



**AGENDA**  
**College of Arts Curriculum Committee**  
**Friday, May 3, 2024 - 9:00 AM**  
**Microsoft TEAMS**

Page

- 1. WELCOME from the CHAIR**
  - 1.1. Land Acknowledgement**
- 2. FOR APPROVAL**
  - 2.1. Adopt the College of Arts Curriculum Committee Agenda for 3 May 2024**  
THAT CACC adopt the agenda for 3 May 2024 as presented.
  - 3 - 8 2.2. Approve the College of Arts Curriculum Committee minutes of 8 March 2024**  
THAT CACC approve the minutes of 8 March 2024 as presented.
- 3. FOR DECISION**
  - 9 - 62 3.1. PSYC 202, 241, 280, 306, 343, 370, 375, 380, 383, & 385 (Revisions) - 9:06 a.m.**  
THAT CACC approve the changes to PSYC 202, 241, 280, 306, 343, 370, 375, 380, 383, and 385 as presented.
  - 63 - 70 3.2. HIST 427 (New) - 9:46 a.m.**  
THAT CACC approve the new course HIST 427 as presented.
  - 71 - 113 3.3. ANTH 301, ANTH/ ENGL 367, ANTH/ GDS 220, ANTH/ MACS 375, ANTH/ SOC 260, & ANTH/ SOC 325 (Revisions) - 9:56 a.m.**  
THAT CACC approve the changes to ANTH 301, ANTH/ ENGL 367, ANTH/ GDS 220, ANTH/ MACS 375, ANTH/ SOC 260, and ANTH/ SOC 325 as presented.
  - 114 - 120 3.4. ANTH 235 (New) - 10:18 a.m.**  
THAT CACC approve the new course ANTH 235 as presented.
  - 3.5. BREAK 10:28 a.m.**
  - 121 - 153 3.6. MACS 266, 268, 285, 324, 333, 364, & MACS/ SOC 385 (New) - 10:33 a.m.**  
THAT CACC approve the new courses MACS 266, 268, 285, 324, 333, 364, and MACS/ SOC 385 as presented.
  - 154 - 276 3.7. SOC 205, 230, 245, 247, 250, 280, 289, 299, 331, 346, 348, 350, 357, 399, 430, 431, 435, 445, 475, 490, 493, & SOC/ POSC 352. (Revisions) - 10:58**

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**a.m.**

THAT CACC approve the changes to SOC 205, 230, 245, 247, 250, 280, 289, 299, 331, 346, 348, 350, 357, 399, 430, 431, 435, 445, 475, 490, 493, and SOC/ POSC 352 as presented.

277 -  
286

**3.8. Electronic Vote: Discontinuation of WMST 201, SOC 385, SOC 492, GEOG/ SOC 396 & 398**

THAT CACC approve the discontinuation of WMST 201, SOC 385, SOC 492, GEOG/ SOC 396, and 398 as presented.

287 -  
292

**3.9. Electronic Vote: History Program Change**

THAT CACC approve the History program changes as presented.

**4. FOR INFORMATION**

**4.1. Electronic Vote: CACC Terms of Reference**

**4.2. Reminder CACC Retreat & Lunch | Thursday, June 6, 2024**

Please check your in-box for the calendar appointment.

**4.3. CACC Membership Vacancies**

CACC will put out a call for Expressions of Interest for vacancies in May.

**5. ADJOURNMENT and NEXT MEETING**

**5.1. Next CACC Meeting: May 31, 2024  
9:00 a.m. to Noon (MS Teams)**

**5.2. Adjournment - 12 p.m.**



**MINUTES**  
**COLLEGE OF ARTS CURRICULUM COMMITTEE**  
March 8, 2024  
9:00AM - Microsoft TEAMS

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**PRESENT:** Aimee Brown, Geetanjali Gill, Keith Harms, Vanessa Krahn, Dana Landry, Maria de Luna, Elaine Newman, Parjad Sharifi, Linda Pardy (Co-chair), Tara Kaszonyi (Recorder)  
**REGRETS:** Michael Batu, Lolehawk Buker (Co-chair), and Melanie Opmeer  
Andrea Hughes, Madison Pesowski, Carey DeMichelis, Rhonda Snow, Wayne Podrouzek, Andrea Albonico, Valentina Proietti, Tracy Porter, Jennifer Deon, Eric Lee, Trevor Embury, Jenia Siemens, Mary Stewart, Samantha Hannah, Renate Johnson, Rashad Mammadov, Tina Sangha  
**GUESTS:**

**1. WELCOME from the CHAIR**

**1.1. Land Acknowledgement**

**2. FOR APPROVAL**

**2.1. Adopt the College of Arts Curriculum Committee Agenda for 8 March 2024.**

**MOTION:**

THAT CACC adopt the agenda for 8 March 2024 as presented.

K. Harms & M. de Luna

CARRIED

**2.2. Approve the College of Arts Curriculum Committee minutes of 9 February 2024.**

**MOTION:**

THAT CACC approve the minutes of 9 February 2024 as presented.

G. Gill & D. Landry

CARRIED

**3. FOR DECISION**

**3.1. PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 (course revisions) Presented by Andrea Hughes, Madison Pesowski, Valentina Proietti, Carey DeMichelis, Rhonda Snow, Wayne Podrouzek, and Andrea Albonico**

Global Feedback:

- Calendar Descriptions:
  - Ensure they are written in active voice and from a student centered perspective.
- Learning Outcomes:
  - Revise the Learning Outcomes to have the verb at the beginning of the sentence.
  - CACC noted a repetition of learning outcomes across the upper-level courses and recommends modifying LOs to ensure there are distinct LOs for each course.
  - CACC recommends that PSYC connect with Samantha Hannah to finesse the reoccurring LO about APA citation style.

**PSYC 250**

- Calendar Description: Lifespan is used twice. CACC suggests using an alternative word for one instance or further description.

**PSYC 302**

- LO#3: PSYC has confirmed that they will reword this LO to start with an active verb.
- Recommended Evaluation Methods & Weighting:
  - CACC noted that the memo mentions Indigenization in this area. However, Indigenization could be more clearly reflected in the course outline.
    - For example, a statement could be added in the assignment details.
  - CACC also encourages PSYC to continue to look at ways they can work in alternative assessment methods to exams, but recognizes that exams are standard practice for the discipline.

**PSYC 303**

- LO#4: CACC suggests moving the word *evaluate* to the beginning of the sentence.

**PSYC 325**

- Please review calendar description for active voice and ensure it is written from a student centered perspective.
- LO#1 & LO#2: Both have two verbs. CACC suggests that these could be broken out in to separate LOs for each verb or one verb removed, depending on what is being evaluated in the course.

**PSYC 351**

- Housekeeping: Please remove the notes and highlights from the memo.
- Course Frequency: PSYC confirmed should be updated to two-times-per-year

**PSYC 355:**

- LO#2: CACC suggests removing *understanding of*.
- LO#3: Revise to *Apply methodologies* or *Use methodologies*.
- Course Frequency: PSYC confirmed should be updated to two-times-per-year

**PSYC 356:**

- LO#1: Has two verbs. Please break into two learning outcomes or remove one verb, depending on what it is being evaluated.
- Calendar Description:
  - Write from a student centered perspective.
  - CACC also suggests removing sentence one or elaborating further to contain information aside from the course title.

**PSYC 357**

- Prerequisites: Please confirm with Chantelle (SCMS) if SOC 255 is having its crosslists removed.
- LO#1: The second verb (apply) can be removed.
- Suggested Readings: Examples of the Indigenous scholars' readings that are spoken to in the memo should be included in the outline.
- Update LOs to numbers instead of bullet points.

**MOTION:**

THAT CACC approve the changes to PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 with recommended revisions.



P. Sharifi & K. Harms  
CARRIED

**3.2. GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 (course revisions)  
Presented by Jennifer Deon, Eric Lee, and Trevor Embury**

Global Feedback:

- Housekeeping
  - For the charts on the memos, CACC agrees with GDD that these should be updated to the new institutional learning outcomes, so the courses are as current as possible.
  - All comments can be removed from the memos and course outlines. Track changes should remain on the course outlines only.
- Learning Outcomes:
  - Update all LOs to #s instead of bullet points.
  - Review all LOs to ensure they start with an active verb.
- Calendar Description:
  - CACC suggests updating the note about the Adobe Subscription to *Adobe CC subscription is included in the class fees.*
  - Revise to be written in active voice and from a student focused perspective.
- Course Content and Topics:
  - Try to limit the course content to 5 or 6 major topics.
    - A weekly breakdown or list of assignments can go on the syllabus.
- CACC and GDD had lengthy discussions about how to reflect the Indigenization and decolonization work that GDD is doing in their classes on their course outlines. GDD's memos speak to Indigenization. However, CACC recommended that they also reflect this in their course outlines.
  - GDD noted that their content is technical and Graphic Design exists within a colonial system, but they try to critique this system in their classes. CACC recommended that they address the fact that it is colonial in their memos and could even add a learning outcome about critiquing the current system/ practice.
  - CACC member, Aimee Brown, offered to share examples from Visual Arts recent course revisions. GDD will contact Aimee for examples as needed.
  - Other CACC suggestions include:
    - Ensuring Indigenous artists or designers are included.
    - Adding LOs related to Indigenization or Decolonization
    - Contacting Lorna from TLC for advice

GD 101

- The Scheduled Lab Hours should be ticked as YES.
- LO#2: *Identify* could be changed to *identification*.
- Assignment Details: *Project 1* listed multiple times

GD 102

- LO#6: The verb (*reflect*) should be placed first in the sentence and the word *critically* can be removed.

GD 157

- Calendar Description: The note about basic computer knowledge may be brought up at UEC. CACC advises GDD to be prepared to speak to it.

- Meeting dates on outline need to be updated
- The Scheduled Lab Hours should be ticked as YES.
- Course Details: Remove the note about the course being a special topic.

GD 203

- The Scheduled Lab Hours should be ticked as YES.

