applied to group cohesion, development, power, leadership, and performance. Students integrate and apply course content and emerging research findings to explain group-related phenomena.													
Note: Students with credit for _____ cannot take this course for further credit.													
Prerequisites (or NONE):	45 university-level credits including PSYC 101 and PSYC 102												
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: N/A Cross-listed with: N/A Equivalent course(s): N/A (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): 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: <input type="checkbox"/> Yes <input type="checkbox"/> No Submit outline for (re)articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, fill in transfer credit form .)												
Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

Commented [JP1]: You will need to shorten this calendar description slightly. It needs to be no longer than 40 words. <https://www.ufrv.ca/media/assets/senate/uec/resources/Course-Outline-and-Prerequisite-Guidelines.pdf>

Commented [JP2]: Please select the appropriate options

Commented [JP3]: Please select the appropriate option

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

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

1. Explain group formation, influence, performance, and conflict processes using relevant theories from the field.
2. Synthesize recent findings from the literature regarding these various processes.
3. Apply course material and these findings to explain real world group behavior.
4. Critically evaluate recent group psychology findings to identify limitations or gaps in knowledge.
5. Generate testable research questions about groups and group behavior.
6. Identify cultural factors and alternative perspectives that may modify/explain group-related phenomena
7. Reflect on group-related processes evident in one's own life, local/community, and/or cultural experiences.

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

1. Describe, discuss, and analyze current research and theories on group formation and development, group influence, and interaction
2. Identify issues and critically evaluate research on group performance, decision-making, and conflict
3. Write assignments or papers that incorporate critical evaluation of relevant literature
4. Integrate course material and describe its application to real-world group behaviour
5. Generate new research questions about groups and group behaviour

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

Final exam:	24525%	Assignments:Project:	295%	Participation/Reflection 6%	[click to select]
Quizzes/tests:4Quizzes/tests:	36444%	[click to select]	%6%	[click to select]	%

Commented [SG4]: Can't edit this for some reason. Methods and weight to add: Participation/Reflection - 6% (this is where we can see how they apply content to their own life, community, etc)

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.) The blank worth 6% is for participation/reflection.

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

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

May include lectures, [films and videos \(e.g., news/social media\)](#), in-class exercises. May be taught as a hybrid or online course

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	Forsyth & Donelson	Group Dynamics/Brooks & Cole	2019 2014
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

Commented [SG5]: "various recent research articles" as these will be different for each student and relevant to their specific projects... I'd rather not put it here for this reason...

Commented [SG6R5]: students also have to find a relevant news story where an individual or group is impacted by the group-related process they cover in their projects but, again, given not all students will use the same source/video, etc, it seems odd to put this here. Maybe "various news/social media sources"

Commented [JP7R5]: Should you put this information in the typical instructional methods section?

Commented [SG8]: write "newest edition" (right now, I believe 2019)

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

- [Research Methods](#)
- [Group Inclusion/Exclusion and Group Identity](#)
- [Group Structure](#)
- [Group Cohesion and Development](#)
- [Influence \(Majority and Minority\) within Groups](#)
- [Group/Team Performance](#)
- [Power within Groups](#)
- [Group Leadership](#)

- [Inter- and Intra-group Relations](#)
- [Group Decision Making](#)
- [Teams](#)
- [Group Conflict](#)

Topic	Chapter
Week 1: Introduction	1
Week 2: Structure	6
Week 3: Cohesion and Development	5
Week 4: Influence	7
Week 5-6: Performance	10
Week 7: Midterm	
Week 8: Power	8
Week 9: Leadership	9
Week 10: Inter-group Relations	14
Week 11: Decision Making	11
Week 12: Teams	12
Week 13: Conflict	13

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

Subject: Proposal for revision of PSYC 460: Social Cognition

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

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

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

2. Rationale for change: This is the regular 6-year review. Other than being copied into the new form, as well as minor changes to the [calendar description](#), [the](#) list of resources and the list of topics, this outline is very similar to the one from six years ago. [Changes to the calendar description were updated to include the notion that students will apply concepts from the course to current world issues. Resources were updated to include newer sources; in this course we make use of some older foundational articles as well as new articles that reflect current issues. The list of topics was changed slightly to more accurately reflect course content.](#)

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 as there are no substantial changes; [changes are minor wording changes for clarity.](#)