GD 205

- LO#4 and #5: CACC suggests that these LOs could be revised to more explicitly describe the principles of Indigenization and EDI.
  - For example, LO#4 could be revised to *Identify appropriate media to communicate in a time-based environment, including non-western and Indigenous meanings of time.*

GD 204

- The Scheduled Lab Hours should be ticked as YES.

GD 450

- Recommended Evaluation Methods & Weighting: Since the Field Experience will be on-campus and during class hours, CACC advises changing to Holistic Assessment
  - Typical Structure of Instruction Hours: Remove Experiential (fieldtrip)
- Project Details: This adds to 80%, but the assignments are weighted at 70%

GD 498

- Memo: CACC agrees that the course title can be updated to new course title
- Course outline will need a note that this course can be taken more than once and the course needs to be set-up in Banner to allow it to be counted more than once.
- Practicum Course Hours: Most CoA practicums are being updated to include 20 hours of lecture/ seminar, as well as the 80 practicum hours. This allows the students to receive credit and be paid.
- LO#5: Has 2 verbs. Please either pick one verb or break into two LOs.

**MOTION:**

THAT CACC approve the changes to GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 with recommended revisions.

K. Harms &amp; D. Landry

CARRIED

**3.3. Graphic & Digital Design Diploma and Major  
Presented by Jennifer Deon****MOTION:**

THAT CACC approve the changes to the Graphic & Digital Design Diploma and Major as presented.

K. Harms &amp; A. Brown

CARRIED

**3.4. HALQ 101, 102, 201, and 202 (course revisions)  
Presented by Mary Stewart & Samantha Hannah**

HALQ 101:

- LO#1: CACC suggests swapping the word *practice* for *pronounce*.
- LO#3: CACC recommends breaking this into two learning outcomes. For example:
  - Write language correctly
  - Identify features in the spelling system

HALQ 201

- Calendar Description: CACC recommends the last sentence be revised to *Students examine and practice new grammatical sentence patterns using oral, written, and reading approaches.*

HALQ 202

- CACC noted the Lab Hours should be checked as YES

**MOTION:**

THAT CACC approve the changes to HALQ 101, 102, 201, and 202 with recommended revisions.

D. Landry & K. Harms

CARRIED

**3.5. CMNS 140, 235, 335, 345, & 399 (course revisions)  
Presented by Rashad Mammadov**

Global Feedback:

- CACC recommends that all calendar descriptions are revised to be written in active voice and from a student focused perspective.

CMNS 140

- CACC appreciates the lack of prerequisite for CMNS 140, as it could be appealing for many programs and students.

CMNS 345

- Learning Outcome: Change from bullet points to numbers
- LO#2: CACC recommends swapping the word *dacum* for *prepare program curriculum map, program plan, and proposal.*
- LO#3: CACC suggests changing to *Use a variety of learning domains and learning cycles in lesson/workshop design.*
- Course Content and Topics: This list can be reduced to just the unit headings and an additional topic related to building a lesson plan can be added.

CMNS 399

- Course Content and Topics: Please add a note that this is an example of a topic.

**MOTION:**

THAT CACC approve the changes to CMNS 140, 235, 335, 345, & 399 with recommended revisions.

D. Landry & P. Sharifi

CARRIED

**4. ADJOURNMENT and NEXT MEETING**

**4.1. Next CACC Meeting: May 3, 2024  
9:00 a.m. to Noon (MS Teams)**

**4.2. Adjournment - 11:30 a.m.**

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 202: Research Methods in 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:

2. Rationale for change: Minor changes were made to the calendar description to be more student oriented. Learning outcomes were revised for clarity: the learning outcomes for the lab component were integrated into the overall course learning outcomes. The textbook was updated. Course topics were condensed to improve clarity. PLAR is no longer available for this course due to the comprehensive lab component of the course. PLAR for a course like PSYC 202 is extremely difficult because the course requirements are so specific, in particular, with respect to the lab component. It is largely impossible to replicate demonstrable mastery of each of the required benchmarks outside of the course itself---i.e., in a 'real world' circumstance. Students must design, implement and carry out (including the organic hands-on data collection with human subjects), analyze, interpret and write up an APA-compliant piece of *experimental* psychological research, in a supervised and controlled lab environment *independently*---so not within the context of an existing team or multiple lab members or access to an existing database, for example. To match the course requirements, each of these benchmarks must be demonstrably, met.

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)? 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 \(UNDRIP\)](#).  
  
In the lecture component, the introductory coverage of qualitative methods includes the relevance to research in Indigenous psychology. Issues around consent, data collection and data use cover issues relevant to Indigenous peoples.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are given the freedom to choose topics of interest to them and autonomy in how they design their study. Students are assessed using varied evaluations emphasizing hands-on participation. Students are encouraged to critically reflect on the limitations and implications of generalizing from sample data.
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): \$90-140



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 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.

<b>Course Code and Number:</b> PSYC 202		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Research Methods in Psychology			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology	
<b>Calendar Description:</b>			
<p><del>This course will examine</del> <u>Students are introduced to the procedures used in psychological research, the following topics include: ethics in research research ethics</u>; scientific writing <del>for in</del> <u>APA format</u>; experimental, descriptive, quasi-experimental, and developmental research designs; <del>an introduction to</del> <u>measurement in psychology</u>; descriptive and inferential statistical <u>analysis</u>; and generalization and interpretation of research results. <del>Students will be required</del> <u>In the lab section, students will have the opportunity</u> to design, <del>construct</del>, conduct, and write up <del>an one</del> original research project <del>on a topic in psychology</del>.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		PSYC 101 and PSYC 102	
<b>Corequisites (if applicable, or NONE):</b>		NONE	
<b>Pre/corequisites (if applicable, or NONE):</b>		One of the following: PSYC 110, STAT 104 (formerly MATH 104), or STAT 106 (formerly MATH 106).	
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )		<b>Course Details</b>	
Former course code/number: N/A		Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: N/A		Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s): N/A		Grading System: <b>Letter grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Every semester</b>	
Lecture/seminar	45	Maximum enrolment (for information only): <b>36</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
Supervised laboratory hours (computer lab)	45	<u>PLAR is available for this course. PLAR cannot be awarded for this course because:</u>	
[click to select]		<u>_____ Due to the comprehensive lab component of the course.</u>	
[click to select]		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )	
<b>Total hours</b>		<b>90</b>	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>Yes</b>	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

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

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

1. Apply both experimental and non-experimental research design principles to research questions.
2. Critically analyze the limitations of each experimental and non-experimental research designs.
3. Use appropriate data analytic procedures to various forms of data.
4. Describe, discuss, and analyze the role of hypothesis testing and theory in psychological research.
5. Generate a testable hypothesis based on psychological theory, and create testable hypotheses from theory.
4. Describe, discuss, and analyze the strengths and limitations of both experimental and non-experimental scientific design.
- 5-6. Demonstrate competence in the use of current APA format.
- 6-7. Conduct a literature search in the social and related sciences.
- 7-8. Demonstrate basic competence in the ability to collect and analyze data.

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

Lab work:	40%	Midterm	18%	[click to select]	%
Final exam:	38%	Participation in Studies	4%	[click to select]	%

**Details:**

You must pass the lab and examination components to pass this course.

**Example of lab component only:**

The lab section comprises 40% of the total mark for this course. The lab grade will be based on the following tasks and accompanying weights:

- Attendance and Participation 2.5%
- Form I 5%
- Form II 10%
- Introduction draft 2.5%
- Final Paper 20%

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

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

May include lectures, small group work, demonstrations, videos, laboratory work, hand-on data collection, analysis, and presentation of results. May be taught online or in hybrid format.

**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	Cozby, P.C. & Rawn, C.D.	Methods in Behavioural Research: CDN edition	2012 2020
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

● **Course Content and Topics:**

- Psychology as a science
- Ethical practice in research
- Observational and descriptive approaches to research
- Experimental and complex research designs
- Variables, operational definitions, levels of measurement
- Quasi-experimental research designs
- Correlational research
- Questionnaire construction



- Scales of measurement and internal validity
- Reliability and construct validity
- Descriptive statistics
- Inferential statistics
- Generalization and replication

**Example One:**

Week	Topic
1	Introduction to course, scientific understanding, ethics
2	Where to start
3	Studying behaviour
4	Measurement concepts
5	Observational methods
6	Survey research
7	Experimental design
8	<b>Midterm Examination</b> —Chapters 1—8: All class and text material
9	Conducting experiments
Complex experimental designs	
10	Complex experimental designs continued
Single case, quasi-experimental designs Developmental research designs	
11	Understanding results: Variables
12	Understanding results: statistical inference
13	Generalizing results

**Example Two:**

Week	Topic
•	Overview: Course logistics
	Psychology as a science and ethics in research
•	Approaches to research I
•	Approaches to research II: Experimentation
•	Approaches to research III: Correlation
•	Measurement I: Scales of measurement
•	Internal validity
•	Measurement II
	Reliability and construct validity
•	<b>Midterm</b>
•	Review and TBA
•	Experimental designs I Complex designs
•	Experimental designs II
	Small-n, quasi-experimental, and time designs
•	Descriptive statistics
	Generalization and replication
•	Inferential statistics
	Interpretation

**Example of Lab Component:**

Week	Topic
1	Lab overview
	Variables Research questions and hypothesis development
2	Experimental design Operational definitions Levels of measurement
3	Questionnaire construction Confounds
	APA: title page

4	Ethics
	REB activity
5	Introduction section
	APA: References and Appendices
6	Statistical copy
	The right statistic for your study Sign up for experiment times
7	Practice experiments
8	Practice experiments
9	Introduction to SPSS Data entry and analysis Assumptions
10	Data analysis and interpretation Results
	Work on project
11	Discussion section Abstract
	Introduction exchange
	Work on project

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

**Subject: Proposal for revision of PSYC 241: Psychological Disorders**

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

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

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

2. Rationale for change: Course title was changed to indicate it is an introductory course. Calendar description was revised for clarity. Learning outcomes were revised to better reflect student engagement with the material. Textbooks were updated.

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course includes discussion of cultural issues in the assessment and diagnosis of psychological disorders. A variety of treatment approaches are identified, and cultural factors (including Indigenous culture), including preferences and collaborative, cross-discipline treatment, are highlighted as being important to treatment.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Multiple cultural and historical perspectives are included in course content; under-represented groups and neurodiverse people are recognized in content. Students are given autonomy in selecting topics for assignments and have choice in the type of the assignment they prefer to do. Additionally, the instructors use pluralistic forms of assessments (e.g., oral, visual, written, narrative) for class projects in the attempt to meet students' needs/preferences.
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): \$130 for textbook



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 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 241		Number of Credits: 3 <a href="#">Course credit policy (105)</a>	
Course Full Title: <b>Introduction to</b> Psychological Disorders			
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><del>This course introduces. Students are introduced to abnormal psychology, surveys basic theory and research in abnormal psychology. Topics include the definition and classification of psychological disorders, an introduction to the assessment and diagnosis of psychological disorders, etiological factors from a variety of perspectives, evidence-based therapeutic interventions, and therapy outcome research. Different perspectives (e.g., behavioural/behavioral, cognitive, psychoanalytic, biopsychosocial, biopsychological, and/or humanistic perspectives) are used to explore various clinical disorders including depression, anxiety disorders, schizophrenia, personality disorders, and others. Assessment and treatment of disorders are also included. Diverse assessment methods are used to evaluate students' understanding of the psychological disorders presented in the class.</del></p>			
Note: Students with credit for <u>PSYC 344</u> cannot take this course for further credit.			
Prerequisites (or NONE):	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 341		Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: None		Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s): None		Grading System: <b>Letter grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
Typical Structure of Instructional Hours		Expected frequency: <b>Twice per year</b>	
Lecture/seminar	45	Maximum enrolment (for information only): <b>36</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
[click to select]		Transfer Credit (See <a href="#">bctransferguide.ca</a> )	
[click to select]			
<b>Total hours</b>	<b>45</b>		

**Commented [B51]:** Not sure if we need this here.

**Commented [B52R1]:** I think the original sentence that was here was misunderstood. It was saying that we'd look at assessment techniques used to diagnose these disorders, along with treatment techniques used. It was not about student evaluation.

<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form.</a> )
<b>Department approval</b>	<b>Date of meeting:</b>
<b>Faculty Council approval</b>	<b>Date of meeting:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)  
 Upon successful completion of this course, students will be able to:

- ~~Express Apply knowledge of basic concepts, theories, language, and history of major approaches (e.g., psychodynamic, behavioural, humanistic, biological, and cognitive) to psychological disorders.~~
- ~~Identify a variety of etiological factors of disorders.~~
- ~~Describe the integrative approach.~~
- ~~1. Critically evaluate systems of classification and diagnosis and the impact of colonial views.~~
- ~~2. Demonstrate basic knowledge of assessment methods of psychological disorders.~~
- ~~3. Identify a variety of etiological factors of disorders.~~
- ~~4. Describe Distinguish major symptoms and experiential features characteristics of various types of disorders.~~
- ~~2-5. Describe diagnostic criteria for selected psychological disorders and distinguish between diagnoses.~~
- ~~• Discuss etiology of disorders from different perspectives Describe treatment approaches with a focus on evidence-based treatment.~~
- ~~6. Demonstrate basic knowledge of assessment methods and diagnostic criteria for selected disorders.~~
- ~~7. Demonstrate awareness of Evaluate the importance of gender and cultural issues in understanding psychological disorders.~~
- ~~8. Discuss cultural considerations in treatment approaches including Indigenous perspectives on the topic of psychological distress and dysfunction and their relevance to the study and treatment of psychological disorders.~~
- ~~• Demonstrate an understanding of indigenous knowledge and their relevance to the study and treatment of psychological disorders~~

**Commented [BS3]:** I'm not sure how to word this. If we put demonstrate an understanding of Indigenous knowledge about psychological disorders we are ignoring that they might not see the cluster of symptoms that we call "disorders" as being disordered. We should ask someone who knows/is trained in this topic how to word this outcome. Or, we can have the point above (cultural considerations in treatment approaches) include "including from Indigenous perspectives" - this is what I'd feel more comfortable with at the moment.

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

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

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

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

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

~~May include lectures, discussion groups, guest lectures with community members with lived experienced with different disorders disorders, film, and video presentations, and student presentations.~~  
~~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	<a href="#">Nevid, J. S., Green, B., &amp; Knight, L.</a> <a href="#">Nevid, J. S., Rathus, S. A., &amp; Greene, B.</a>	<a href="#">Essentials of Abnormal Psychology</a> <a href="#">Abnormal psychology in a changing world, 9th ed.</a> Pearson	2014
2. [click to select]	<a href="#">Nolen-Hoeksema, S.</a> <a href="#">Heather Jennings</a> <a href="#">Sarason &amp; Sarason</a>	<a href="#">Abnormal Psychology, 9th edition</a> <a href="#">Abnormal Psychology</a> 11th ed. McGraw Hill	2022 2004
3. [click to select]	— <a href="#">Latumière, M. L., Barlow, D. H.,</a> <a href="#">Durand, V. M.,</a> & <a href="#">Hofmann, S.G.</a>	<a href="#">Psychopathology</a>	2024
4. [click to select]			
5. [click to select]			

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

No special materials required.

● **Course Content and Topics**

Week/Topic

- Introduction to the course abnormal psychology, defining abnormality, history of abnormal psychology.
- History of abnormal psychology: Theories, paradigms and perspectives, etiology, the integrative approach
- Models, metaphors, paradigms, and perspectives. Treatment overview
- Current perspectives and therapies: Psychoanalytic, Behavioural, Humanistic, Physiological, and Cognitive
- Classification, assessment, and diagnosis:
- Orientation to library Research in abnormal psychology.
- Psychological therapies: Trauma, Anxiety disorders, obsessive-compulsive disorder, and trauma-related disorders.
- Classification and diagnosis: Reliability and validity. Mood disorders
- Assessment: interviews, tests, scales. Behavioural methods. Brief overview of research methods in abnormal psychology
- Schizophrenia spectrum and other psychotic disorders:
- Anxiety disorders: Phobias, anxiety states. Somatoform disorders. Eating disorders
- Affective disorders: depression and mania. Sexual disorders and gender diversity
- Schizophrenia: theories, descriptive characteristics, and research.
- Personality disorders.
- Substance use disorders Childhood and adolescent disorders
- Neurodevelopmental disorders
- Neurocognitive disorders

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 280: Introduction to Biological 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:

2. Rationale for change: The calendar description was revised for concision and to emphasize student experience. Learning outcomes were updated to reflect current course content. Course topics were revised to reflect current offerings. The text options reflect most recent editions.

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

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

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

6. In what ways does this course 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 \(UNDRIP\)](#). Colonial western perspectives are



acknowledged and where possible Indigenous conceptualization of brain, mind and behaviour are highlighted.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course content is delivered through a variety of methods including videos, podcasts, academic articles, and websites. Assessments are varied and include in-class group work, self reflections, and discussions. Students are encouraged to provide their unique perspectives on course material.
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:  
\$83 - \$110



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 280		<b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Introduction to Biological Psychology														
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)														
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology												
<b>Calendar Description:</b>  <p><i>An introduction to the relationship between brain and behaviour. Students explore an overview of the nervous system, neuroanatomy, neural communication, research methods, neural plasticity, and the neural basis of selected complex behaviours. This course is an introduction to the relationship between brain and behaviour. Topics include an overview of the nervous system, mechanisms of neural communication, research methods in biopsychology, introduction to neural plasticity, and the neural basis of complex behaviours.</i></p> <p>Note: Students with credit for        cannot take this course for further credit.</p>														
<b>Prerequisites (or NONE):</b>		PSYC 101 and PSYC 102												
<b>Corequisites (if applicable, or NONE):</b>		NONE												
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE												
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>NONE</b> Cross-listed with: <b>NONE</b> Equivalent course(s): <b>NONE</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>		Lecture/seminar	45	Tutorials/workshops		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	45													
Tutorials/workshops														
[click to select]														
[click to select]														
[click to select]														
<b>Total hours</b>	<b>45</b>													
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>		<b>Date of meeting:</b>												
<b>Faculty Council approval</b>		<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>												

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

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

1. Describe the neural mechanisms and structures underlying the function of the human nervous system.
2. Explain neural communication in depth.
3. Associate nervous system structures to neuroanatomical function.
4. Evaluate and critically examine the research methods used in biopsychology research.
5. Examine the mechanisms of neural plasticity at an introductory level.
6. Describe the relationship between neural systems and a range of human behaviours, such as cognition, sensory and motor function, learning, memory and psychopathology.
7. Explore the functional deficits which result from pathology in the nervous system.
  - Describe, discuss, and analyze the neural mechanisms and structures underlying the function of the human nervous system
  - Summarize and critically analyze relevant research articles
  - Identify and describe the relationship between neural systems and a subset of human behaviours at the introductory level. Examples include: cognition, social behaviour, personality, perception, sensation, motor function, language, emotion, and psychopathology.
  - Describe, discuss, and analyze the methodology used in biopsychology research

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

Final exam:	34%	Assignments:	32%	[click to select]	%
Quizzes/tests:	40%	[click to select]	%	[click to select]	%

**Details:**

Assignments are online discussions. Failure to participate in online discussions may result in automatic failure as online discussions are required course elements.

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

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

Lecture, demonstration, small group practice, discussion, use of nervous system models, preserved sheep brains, and diagrams. May include lecture, demonstration, small group practice, discussion, audiovisual presentation, use of models, preserved sheep brains, and charts. May be offered in online or hybrid format.