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)? None

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

Commented [JP1]: You can also mention any ways in which the assignment design or how students will interact in the class connect to Indigenous ways of learning.

are directly relevant to indigenous issues. These relevancies are drawn out particularly explicitly in the unit on stereotyping. The unit on the self also covers content related to Indigenous issues. Throughout the course, the importance of cultural perspectives is discussed. Indirectly, Indigenous ways of learning are included in the course through the assignments; students are asked to reflect weekly on the readings and write about their own personal experiences and interpretations of the material. Students are encouraged to share their experiences in the class discussions. In addition, for the written paper in the course, students are welcomed to select any topic as it relates to the course, and they have choice in whether they review the literature on their topic or propose a study to investigate their topic.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This course reflects principles of EDI in a variety of ways. Students are asked to sit in a circular or rectangular formation which is meant to encourage equity. In addition, the two instructors sit at opposite sides of the circle to reduce the perception of authority. Assessments for this course are varied and encourage students to examine and reflect upon aspects of the content from their own perspectives and individual experiences. Resources required for this course are available through the UFV Library databases or are posted on the course blackboard site, making the course low cost.
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): No cost. All materials are available online through UFV Library databases or are posted on the course blackboard site.-



ORIGINAL COURSE IMPLEMENTATION DATE: January 2014
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): January 2020
 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: PSYC 460		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Social Cognition															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology													
Calendar Description:															
<p>This is a seminar course that examines issues in social cognition. Social cognition is cognition: a field which that uses the methods and concepts of cognitive psychology to examine specifically social phenomena. Specific topics will include the self, goals, social rejection, stereotypes, attribution theory, social contracts, heuristics, decision-making, implicit stereotypes and implicit cognition, interactions, and person perception. Students will apply topics to current social issues.</p>															
Note: Students with credit for PSYC 491Q cannot take this course for further credit.															
Prerequisites (or NONE):		(PSYC 202) and (one of PSYC 325 or PSYC 360)													
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: PSYC 491Q Cross-listed with: N/A Equivalent course(s): N/A (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: NoYes Submit outline for (re)articulation: YesNo (If yes, fill in transfer credit form .)													
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Commented [JP1]: You will need to shorten the calendar description. It needs to be 40 words or shorter. You can use sentence fragments.
<https://www.ufv.ca/media/assets/senate/uec/resources/Course-Outline-and-Prerequisite-Guidelines.pdf>

Commented [JP2]: please mark the appropriate option here

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

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

1. Critically discuss a variety of findings from the social cognition literature.
2. Critique the methodology used to make those findings.
3. Generate ideas for alternative methodologies ~~to~~for testing hypotheses ~~from the about~~ social cognitive behaviour ion readings.
4. Apply findings from the social cognition literature to patterns of ~~diverse~~ real-world social behaviour.
5. Demonstrate independence in critical thinking ~~through self-reflective practice~~.
6. ~~Clearly communicate~~Communicate clearly, both in written and oral form, theoretical and applied concepts from a broad social cognition literature.

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

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

Details:

The assignments consist of 20 thought papers @1% each (20%), one major paper worth 30% and a class presentation worth 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.)

This course ~~will be~~is predominantly ~~almost entirely~~ discussion based. Students will read several articles in advance of each class, write a short thought paper about those articles, and discuss the articles thoroughly during the class itself.

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	Course Pack with several dozen readings (some examples below)		
2. [click to select]Other	Augoustinos, M., Walker, I., & Donaghue, N.	Social Cognition: An Integrated Introduction (3rd Edition). (Chapter 1 provided). Sage Publications Ltd. Thousand Oaks, California	2006 14
3. [click to select]Article	Nisbett, R. E., & Wilson, T. D.	Telling more than we can know: Verbal reports on mental processes. Psychological Review, 84, 231-259.	1977
4. [click to select]Article	Gilovich, T., Medvec, V. H., & Savitsky, K Hinton, P.	The spotlight effect in social judgment: An egocentric bias of the salience of one's own action and appearance. Journal of Personality and Social Psychology, 78, 214-222. The dangerous tendency to essentialize cultural categories in academic psychology. Theory & Psychology, 30, 383-388.	2020 00
5. [click to select]Article	Ferguson, M J. & Bargh, J.A. Brusa, A., Bordone, G., & Proverbio, A.M.	Liking is for doing: The effects of goal pursuit on automatic evaluation. Journal of Personality and Social Psychology, 87, 667-672 Measuring implicit mental representations related to ethnic stereotypes with ERP's: An exploratory study. Neuropsychologia, 155.	2004 21

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

NONE

Course Content and Topics

- [Introduction](#)
- [Self](#)
- [Goals and social rejection](#)
- [Stereotypes](#)
- [Attribution theory](#)
- [Social contracts](#)
- [Heuristics](#)
- [Religion](#)
- [Implicit cognition & Implicit biases](#)

- [Interactions](#)
 - [Person perception](#)
- [Week 1: Introduction](#)
[Week 2: Self](#)
[Week 3: Goals and social rejection](#)
[Week 4: Stereotypes](#)
[Week 5: Midterm 1](#)
[Week 6: Attribution theory](#)
[Week 7: Social contracts](#)
[Week 8: Heuristics](#)
[Week 9: Decision-making](#)
[Week 10: Implicit cognition](#)
[Week 11: Midterm 2](#)
[Week 12: Interactions](#)
[Week 13: Person perception](#)

Memo for Course Changes

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

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

Date: October 15, 2023

Subject: Proposal for Discontinuation of MENN 100 and MENN 300

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 Mennonite Studies Certificate has been discontinued. MENN 100 and 300 are 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**

From: [Nicola Mooney](#)
To: [Linda Pardy](#); [Tara Kaszonyi](#)
Cc: [Steven Schroeder](#); [Sylvie Murray](#)
Subject: Re: MENN 100 & 300 Discontinuation for Dec CACC
Date: December 4, 2023 12:25:07 PM
Attachments: [MENN 100 and 300 Memo for Discontinuation.docx](#)

Hi Linda

The discontinuation memo is attached. **Tara**, thanks for your work on it (and I trust it is complete).

Steve, I hope that there may still be an opportunity here for recrafting these courses as you continue to refine the PACS curriculum as well as perhaps more broadly in terms of the intersections of religion and social justice.

All best,
n

Take care, stay safe, be well!

Nicola Mooney Ph.D.
Convenor, School of Social Justice and Global Stewardship (SoJust)
Associate Professor, Anthropology, School of Culture, Media, and Society (SCMS)
Senior Associate, South Asian Studies Institute (SASI)
Chair, Migration and Citizenship Program
University of the Fraser Valley

UFV is located on Stó:lo Téméxw, the unceded ancestral and traditional territory of the Stó:lo peoples. I am grateful to live, work, and learn on this sacred and beautiful land and acknowledge that I do so within a deeply unjust history of settler colonialism.

From: Linda Pardy <Linda.Pardy@ufv.ca>
Sent: 27 November 2023 1:50 PM
To: Nicola Mooney <Nicola.Mooney@ufv.ca>; Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>
Cc: Steven Schroeder <Steven.Schroeder@ufv.ca>; Sylvie Murray <Sylvie.Murray@ufv.ca>
Subject: RE: MENN 100 & 300 Discontinuation for Dec CACC

Hi Nicola - I am following-up on the discontinuation of MENN 100 and MENN 300. I know you mentioned Steve was interested in holding on to these just in case in the future he wanted to teach them. (Steve is copied here) However, holding on to courses we have not offered in many years, are not required by any program, and where there are no immediate plans to offer them in next three years is no longer an option as we align our curriculum with our SEM goals.

If Steve wants to offer such courses in the future, he will have to redo the MENN course outlines

that are on the books now – and it would be much easier to create new courses that fit into SoJust etc.

@Steve if you have any questions, please let me know.

Nicola can you complete the discontinuation memo's Tara prepared for you. We would like to ensure these are on the Dec CACC agenda.

Thanks Linda

Dr. Linda Pardy
Associate Dean of Students
College of Arts
Humanities and Social Sciences
University of the Fraser Valley
E. linda.pardy@ufv.ca
P. 604.504.7441 x 4115
T. @linda_pardy

From: Nicola Mooney <Nicola.Mooney@ufv.ca>

Sent: Friday, October 6, 2023 3:00 PM

To: Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>

Cc: Linda Pardy <Linda.Pardy@ufv.ca>

Subject: RE: MENN 100 & 300

Hi Tara and Linda,

Thank you for bringing this to my attention, Tara.