**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	Pinel, J.P.J. & Barnes	Biopsychology/ Allyn & Bacon	2017
2. Textbook	Kolb, B. and Whishaw, I.Q. and Teskey, G.C.	An Introduction to Brain and Behaviour/ Worth 7th Ed	2023
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

**Example one:**

- Introduction to biopsychology
- Cells of the nervous system
- Neuroanatomy (human brain models and sheep brains)
- Nervous system 'communication': Within neurons
- Nervous system 'communication': Between neurons

**Commented [KS1]:** For hybrid models, I include on line discussion forum assignments--these would approximate 'small group practise, discussion' perhaps but also include a 'formal' written assignment.

- [Research methods](#)
- [Neural plasticity: Development, Learning & Memory](#)
- [Sensation & Perception: Vision,](#)
- [Sex and the Brain: Sensation & Perception: Non-Visual Non-visual Senses](#)
- [Motor system Affective Neuroscience \(Emotions\)](#)
- [Damage and disease](#)
- [Psychiatric disorders](#)
- [Drugs and the brain](#)
- [Sleep and circadian rhythms](#)

**Week — Topic**

1. — History of Biopsychology
2. — Neuroinvestigative Techniques
3. — Neuroanatomy: Gross structures  
Lateralization and localization
4. — Neuroanatomy: Gross structures-continued
5. — Neurophysiology: Cellular structures  
Neural communication
6. — Neurophysiology: Neural communication-continued
7. — Drugs and the Brain
8. — Sensation & Perception (Focus: Vision) / Motor Systems
9. — EXAM 1
10. — Memory / Learning
11. — Neurological Disorders & Neuroplasticity
12. — Psychiatric Disorders
13. — Sleep & Circadian Rhythms / TBA

**Example two:**

**Week — Topic**

1. — Module 1: Introduction to Biopsychology
2. — Module 2: Nervous system structure
3. — Module 2: continued
4. — Module 3: Nervous system 'communication'
5. — Module 3: continued
6. — Module 3: continued
7. — Module 4: Research Methods
8. — Module 5: Neural Plasticity
9. — Module 5: continued
10. — Module 6: Lateralization
11. — Module 6: continued
12. — Module 7: Emotion
13. — Module 8: Hormones and Sex  
Exam Information and Review

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head Psychology Department

**Subject: Proposal for revision of PSYC 306: Psychological Assessment***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: Calendar description was revised to better reflect student learning. An outdated prerequisite was removed. Learning outcomes were updated to demonstrate how the course is currently being taught. Textbooks were updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course works towards Indigenization in a couple of ways. First, instructors allow for pluralistic forms of assessments (e.g., oral, visual, written, narrative) for class projects. Second, content-wise, the course critically examines the history of assessment practices and how they have been misapplied to marginalized populations, including Indigenous peoples. It also examines how the field of psychology has worked towards reconciling the mismeasurement of such populations over the past several decades, while including examples of how current measurement practices can be improved.

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

Multiple perspectives are also included in course content; under-represented groups and neurodiverse people are recognized in content. As mentioned in #6, we critically evaluate the historical applications (and misapplications) of assessment practices to marginalized groups, (e.g., the historical misuses of phrenology, craniometry and intelligence testing). Students are given autonomy in selecting topics for assignments and have choice in the structure of the assignment they prefer to do (e.g., oral, visual, written, narrative).

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): \$ 75-\$200, depending on text and format



ORIGINAL COURSE IMPLEMENTATION DATE: June 1992  
 REVISED COURSE IMPLEMENTATION DATE: January 2016  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> PSYC 306	<b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Psychological Assessment <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Psychology												
<b>Calendar Description:</b> <p><del>This methods course</del> Students will examine focuses on the purpose, scope, and mechanics of psychological testing and assessment. Topics include theoretical issues in assessment, methodology of administering tests, relevant measurement and statistics, <a href="#">issues related to the application of</a> assessment for specific populations, and an overview of currently used assessment instruments.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
<b>Prerequisites (or NONE):</b>	PSYC 202 ( <del>formerly PSYC 210</del> )												
<b>Corequisites (if applicable, or NONE):</b>	NONE												
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE												
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>NONE</b> Cross-listed with: <b>NONE</b> Equivalent course(s): <b>NONE</b> ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )	<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>												
<b>Typical Structure of Instructional Hours</b>													
<table border="1" style="width: 100%; border-collapse: collapse;"><tr><td>Lecture/seminar</td><td style="text-align: center;">45</td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr><tr><td>[click to select]</td><td></td></tr><tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: center;"><b>45</b></td></tr></table>	Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	
Lecture/seminar	45												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
<b>Total hours</b>	<b>45</b>												
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b>	<b>Date of meeting:</b>												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

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

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

1. ~~Identify and articulate~~Evaluate the ethical, sociocultural, philosophical, and methodological issues in psychological assessment.
2. ~~Demonstrate their understanding of the~~Apply measurement theory ~~that underlies to methods of~~ assessment.
3. ~~Define and a~~Apply techniques for assessing reliability and validity of psychological measures.
4. ~~Define and d~~Demonstrate the process of test development in assignments, papers, and/or projects.
5. ~~Describe~~ Explore the history, psychometrics, structure, and ~~uses of the~~ main instruments used in psychology and related fields.
6. ~~Demonstrate critical thinking about assessment issues~~Critically evaluate the application of psychological assessments to various populations (e.g., Indigenous and other marginalized populations).

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

Quizzes/tests:	250%	Final exam:	35%	[click to select]	%
Assignments:	405%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

~~May include I~~ecture, demonstrations, discussions, group work, ~~audio-visual presentations.~~ ~~This course may also be offered online or as a hybrid.~~

**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	Kaplan, R., & Saccuzzo, D	<u><i>Psychological testing principles, applications and issues</i> / Wadsworth</u>	<u>2017</u>
2. <a href="#">[click to select]</a> Textbook	<u>Rust, J. &amp; Golombok, S</u> <u>Miller, L. A. &amp; Lovler, R. L.</u>	<u><i>Modern psychometrics: The science of psychological assessment</i> / Routledge</u> <u><i>Foundations of Psychological Testing: A Practical Approach</i> (6th edition)</u>	<u>2020</u>
3. <a href="#">[click to select]</a>			
4. <a href="#">[click to select]</a>			
5. <a href="#">[click to select]</a>			

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

Students will also be expected to read significant articles and chapters from books in the literature, for example: [Groth-Marnat, G. & Wright, J. \(2016\). The assessment interview. In Handbook of psychological assessment \(6th ed.\). \(pp. 77-112\). Hoboken, NJ: John Wiley & Sons.](#)

**Course Content and Topics**

- The foundations of assessment: history and philosophy
- The foundations of assessment: statistics and measurement theory
- Norms, reliability, and validity
- ~~Utility and test construction~~
- [The Assessment Interview](#)
- ~~Assessment in Clinical Settings~~ ing intelligence: definitions, issues, tests
- Ethics and biases in assessment
- ~~Assessing personality~~
- ~~A~~Other applications of assessment ~~(e.g., education, personality, organizational)~~ educational testing, career and business assessment)
- ~~Applications of Assessment II (diagnosis)~~



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**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 343: Health 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:

2. Rationale for change: Calendar description, learning outcomes and resource materials have been updated to reflect current research, teaching and practice in the field of health psychology. Discontinued/renamed prerequisite courses were removed/changed, POSV 300 was added as a prerequisite, and frequency of course offering was updated.

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

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

N/A

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

N/A

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

This course works toward decolonization in both content and pedagogy. Settler colonialism is discussed as one of many social, political and historical conditions that have created contemporary health inequities in Canada. Ongoing dispossession and anti- Indigenous racism are explicitly addressed as determinants of physical and psychological health throughout the course. Indigenous healing traditions are discussed, supported by readings from Indigenous scholars and sources. Pedagogically, students have opportunities to explore health topics that are meaningful to them and to relate course topics to their own life, through projects and presentations.

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

The course works towards principles of equity, diversity, and inclusion in both content and pedagogy. Intersectional analyses of race, class, and gender inform contemporary models of health psychology. Biomedicine is presented as one of many theories of medical knowledge, creating space for additional medical epistemologies to be respectfully discussed, including Indigenous healing traditions, Ayurvedic Medicine, Traditional Chinese Medicine etc. Pedagogically, students have opportunities to explore health topics that are meaningful to them and to relate course topics to their own life, through projects and presentations.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50-75



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1992  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 343		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Psychology of Health			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology	
<b>Calendar Description:</b>			
<p><del>Presents</del> Students explore a blend of basic theory and research along with clinical perspectives and interventions in health psychology. <del>Contemporary models for conceptualizing of health psychology are</del> An expanded biopsychosocial systems perspective is presented and used to study psychological factors in dimensions of health, and illness, and healthcare. Topics may include models and psychophysiological mechanisms of stress; <del>applicable research designs;</del> personality and health; <del>psychological treatments for stress-related disorders</del> psychosomatic illness; placebo effects; lifestyle and health behaviors; <del>interventions;</del> and <del>social and societal factors in the social determinants of health and health care.</del></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
<b>Prerequisites (or NONE):</b>	(PSYC 101) and (PSYC 102) and (one of the following: PSYC 202 <del>formerly PSYC 210</del> ], CRIM 220, <del>KPE 301</del> KIN 301 (formerly KPE 301), POSC 300 <del>KPE 400</del> , or SOC 255/ANTH 255/MACS 255 <del>formerly SCMS 255</del> ).		
<b>Corequisites (if applicable, or NONE):</b>	None		
<b>Pre/corequisites (if applicable, or NONE):</b>	None		
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: <b>N/A</b>		Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: <b>N/A</b>		Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s): <b>N/A</b>		Grading System: <b>Letter grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Annually Twice per year</b>	
Lecture/seminar	45	Maximum enrolment (for information only): <b>25</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
[click to select]		____ Yes	
[click to select]		<b>Transfer Credit</b> (See	
	<b>Total hours</b>	<b>45</b>	