Before we go ahead with discontinuation, I should verify with Steve that he does not foresee teaching these courses. I will consult him shortly and get back to you as soon as possible.

Have a lovely Thanksgiving!

n

Take care, stay safe, be well!

Nicola Mooney Ph.D.
Convenor, School of Social Justice and Global Stewardship (SoJust)
Associate Professor, Anthropology, School of Culture, Media, and Society (SCMS)
Senior Associate, South Asian Studies Institute (SASI)
Chair, Migration and Citizenship Program
University of the Fraser Valley

UFV is located on Stó:lo Téméxw, the unceded ancestral and traditional territory of the Stó:lo peoples. I am grateful to live, work, and learn on this sacred and beautiful land and acknowledge that I do so within a deeply unjust history of settler colonialism.

From: Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>

Sent: Friday, October 6, 2023 1:21 PM

To: Nicola Mooney <Nicola.Mooney@ufv.ca>

Cc: Linda Pardy <Linda.Pardy@ufv.ca>

Subject: MENN 100 & 300

Hi Nicola

We have been doing some curriculum housekeeping and noticed that MENN 100 and 300 are still active, even though the Mennonite Studies Certificate was discontinued. Likely they were just missed when the certificate was discontinued.

We have created a draft discontinuation memo (please attached) for your review. If you would like to proceed with the discontinuation, please reply to confirm, we will get it on the Oct. CACC agenda.

Thank you,

Tara Kaszonyi

Curriculum & Student Systems Strategist, College of Arts

[University of the Fraser Valley](https://www.ufraser.ca/)

P: 604-504-7441 ext. 6351

Tara.Kaszoniyi@ufv.ca

Memo for Program Changes

To: Dr. Linda Pardy, Chair of CACC

From: GDS Program Chair, Dr. Geetanjali Gill

Date: Dec. 1, 2023

Subject:

- **Updating of course name from IPK/ANTH/SOC 344 to IPK 344**
- **Removing GDS/ANTH/SOC/LAS 363, GDS/SOC 250, SOC/ANTH 368 from GDS program requirements**

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):

- IPK/ANTH/SOC 344 is changing to IPK 344. As this course is in the GDS program requirements, we would like the name of the course in the GDS academic calendar to be updated to IPK 344. Please see IPK 344 course outline form (attached).
- SOC/ANTH/LAS/GDS 363 and GDS/SOC 250 were not taught in the 2023/24 academic year as the course material is already being taught in GDS 100, GDS/ANTH 220, and GDS 320. There is also no faculty member in GDS or SCMS available to teach these courses. SOC/ANTH 368 is being removed from the GDS program (currently in a basket of courses) as GDS students are unable to take this course due to prerequisite requirements, and the course instructor has deemed the course to be unsuitable for the GDS program.

These courses are housed in SCMS. SCMS has been consulted and is aware that the GDS program will no longer be requiring these courses. See attached email confirming.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

Bachelor of Arts in Global Development Studies degree

Global Development Studies (GDS) is an interdisciplinary program designed to equip students with the knowledge, skills, and experience required to function effectively as development professionals in Canada or abroad, or to continue on to graduate or to other professional studies.

The program requires a minimum of 120 credits, including a minimum of 45 upper-level (300- or 400-level) credits.

Program outline

Lower-level requirements

Course	Title	Credits
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	
GDS 100/ GEOG 109	A World of Development	3
GDS 204	Development in Sub-Saharan Africa	3

GDS 260	Gender and Global Development	3
POSC 230	Democracies and Authoritarian Regimes	3
or POSC 260	International Relations and Global Politics	
One of: (see Note)		3
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	
CMNS 175	Writing for the Internet	
ENGL 105	Academic Writing	
Two of:		6
GDS 220/ ANTH 220	Anthropology of Globalization and Development	<u>3</u>

GDS 250/ SOG 250	Sociology of Development — The Global South	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	<u>3</u>
One of:		3-4
ANTH 202	Ethnographic Toolkit	
BUS 204	Management of Non-Profit Organizations	
CMNS 251	Professional Report Writing	
GEOG 253	Introduction to Geographic Information Systems	

Note: Students may also satisfy this requirement with an A or better in one of English Studies 12, English First Peoples 12, ENGL 091, or ENGL 099.