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

**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. Discuss the changing nature of illness ~~and how this has impacted our health care system~~ and the need for health psychology
2. ~~Critically analyze the nature of and e~~ Evaluate the effectiveness of health promotion campaigns
3. ~~A~~ Describe, discuss, and analyze the relationship between psychological factors, ~~and~~ health, and illness
- 3.4. Categorize biomedicine as one theory of medical knowledge among others, including Indigenous healing traditions
5. Critically evaluate research findings and concepts in health psychology
6. Apply findings and concepts in health psychology to contemporary social issues
4. \_\_\_\_\_
5. \_\_\_\_\_

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

Final exam:	305%	Assignments:	405%	[click to select]	%
Quizzes/tests:30	30 20%	[click to select]	%	[click to select]	%

**Details:**

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

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

May include ~~L~~ecture, demonstration, small group practice, discussion, ~~audio-visual~~media presentation, student seminar presentations. ~~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	<a href="#">Marks, Murray, Estacio, et al., Poole, Matheson &amp; Cox</a> <a href="#">Brannon &amp; Feist</a>	<a href="#">Health Psychology: Theory, Research, and Practice</a> <a href="#">The Psychology of Health and Healthcare: A Canadian Perspective/ Pearson</a> <a href="#">Health Psychology/Wadsworth</a>	<a href="#">2024</a> <a href="#">2017</a>
2. Textbook/Article	<a href="#">Johnson &amp; Acabchuk</a> <a href="#">Lyens &amp; Chamberlain</a> <a href="#">Davis, Eshelman, McKay</a>	<a href="#">What are the keys to a longer, happier life? Answers from five decades of health psychology research.</a> <a href="#">Social Science &amp; Medicine, 19, 218-226.</a> <a href="#">Health Psychology: A Critical Introduction/ Cambridge</a> <a href="#">The Relaxation and Stress Reduction Workbook/New Harbinger</a>	<a href="#">2018</a> <a href="#">9</a>
3. <a href="#">[click to select]</a> Article	<a href="#">Estes, N., &amp; Dhillon, J. (Eds.)</a>	<a href="#">Standing with Standing Rock: Voices from the #NoDAPL Movement</a>	<a href="#">2019</a>
4. <a href="#">[click to select]</a> Article	<a href="#">Labun, E. R., &amp; Emblen, J.</a>	<a href="#">Health as Balance for the Sto: Lo Coast Salish. <i>Journal of Transcultural Nursing</i>, 18(3), 208–214.</a>	<a href="#">2007</a>
5. <a href="#">[click to select]</a> Article	<a href="#">Ablon, J.</a>	<a href="#">The nature of stigma and medical conditions. <i>Epilepsy &amp; Behavior</i>, 3(6), 2-9.</a>	<a href="#">2002</a>

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

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

**Course Content and Topics**

**Example 1: Typical Course Content and Topics**

Topics	Chapter
<a href="#">Introduction to Health Psychology</a>	<a href="#">1</a>
<a href="#">Introduction &amp; Research Methods</a>	<a href="#">1</a>
<a href="#">Health behaviors</a>	<a href="#">3</a>
<a href="#">Health-enhancing behaviors</a>	<a href="#">4</a>
<a href="#">Health-compromising behaviors</a>	<a href="#">5</a>
<a href="#">Stress</a>	<a href="#">6</a>
<a href="#">Moderators of the Stress Experience</a>	<a href="#">7</a>
<a href="#">Using health services</a>	<a href="#">8</a>
<a href="#">Patient-provider relations</a>	<a href="#">9</a>
<a href="#">Psychoneuroimmunology, aids, cancer</a>	<a href="#">14</a>
<a href="#">Management of chronic illness</a>	<a href="#">11</a>

**Example 2: Course Content and Topics**

- [Topics](#)
- [Introduction to health Psychology](#)
  - [The BioPsychoSocial Model in Health Psychology](#)
  - [The Social Determinants of Health Model in Health Psychology](#)
  - [The Critical Model in Health Psychology](#)
  - [Stress & Coping](#)
  - [Eating \(may include Eating Disorders, Obesity\)](#)
  - [Physical Activity](#)
  - [Preventative Healthcare](#)
  - [Addiction & Stigma](#)
  - [Personality & Alternative Medicine](#)
  - [Mental Health & Social Media](#)
  - [Eating Disorders](#)

- [Disability & Deaf Culture](#)
- [Sexual Health & the #MeToo movement](#)
- [Indigenous Health & Water Protection](#)
- [Chronic Illness & End of Life](#)

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date: August 30, 2021

**Subject: Proposal for revision of PSYC 370: Introduction to Personality Theory**

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: Terms and concepts in the calendar description were clarified. Outdated prerequisites were removed and replaced with current prereq titles. Learning outcomes were edited for clarity and concision. Textbook edition was updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Personality theory is Eurocentric; almost all theories were developed by European or American men; socio-historical developments may affect their current applicability. There is little to no research on indigenous cultures; this is acknowledged. What little *is* known about cross-cultural similarities and/or differences in the theories' applicability is considered. While models such as the Big Five seem to 'fit' the varying cultures examined, their generalizability may be limited. Possible exceptions are noted & the nature of such differences considered. I



also note that *until* additional voices are heard (e.g., from indigenous scholars), the ‘representativeness’ issue remains to be fully countenanced.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Regarding EDI concerns, gender-related similarities & differences are explored & the need for more inclusive research is stressed—particularly within the context of socio-political concerns. Individual differences in research interests & learning styles are also recognized. Accordingly, students may have flexibility in e.g., choosing assignment topics. Self-reflective efforts are similarly encouraged. As noted (in #6, above), cross-cultural similarities and/or differences are also highlighted.
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): \$54 – 120 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 2000  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 370		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Introduction to Personality Theory															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology													
<b>Calendar Description:</b>															
<p><del>Provides an introduction to Learners are introduced to</del> the central theories of personality and evaluates current developments regarding <del>its how personality is</del> conceptualization and measurement. <del>Personality is examined from various theoretical perspectives, including Freudian, psychoanalysis, neo-analysis, needs and motives,</del> psychosocial <del>needs and motives,</del> and cognitive <del>theories are among the theories considered, as are Biologically-based views and behavioural genetics are also explored.</del> Current research on traits and the structure of personality, <del>especially particularly</del> the "Big Five", are <del>also</del> examined. <del>Learners will apply personality theory and research findings to the study of human lives.</del></p>															
Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		(PSYC 101) and (PSYC 102) and (one of the following: PSYC 202 <del>formerly PSYC 210</del> , CRIM 220, <del>KPE 304 KIN 301, KPE 400,</del> or SOC 255/ <del>ANTH 255/MACS 255</del> ) <del>formerly SCMS 255</del> );													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>PSYC 270</b> Cross-listed with: <b>N/A</b> Equivalent course(s): <b>N/A</b> ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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 and critically evaluate~~Critically analyze Freud's psychoanalytic theory of personality including its empirical status and related research.
2. ~~Extend and apply~~Freudian principles to personality theory and research. Specify Freud's impact on subsequent personality theory and research.
3. ~~Identify and describe post-Freudian~~Examine contemporary personality theories. ~~(e.g., those of representative neo-analysts, Erikson, Murray and Kelly)~~
4. ~~Describe, discuss, and analyze~~Assess the empirical status of personality neuroscience and behaviour genetics as the biological basis of personality. current developments in personality theory, especially the biological basis of personality- including behavior genetics — and assess their empirical status
5. Critically evaluate current conceptions of the structure of personality within the context of culture. ~~(i.e., the "Big-Five"), and critically assess the related research~~
6. ~~Apply personality theory to the study of lives~~Compare and contrast competing conceptions of personality theories.

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

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

**Details:**

~~(Itemize assignments if 50% or more, and provide any other relevant information.)~~Quizzes = 2 midterms

**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, guest lecturers, small group discussions, videos, student seminar presentations. ~~May also be offered as online or hybrid.~~

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<u>Larsen R.J., Buss, D.M., King, D.B. &amp; Ensley, C.E. Carver, C.S. &amp; Scheier M.F.</u>	<u>Personality Psychology Perspectives on Personality/Allyn &amp; Bacon</u>	<u>2014</u> <u>2024</u>
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- ~~Week 1: Course Intro; Defining personality~~What is Personality (P)?; How to 'do' P
- ~~Week 2: Methods and issues; s~~Structured tTests
- ~~Week 3: Psychoanalysis I~~
- ~~Week 4: Psychoanalysis II~~
- ~~Week 5: Midterm I & Neoanalysis~~ and pPsychosocial influences
- ~~Week 6: Neoanalysis & Psychosocial II~~
- ~~Week 7: Needs and m~~Motives
- ~~Week 8: Personal c~~Constructs and c& Contemporary cCognitive issues
- ~~Week 9: Midterm II & Inheritance, biology, and p~~Personality; Biology & P
- ~~Week 10: Biology & P II~~
- ~~Week 11: Traits & the Big-Five (B5) I~~ Personality traits and measurement
- Culture and personality

- [Stress, coping, and health](#)

-Week 12: Traits & the Big Five (B5) !!

-Week 13: The Big Picture (i.e., Review & Integration)

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

**Subject: Proposal for revision of PSYC 375: Fundamentals of Clinical 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:

2. Rationale for change: Calendar description was reworded to better reflect student engagement with material. Outdated prerequisites were removed and/or changed to reflect current prerequisite course name and number. Learning outcomes were revised to better reflect current course content. Textbooks were updated. Topics were simplified for clarity.