Upper-level requirements

Course	Title	Credits
ECON 398	Development Economics	3
GDS 340/ GEOG 340	Geographies of Development: Landscapes of Inequality	4
or GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GDS 320	Decolonizing Aid and Development	3-4
or GDS 363/ SOC 363/ ANTH 363/ LAS 363	Processes of Development and Underdevelopment: Latin America	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	4
or GDS 332	Refugees, Displacement, and Development	

GDS 370	Fundamentals of Global Health and Development	3
GEOG 396/ GDS 310/ SOC 396	Canada Internship	6
or GEOG 398/ GDS 311/ SOC 398	International Internship	
IPK 344/ ANTH 344/ SOC 344	Indigenous Research Methodologies	3-4
or POSC 300	Research Design and Methods	
One of:		3-4
ADED 420	Adult Education in the Global Context	
ANTH 367/ ENGL 367	Culture and Theory of Diaspora	

ANTH 388/ SOC 388	Global Indigeneity	
IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning: Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
One of:		3-4
ANTH 368/ SOC 368	Environment and Society	
CRIM 335	Justice and Human Rights	

ECON 361/ GEOG 361	Environmental Economics	
POSC 325	Social Movements and Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
One of:		3-4
ADED 340	Program Planning and Evaluation	

ADED 446	Community-based Adult Education Methods	
CMNS 360	Advocacy Writing	
CMNS 465	Grant and Proposal Writing	
ENV 310	Leadership in Environmental Professions	
SOC 352/ POSC 352	Public Policy Analysis	
SOWK 380	Social Work and Community Development	
Plus:		
GDS 400	Global Development Seminar (see Note)	4

Note: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enrol in GDS 400.

Global Development Studies extended minor

The Global Development Studies extended minor can be applied to a number of degree programs. This section specifies the extended minor requirements only. Please refer to the appropriate Bachelor degree section for information on additional requirements.

The extended minor can be completed in approximately four years, on a full-time basis, when coupled with another major, extended minor, or minor in the Bachelor of Arts or Bachelor of Science. If combined with another degree, completion time may exceed four years. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

Program outline

Lower-level requirements: 15-16 credits

Course	Title	Credits
Three of:		9
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	

GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	
Two of:		6-7
ANTH 202	Ethnographic Toolkit	
BUS 204	Management of Non-Profit Organizations	
CMNS 251	Professional Report Writing	
ECON 100	Principles of Microeconomics	

ECON 101	Principles of Macroeconomics	
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	
GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 253	Introduction to Geographic Information Systems	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	

POSC 230	Democracies and Authoritarian Regimes	
POSC 260	International Relations and Global Politics	

Note: A single course cannot be used to satisfy more than one requirement.

Upper-level requirements: 16-21 credits

Course	Title	Credits
Three of:		10-11
GDS 320	Decolonizing Aid and Development	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	

One of:		3-4
GDS 320	Decolonizing Aid and Development	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 340/ GEOG 340	Geographies of Development: Landscapes of Inequality	
GDS 363/ SOC 363/ ANTH 363/ LAS 363	Processes of Development and Underdevelopment: Latin America	
GDS 370	Fundamentals of Global Health and Development	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	

One of:		3-6
ADED 420	Adult Education in the Global Context	
ANTH 367/ ENGL 367	Culture and Theory of Diaspora	
ANTH 388/ SOC 388	Global Indigeneity	
ANTH 368/ SOC 368	Environment and Society	
CRIM 335	Justice and Human Rights	
ECON 361/ GEOG 361	Environmental Economics	
ECON 398	Development Economics	
GDS 320	Decolonizing Aid and Development	

GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 340/ GEOG 340	Geographies of Development: Landscapes of Inequality	
GDS 363/ SOC 363/ ANTH 363/ LAS 363	Processes of Development and Underdevelopment: Latin America	
GDS 370	Fundamentals of Global Health and Development	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GEOG 396/ GDS 310/ SOC 396	Canada Internship (see Note 2)	
GEOG 398/ GDS 311/ SOC 398	International Internship (see Note 2)	

IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning: Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 325	Social Movements and Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	

SOC 348	Social Movements	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	

Note 1: A single course cannot be used to satisfy more than one requirement.

Note 2: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.

Global Development Studies minor

The Global Development Studies minor can be applied to a number of degree programs. This section specifies the minor requirements only. Please refer to the appropriate Bachelor degree for information on additional requirements.