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Students are taught about the importance of considering cultural issues in the assessment and diagnosis of psychological disorders. Cultural factors, including preferences and collaborative, cross-discipline treatment, are highlighted as being important in the field. For example, discussions include a review of the Canadian Psychological Association's response to the Truth and Reconciliation Commission of Canada's Report.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course includes discussion of inclusion and diversity in the development of the field of clinical psychology. Students are asked to reflect on their learning process and evaluate course content from varied perspectives. Assessments are varied to allow for student choice in evaluation methods.
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): \$127.95



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1993  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 375		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Fundamentals of Clinical Psychology			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology	
<b>Calendar Description:</b>			
<p><del>This course examines both professional issues and selected topics in the discipline of clinical psychology are examined. Students explore the history of clinical psychology; educational and training issues and requirements; history of the field, and career options, and work issues will be studied. Professional ethical guidelines, ethical decision making, and applications will be introduced, as will Canadian issues. Depending on the instructor, students the course will examine either survey assessments, interventions, and current research in clinical psychology. Treatment outcomes and comparative cultural systems of interventions will be explored. or will focus on a specific topic, such as interventions, the therapeutic relationship, the history of psychotherapy, research and treatment outcomes or process research, and/or comparative cultural systems of intervention.</del></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		(PSYC 241) and (one of the following: PSYC 202, <del>formerly PSYC 210</del> , CRIM 220, KPE 301, KIN 301 (formerly KPE 301), KPE 400, or SOC 255/ANTH 255/MACS 255 (formerly SCMS 255)).	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: N/A		Special Topics course: <b>No</b>	
Cross-listed with: N/A		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s): N/A		Directed Study course: <b>No</b>	
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		(See <a href="#">policy 207</a> for more information.)	
<b>Typical Structure of Instructional Hours</b>		Grading System: <b>Letter grades</b>	
Lecture/seminar	45	Delivery Mode: <b>May be offered in multiple delivery modes</b>	
[click to select]		Expected frequency: <b>Annually Twice per year</b>	
[click to select]		Maximum enrolment (for information only): <b>25</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>No</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: <b>Yes</b>	
		(If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	





**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, discuss, and~~ Describe, discuss, and analyze different theoretical orientations used in clinical psychology.
2. ~~Analyze~~ Analyze the professional roles and activities of a clinical psychologist.
3. ~~Describe the ethical codes for psychologists, and Apply an ethical decision-making processes~~ to basic ethical/complex clinical dilemmas cases.
4. ~~Think critically and reflectively about current issues in clinical psychology. the topics (which will vary by instructor) in clinical psychology that were covered in the course~~
5. ~~Discuss selected topics from a Canadian perspective~~ perspective.
6. ~~Identify and describe career pathways in clinical psychology and closely related fields~~ fields.
7. ~~Describe evidence-based psychological practices as they pertain to research, assessment, and/or intervention~~ intervention.
8. ~~Discuss cultural considerations in the context of evidence-based psychological practice~~ practice.

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

Final exam:	4035%	Assignments:	325%	[click to select]	%
Quizzes/tests:	50340%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

~~May include~~ Lectures, demonstrations, small group practice, discussion, audio-visual presentation, student seminar presentations, guest presentations, clinical case examples. May be offered in online or hybrid format.

**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	<del>Pomerantz, A.M. Lee, C.M., &amp; Hunsley, J.</del> <u>Lee, C.M., &amp; Hunsley, J.</u>	<del>Clinical Psychology Science, Practice, and Culture DSM-5 update/ Sage Publications</del> <u>Introduction to Clinical Psychology: An Evidence-Based Approach, Cdn 4<sup>th</sup> Edition/ Wiley</u>	<del>2016</del> <u>2018</u>
2. <del>Journal</del> <u>Online resource</u>	<del>Canadian Psychological Association</del> <u>Chambless, D.L., &amp; Hollon, S.D.</u>	<del>Psychology's Response to the Truth and Reconciliation Commission of Canada's Report</del> <u>Defining empirically supported therapies/Journal of Consulting and Clinical Psychology</u>	<del>2018</del> <u>1998</u>
3. [click to select]	[click to select]		
4. [click to select]			
5. [click to select]			

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

~~(Use this section for supplies and materials for all sections of this course.)~~ N/A

**Course Content and Topics**

~~Week/Topic~~

1. ~~Overview and introduction to course. Definitions and history of clinical psychology. and clinical health psychology.~~
2. ~~Clinical psychology as a profession and the .; education, training, regulation. e~~ Expanding roles offer psychology in health care. ; health psychology, behavioural medicine, and neuropsychology.
3. ~~Ethics in clinical psychology.~~
4. ~~Assessment and diagnosis of psychological issues.~~
5. ~~Evaluation of therapeutic interventions; e~~ Evidence-based practice and the evaluation of clinical research. ;

6. Clinical Research and evidence-based psychological practice.

7. Canadian perspectives on clinical issues; Cultural approaches to interventions and treatments.

6. Clinical intervention: overview.

7. Behavioural and cognitive therapy.

8. Acceptance-oriented treatments: overview.

9. Dialectical behaviour therapy.

10. Psychodynamic approaches.

11. Humanistic and existential approaches.

12. Health psychology; Stress, health, and illness.

13. Motivational Interviewing.

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 380: Neuropsychology**

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

1. 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: A minor change to the calendar description reflects current course content. Learning outcomes were edited for clarity and concision. Delivery methods were changed to reflect the typical course offerings. The text edition and readings have been updated.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course 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 \(UNDRIP\)](#). Indigenous material and perspectives are included in this course in different ways: assignments are used to ask students to identify cultural biases within neuropsychological research and methodologies, and to familiarize with Indigenous perspectives on neuropsychological disorders.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?. EDI principles are reflected by the use of different delivery methods (lectures and videos), and mixed evaluation methods (for instance, the paper component of the course can be submitted either in a written format or as a video). Furthermore, the textbook is integrated (if not replaced for some topics) using free scientific articles.
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: \$75-110



ORIGINAL COURSE IMPLEMENTATION DATE: January 2002  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2020  
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PSYC 380		Number of Credits: 3 <a href="#">Course credit policy (105)</a>													
Course Full Title: Neuropsychology															
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 is an examination of <u>Includes</u> both clinical and experimental neuropsychology. Topics <u>may</u> include the assessment of cognitive and behavioural functions such as memory, language, <u>attention</u>, and spatial skills; the nature of neurodegenerative diseases and other forms of neuropathology (e.g., Alzheimer's disease, <u>Parkinson's Disease</u>, <u>multi-infarct-dementia</u>, <u>traumatic brain injury</u>); the treatment of brain pathology; and the application of information gained through the study of patients to the understanding of the nervous system.</p> <p>Note: Students with credit for 491A cannot take this course for further credit.</p>															
Prerequisites (or NONE):		PSYC 280													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: PSYC 491A Cross-listed with: N/A Equivalent course(s): PSYC 491A (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.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face-only</b> May be offered in <b>multiple delivery modes</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

**Commented [AA1]:** I am personally okay with 280 being the only prereq - I do have a paper assignment in my 380, but I feel like adding 280 as prereq might be to strict (and I think that most third year students have had some experience in writing a paper).

**Commented [KG2R1]:** I have a research proposal assignment for my course offering, and while I do think students would significantly benefit from having taken a research methods course, I don't know that it would be fair to require it if other instructors don't have the same assignment requirements. So I think we can leave this for now.

**Commented [KS3]:** As I mentioned when this came up at a dept. meeting, we have gone back and forth between including a methods prerequ and not over the years. My personal preference has been (and continues to be) to include one but there were some compelling over-arching arguments against it, mostly to do with student access to the course given that it is not offered often (historically, once in a calendar year and sometimes only once every two years). I don't object to leaving it with 280 as I think changing it back will just start the cycle of pro-vs-con discussions all over again. We can't solve all the potential problems either way so I say leave it as is. If the offering schedule changes and/or the culture of the dept. changes over time (again), it can always be revisited then.

**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, discuss, and Analyze~~ and critically evaluate the investigative and diagnostic methodology used in both clinical and experimental neuropsychology.
2. ~~Describe the basic mechanisms of the nervous system human neuroanatomy and neurophysiology.~~ Examine the complex process of applying diagnostic criteria to individuals.
3. Apply current understanding of the brain systems underlying complex psychological, physiological, and cognitive functions.
4. Examine the neuroanatomical, neurophysiological, psychological, and behavioural correlates of neurological and psychiatric disorders.
5. Critically assess neuropsychological research.
- 4-6. Critically evaluate the historical and colonial influences present within neuropsychological research and methodology.
5. ~~Critically assess research in the field.~~

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

Quizzes/tests:	35-30%	Assignments:	30-15%	[click to select]	%
Final exam:	35%	<del>Paper</del> <u>click to select</u> 20	<del>15%</del>	[click to select]	%

**Details:**

~~Assignments will may consist of both a group and an individual component and be presented in both written and oral format. Group work on the assignment will may take place largely online. Students may be asked to complete experiential assignments off campus.~~

**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, small group/individual presentations, discussion, audio-visual presentation, models and charts. May be taught as an online or 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	Kolb, B. and Whishaw, I.Q.,	Fundamentals of Human Neuropsychology, 8 <sup>th</sup> Edition, Worth.	<del>2008</del> 2021
2. Textbook	M. R. Schoenberg & J. G. Scott.	The Little Black Book of Neuropsychology: A Syndrome-Based Approach	2011
3. Article	Coltheart, M.	What has functional neuroimaging told us about the mind (so far)? <i>Cortex</i> ;42(3), 323-331.	2006
4. Article	Henson, R.	What has (neuro) psychology told us about the mind (so far)? A reply to Coltheart (2006). <i>Cortex</i> , 42(3), 387-392.	2006
5. [click to select]			

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

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

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special

topics courses. Approximately 50-250 words.)

**WEEK LECTURE TOPIC**

- 1-Brief hHistory of nNeuropsychology
- 2-Neuroanatomy and nNeurophysiology
- 3-continued
- 4-Neuro-investigative [Techniques and aAssessment
- 5-Cortical oOrganization: sSensory and mMotor sSystems
- 7-continued
- 8-Cortical oOrganization: PPinciples of nNeocortical fFunction, cCerebral aAsymmetry, and lLaterality
- 9-Attention and Spatial BehaviourCortical fFunction
- 10-Learning, Memory, & lLanguage, and special behaviour
- 11-Emotion & Spatial Behaviourand social behaviour
- 12-Neurological and pPsychiatric dDisorders
- 13-Neuroplasticity and rRecovery of fFunction

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 383: Drugs and Behaviour**

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

1. 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 calendar description and learning outcomes were edited for clarity and concision. Outdated prerequisites and one cross-listed course were removed, a course name change was also corrected. One prerequisite was added; POSC 300 was added to the list of acceptable prerequisites to make the course more accessible. The course is now offered more frequently, as indicated in the revised course outline. Text materials were updated. Topics were updated to align with current teaching.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The sections on each specific drug include content that relates to their historical use by Indigenous peoples, both in the lecture and the



textbook. Racism and colonization are discussed in this content also, as well as in the history and current status of legality of some drug categories. Modern use of some substances for spiritual and cultural purposes is discussed and can be expanded on in the assignments. Indigenous perspectives are included in this course by having students initiate discussions on how indigenous traditions differ from Western medicine in the understanding of drug addiction, dependence, tolerance, and withdrawal.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? EDI principles are reflected by the use of different delivery methods (lectures and videos), and mixed evaluation methods (for instance, the paper component of the course can be submitted either in a written format or as a video).
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: \$65-\$135



ORIGINAL COURSE IMPLEMENTATION DATE: November 1993  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 383		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Drugs and Behaviour															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology													
<b>Calendar Description:</b> <p><del>This course covers</del> Students explore the basics of psychopharmacology, with an emphasis on understanding the effects of psychoactive drugs on neural communication and behaviour. Topics include: neurotransmission; pharmacokinetics and pharmacodynamics; the relationship between neurotransmitters and behaviour; experimental analysis of psychoactive drugs effects in humans and animals; and the social and cognitive context of psychoactive drug effects.</p> <p>Note: Students with credit for            cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		(PSYC 280) and (one of the following: PSYC 202 <del>formerly PSYC 240</del> , CRIM 220, <del>KPE 304 KIN 301 (formerly KPE 301)</del> , <del>KPE 400</del> , or SOC 255/ <del>ANTH 255</del> /MACS 255 <del>formerly SCMS 255</del> ); POSC 300													
<b>Corequisites (if applicable, or NONE):</b>		NONE													
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>N/A</b> Cross-listed with: <b>N/A</b> Equivalent course(s): <b>N/A</b> (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.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>AnnuallyTwice per year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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~~ **Summarize, discuss, and analyze** the physiological and behavioural effects of the main classes of psychoactive drugs, ~~effects~~
2. ~~Describe~~ **Summarize** the main applications of psychotherapeutic drugs.
3. ~~Describe~~ **Summarize** the main processes involved in neural transmissions, and ~~explain, discuss, and analyze, at an advanced level, the impact mechanisms of neural transmission and the impact actions of~~ psychoactive drugs ~~on~~ neural transmission.
4. ~~Apply course content by preparing an analysis of by analyzing~~ **Analyze** current research on a ~~specific~~ **psychopharmacology** topics.
5. ~~Describe, discuss~~ **Evaluate, and analyze** the influence of social, ~~political,~~ and cultural ~~context~~ **factors, including those specific to Indigenous communities,** on drug effects, ~~drug use,~~ and drug policy.
6. ~~Demonstrate~~ **Apply** critical analysis to the ~~of~~ experimental methods in the field of psychopharmacology.
7. ~~Synthesize current research on drug use~~ **Synthesize** current research on drug use and its impact on human behaviour.

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

Final exam:	30%	Quizzes/tests:	2430%	[click to select]	%
Project:	2546%	Assignments:	3015%	[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.)

Lecture, demonstrations, discussion/class participation, ~~audio-visual presentation,~~ student seminar presentations.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	J.S. Meyer and L. F. Quenzer	Psychopharmacology: Drugs, the brain, and behavior/Sinauer	2022
2. <del>[click to select]</del> <b>Textbook</b>	S. Hancock & W. McKim	<del>Drugs and Behavior: An Introduction to Behavioral Pharmacology</del>	2021
3. <del>[click to select]</del> <b>Textbook</b>	<del>_____ R. M. Julien, C.D. Advokat &amp; J. E. Comaty</del>	<del>_____ Julien's Primer of Drug Action</del>	2023
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- ~~Introduction and Review (N)neurotransmission, neuroanatomy and; research methods)~~
- ~~Neurobehavioural~~ **Neurobehavioral** ~~p~~Pharmacology: ~~P~~Pharmacokinetics
- Neurotransmission, ~~c~~Chemical ~~s~~Signaling and ~~n~~Neurotransmitters
- Pharmacodynamics
- Pharmacokinetics
- Sedative-hypnotics
- Opioids and opiates
- Psychomotor stimulants
- Cannabinoids
- Hallucinogens
- ~~Psychotherapeutics: Affective Disorders and Anxiolytics~~
- ~~Tolerance, m~~Motivation, ~~=~~and ~~a~~Addiction

**Commented [AA1]:** my big assignment is a project/paper., so I'd change it:  
 - Project 25%  
 - Final exam 30%  
 - Quizzes/tests 30%  
 - Assignments 15%



**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Psychology Department Head

Date:

**Subject: Proposal for revision of: PSYC 385: Evolutionary 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:

2. Rationale for change: The calendar description was revised to better reflect student experience and for concision. Outdated prerequisites and one cross-listed course were removed, a course name change was also corrected. One prerequisite was added; POSC 300 was added to the list of acceptable prerequisites to make the course more accessible. Learning outcomes were updated to better reflect current course content. Textbook editions were updated.

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

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

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Much of Evolutionary psychology's data base is from the study of indigenous cultures, world-wide. Accordingly, the diversity of varying cultural practices is examined.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Content is delivered from varied perspectives. Gender related similarities and differences are considered within the context of socio-political culture. . It's recognized that students may differ in research interests & learning styles. Accordingly, students may have flexibility in e.g., choosing assignment topics and self-reflective efforts are similarly encouraged. As noted above, cross-cultural similarities and/or differences are also considered, as is the need for more inclusive research.
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): \$150



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> PSYC 385		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Evolutionary Psychology			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology	
<b>Calendar Description:</b>			
<p><del>Students explore diverse areas in psychology (e.g., cognitive, social, physiological, and personality) incorporates data from an adaptive evolutionary perspective, the life and social sciences with theory and research from diverse areas in psychology (e.g., cognitive, social, physiological, and personality). The evolutionary givens of survival and reproductive behaviours on are examined, through an evolutionary lens, utilizing starting with the core assumptions informing evolutionary and typical research methods. Also examined are gender</del>  <b>Topics include:</b> gender differences in/similarities in mate selection/retention; parenting; kinship; cooperative alliances; aggression; status; cross-cultural concerns, and inter-gender conflict.</p> <p>Note: <del>Students with credit for 200E cannot take this course for further credit.</del></p>			
<b>Prerequisites (or NONE):</b>		(PSYC 101) and (PSYC 102) and (one of the following: PSYC 202- <del>formerly PSYC 210</del> ), CRIM 220, <del>KPE 301 KIN 301 (formerly KPE 301)</del> , KPE 400, or SOC 255/ <del>ANTH 255/MACS 255 (formerly SCMS 255)</del> ), POSC 300.	
<b>Corequisites (if applicable, or NONE):</b>		NONE	
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: <b>PSYC 200E</b>		Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: <b>NONE</b>		Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s): <b>NONE</b> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		Grading System: <b>Letter grades</b>	
<b>Typical Structure of Instructional Hours</b>		Delivery Mode: <b>Face-to-face only</b> May be offered in <b>multiple delivery modes</b>	
Lecture/seminar	45	Expected frequency: <b>Twice per year</b> <b>Annually</b>	
[click to select]		Maximum enrolment (for information only): <b>25</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
[click to select]		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
<b>Total hours</b>		Transfer credit already exists: <b>Yes</b>	
<b>45</b>		Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Scheduled Laboratory Hours</b>		<b>Department approval</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	

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.)*

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

1. ~~Outline and describe~~ Assess key developments in the genesis of evolutionary psychology, related methodology
2. ~~Evaluate fundamental~~ assumptions, and typical methods used to study evolutionary psychology.
3. ~~Compare~~ Detail gender similarities and differences in mate selection/retention and principles of attraction, why, evolutionarily, certain attributes are differentially sought.
4. ~~Describe and critically evaluate~~ Critique research on central issues such as parenting, kinship, cooperative alliances, aggression, inter-gender conflict, status, and jealousy.
5. ~~Determine limits, especially cross-cultural, to generalizability of evolutionary psychology research findings.~~

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

Final exam:	35%	Assignments:	20%	[click to select]	%
Quizzes/tests:	45%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

~~May include~~ lectures, seminars, presentations, class discussions.