The minor can be completed in approximately four years, on a full-time basis, when coupled with another major, extended minor, or minor in the Bachelor of Arts or Bachelor of Science. If combined with another degree, completion time may exceed four years. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

Program outline

Lower-level requirements: 9 credits

Course	Title	Credits
Three of:		9
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	
GDS 220/ ANTH	Anthropology of Globalization and Development	

220		
GDS 250/ SOG 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	

Upper-level requirements: 16-21 credits

Course	Title	Credits
Three of:		10-11
GDS 320	Decolonizing Aid and Development	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	

GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
One of:		3-4
GDS 320	Decolonizing Aid and Development	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 340/ GEOG 340	Geographies of Development: Landscapes of Inequality	
GDS 363/ SOC 363/ ANTH 363/ LAS 363	Processes of Development and Underdevelopment: Latin America	
GDS 370	Fundamentals of Global Health and	

	Development	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
One of:		3-6
ADED 420	Adult Education in the Global Context	
ANTH 367/ ENGL 367	Culture and Theory of Diaspora	
ANTH 388/ SOC 388	Global Indigeneity	
ANTH 368/ SOC 368	Environment and Society	
CRIM 335	Justice and Human Rights	
ECON 361/ GEOG 361	Environmental Economics	

ECON 398	Development Economics	
GDS 320	Decolonizing Aid and Development	
GDS 330/ ANTH 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 340/ GEOG 340	Geographies of Development: Landscapes of Inequality	
GDS 363/ SOC 363/ ANTH 363/ LAS 363	Processes of Development and Underdevelopment: Latin America	
GDS 370	Fundamentals of Global Health and Development	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	

GEOG 396/ GDS 310/ SOC 396	Canada Internship (see Note 2)	
GEOG 398/ GDS 311/ SOC 398	International Internship (see Note 2)	
IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning: Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 325	Social Movements and Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International	

	Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	

Note 1: A single course cannot be used to satisfy more than one requirement.

Note 2: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.

From: Geetanjali Gill <Geetanjali.Gill@ufv.ca>
Sent: Saturday, November 18, 2023 12:38:16 PM
To: Chantelle Marlor <Chantelle.Marlor@ufv.ca>
Subject: SOC courses for GDS program

Hello Chantelle,

The GDS PC met yesterday. We voted to remove both of these courses from the GDS program.

I also wanted to ask you about 2 SOC courses that you brought to CACC for revision. The GDS PC discussed them as possible courses to be added to the GDS program.

1. SOC 254, Writing for the Social Sciences. I appreciate that the prereqs for this course allow GDS students to take this course. Will this be taught each year? Do you think that there would be space for students outside of SOC to gain access? We would like to add this to our writing basket of courses in the GDS BA program. *That would be great if you added it to your writing basket. This course is being offered at least once, if not twice, a year. There is definitely space for more students than those in SOC. (I think CRIM student are taking it-- they also have it in their writing basket--so there may be some competition with CRIM students. That said, we do not have reserves for SOC students that would prevent GDS students from enrolling).*
2. SOC 265 Social Inequality. As we are removing GDS/SOC 250 from the program, we would like to still like our students to take a SOC course at the lower level. This course seems ideal. In fact, I had thought that I would revise GDS 250 into a course on global poverty and social inequality but it would not fit into my workload. So this course would be great for GDS students! Can you confirm if this course will have a global or mostly Canadian focus (though I still think it's valuable for GDS students either way)? Will it be taught each year? Which Instructor(s) would likely teach it? Would there be space for GDS students to access it? This course will likely have more of a Canadian focus, depending on who is teaching it. *Right now, there is not one specific instructor for the course. Martha Dow and Leah Bishop (the latter being one of our sessionals) have taught it the most, lately. It is really a course any of us in SOC can teach and it will have more of a global focus for some instructors. There will easily be space for GDS students.*

Please also let me know if we need to remove ANTH/SOC 368 from the GDS program due to the pre-req issue. *We have opted not to add GDS 100 to the pre-reqs for ANTH/SOC 368. Keziah feels that it does not set up the student well for the type of discussions she has in this course. I will leave it up to your GDS Curriculum Committee to decide whether you want to remove it from your program basket.*

Thank you,

Geetanjali

Dr. Geetanjali Gill

Assistant Professor

Program Chair, Global Development Studies