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Buss, D.M.	Evolutionary Psychology: The new science of the mind/Allyn & Bacon	2019 12
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

NONE

**Course Content and Topics**

~~Week 1: Course intro; Origins of EP I (Evolutionary Psychology)~~

- ~~Origins of Evolutionary Psychology~~
- ~~Week 2: Origins II & The Science of Evolutionary Psychology~~
- ~~Week 3: Underlying logic Assumptions and methods I~~

~~Week 4 Science of EP: II; Surviving the "Hostile forces of nature"~~

~~Week 5: Midterm I (and What women want I; Ch 4)~~

- ~~Week 6 What Women seek in potential mates want II~~
- ~~Week 7: What men seek in potential mates want~~
- ~~Week 8: What men and women will settle for;~~
- ~~Parenting I~~
- ~~Week 9: Parenting II; It's all relative: Kinship~~
- ~~Week 10: Midterm II and Getting along: Cooperative Alliances I~~
- ~~Week 11: Getting along II; Not getting along: Aggression~~
- ~~Week 12: Getting ahead: Status and dominance~~
- ~~Conflict between the sexes~~

~~Week 13: Trying to get along: Conflict between the sexes~~

## Memo for New Course HIST 427

To: CACC and UEC

From: Barbara Messamore, Chair, History Dept. and Alessandro Tarsia, HIST 427 Course designer

Date: February 26, 2024

**Subject: Proposal for new course HIST 427, Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison**

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

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

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

In Indigenous societies, alcohol and tobacco have at different times been labelled both as medicine and as poison. This course examines the complex relationship Indigenous people have had with these two substances from the 16<sup>th</sup> century to recent times. It situates this story within the broader history of Indigenous-settler relations. Tobacco and alcohol are substances with similar intersecting contradictions and ambiguities. At various times and in various places, different Indigenous peoples used or refused the substances alternatively interpreted as “medicines” or “intoxicants.” Indeed, Indigenous people distinguish between colonial and sacred tobacco plant species and production techniques. Tobacco and alcohol in Indigenous communities can thus be understood as both poisons and cures for body and soul. The course explores the development of Indigenous production, use, and refusal of local or colonial tobacco. At the same time, it examines the introduction of alcohol along the histories of Indigenous engagement with the fur trade (exploitative colonialism), the gold rushes (extractive colonialism), the Temperance Movement (settler colonialism), and legal and political struggles. The course complements the existing *HIST 103: Stó:lō History*, the proposed *Hist 227: History of Indigenous-Newcomer Relations in Canada*, *Hist 305: History of Organized Crime, Colonialism, and Indigenous Peoples. Case Studies*, and *HIST 327: Settler-Indigenous Relations in New Zealand and Canada*.

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

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

- “Contextualize and critique information” from Indigenous and colonial primary and secondary sources in accordance with a fundamental Program Learning Outcome. This will also inspire students to assess and analyze research paradigms to date on the Indigenous history of tobacco and alcohol and consider the role of research and scholarship in addressing contemporary social issues, substance abuse and settler colonial biases (ILO 4).
- Identify, organize, and manage evidence from primary and secondary sources retrieved in archives and databases, establishing the relevance of the historical contexts of exploitative, extractive, and settler colonialism. Students will analyze this in the context of different

intersectional perspectives (ethnicity, class, gender, sexual orientation, religion, and spirituality) (PLOs). They engage with historiographical debates in an active learning environment and “critically and imaginatively” interpret primary sources (ILO 1; ILO 2).

- Define Indigenous and newcomers’ shifting understanding of alcohol and tobacco as a historical problem and deploy appropriate and culturally sensitive research methods to address historiographical dilemmas (PLOs). These endeavours will facilitate the development of research skills (ILO 3). Students formulate and articulate arguments, thoughts, and theories in formal and informal settings according to their cultural and emotional backgrounds. Indeed, they write formal assignments using historical conventions and consciousness and debate themes and issues in extended seminars (PLOs). Students will improve formal and informal writing and oral presentation skills, effectively communicating their interpretations and arguments (ILO 5).

Acknowledging that “more inclusive, non-western, and Indigenous ways of knowing” and disciplinary methods “are shaping the evolution of historical knowledge,” the course allows students to choose a creative project as an alternative to the research essay (PLOs). In such creative projects, the students manage the use of materials and techniques in art, presentations, or digital artifacts, pursuing self-motivated and self-reflective learning (ILO 6).

In this class, students will be provided with course content and pedagogy that will empower them to identify various forms of colonialism and recognize its impact on Indigenous people. They will be empowered to engage in discussions and actions to decolonize society critically and respect Indigenous lifeways and culture. In seminars, students will dialogue and debate respectfully, inclusively, and open-mindedly (PLOs). Assessments and evaluations try to engage students where they are, respecting all perspectives (epistemologies and ontologies) and ways of knowing. The course will model a pedagogy of slowness, informed by my background as a southern Italian, emphasizing taking the time to support and care for students when discussing uncomfortable and potentially polarizing topics (ILO 8).

Students formulate independent approaches and contribute to meeting strategic needs that could transform themselves and their communities locally, nationally, and internationally (ILO 9). They contrast and compare the local and national history of Indigenous peoples’ interactions with tobacco and alcohol in the broader context of different colonial eras. They critically engage with the historical roots of contemporary Canadian and global political, economic, and sociological themes and debates, such as alcoholism as a form of poisoning and the difference between sacred Indigenous tobacco and the colonial substance, according to individual and cultural sensibilities (PLOs).

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

The class might be considered for inclusion as a course in the Indigenous Studies program.

4. Which program areas have been consulted about the course? If a new discipline designation is required, explain why:

Indigenous Studies has been notified and feedback solicited. They did not answer back to my emails.

Commented [ML1]: Have they answered back?

5. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Beyond content and pedagogy, the course will contribute to Indigenizing our academy by helping students comprehend how culture shapes people’s understandings of the world and their behaviour. This goal is key to the disciplines of Indigenous Studies and History. In this class, Indigenous people will not be depicted as “others” who do not understand and, therefore, are incapable of embracing and benefiting from settler colonial societies. Instead, the course will show how settler colonial society works to shape interactions with Indigenous people and their lands, including the prosecution of crime. Likewise, Indigenous diversity and agency will be highlighted throughout the course.

Students will be provided with course content and pedagogy that will enable them to identify various forms of colonialism, understand the impact of colonialism, and thereby empower them to critically engage in discussions and actions aimed at decolonizing society and respecting Indigenous lifeways and culture. In seminars and assignments, students will develop innovative approaches to thinking about tobacco and alcohol and the impact of European colonialism on Indigenous land and people. Students will orally evaluate colonial and Indigenous primary and secondary sources. They will evaluate diverse intersecting points of view across ethnicity, nationality, gender, sexual orientation, religion, spirituality, and class.

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

- The course aims to build a safe, inclusive and caring learning community where all students are respected and valued for who they are. This goal will be expressly discussed with students early in the term. Course expectations will be outlined to facilitate it, and the class community will uphold an inclusive pronoun statement.
- The course instructions and resources will be available online for students in accessible formats. Students can work on physical or digital archives and libraries to accommodate diverse mobility needs.
- In the classroom, learning seminars will include large and small-group activities where students can actively shape their learning. They present their ideas to the class or contribute to the discussion within the group according to their own learning styles.
- Three low-stakes written assignments disseminated in the term allow the instructor to provide personalized written feedback and set goals for their history paper or creative project based on the

strengths and abilities of each student. Students will carry on research in archives, looking for primary sources.

- The course allows students to explore cultures, experiences, and expressions from places and times distant from their own. Students will be exposed to various primary sources showing intersectional experiences from diverse ethnicities, genders, sexual orientations, classes, religions, spiritualities, etc. They will analyze cultural perspectives on tobacco and alcohol from the past in the context of contemporary priorities by contrasting the different understandings held by social groups over time. Students will be stimulated to create a more inclusive value system, transforming themselves and the world.

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

N/A.

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

No cost—all resources will be available online.



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> HIST 427		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History													
<b>Calendar Description:</b> Students explore the Indigenous history of tobacco and alcohol in Canada through the lenses of exploitative, extractive and settler colonialism. They will examine events such as the fur trade, gold rushes, and temperance movements from the 16 <sup>th</sup> century to the present. The course emphasizes change and continuity in the historical development of Indigenous production, use, and refusal of local or colonial tobacco and the introduction of alcohol, along with the substances' historical connections with medicine, spirituality, religion, culture, legal and political struggles.															
<b>Prerequisites (or NONE):</b>		9 credits of lower-level history and any 300-level history course													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>20</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b>		<b>Date of meeting:</b> February 16, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

Commented [PS1]: please remove "will"

Commented [GG2]: Put date

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

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

1. Analyze key components in the Indigenous histories of tobacco and alcohol in Canada from the 16<sup>th</sup> century to recent times.
2. Debate issues related to the history of tobacco and alcohol within the broader context of Indigenous-newcomer relations.
3. Present arguments and ideas about Indigenous use or refusal of tobacco and alcohol in formal and informal settings.
4. Based on assigned readings, lead [facilitate](#) discussions about contrasting or ambiguous historical understandings of tobacco and alcohol.
5. Analyze historiographical debates such as the Indigenous distinction between sacred and colonial tobacco species.
6. Demonstrate the importance of context, evidence, perspective, and research in studying the Indigenous history of tobacco and alcohol.
7. Work with multiple Indigenous and colonial sources, both primary and secondary, [using historical conventions in formal writing.](#)
8. ~~Write using historical conventions in formal writing and explore Indigenous peoples' historical consciousness.~~

**Commented [ML3]:** Begin with the verb. Maybe consider "facilitate" instead of "lead"

**Commented [ML4]:** If these learning outcomes are related, you could consider combining them.

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

Assignments:	20%	Project:	40%	[click to select]	%
Holistic assessment:	40%	[click to select]	%	[click to select]	%

**Details:**

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

Holistic assessment, 40%.  
~~The holistic assessment consists of participation and engagement in class active learning seminars and appraisal strategy.~~  
[The holistic assessment consists of participation and engagement in class active learning seminars and appraisal strategy.](#)  
[The research-intensive seminar is designed to give students hands-on experience conducting secondary and primary research and analysis. There will be weekly readings, and students are expected to come to class prepared and discuss the readings.](#)

**Commented [ML5]:** Could you please provide more details?

Research Paper Proposal/Prospectus, 40%

Assignments, 20%  
[Research Paper](#) Proposal (5%),  
 Historiographical Review [finalized to the Research Paper](#) (5%),  
 Primary Source Discussion [for the Research Paper](#) (10%).

**Commented [ML6]:** Are these related to the research paper?

**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.)

Face-to-face seminar



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

There is no required text for the course. Selected online primary sources and peer-reviewed publications will be made available to the students (examples listed below).

Type	Author or description	Title and publication/access details	Year
1. Textbook	Example 1: Harold Johnson (From page 9 to page 24).	<i>Firewater: How Alcohol is Killing My People (and Yours)</i> . Regina: University of Regina Press	2016
	Example 2: Joseph C. Winter, Glenn W. Solomon, Robert F. Hill, Christina M. Pego, and Suzanne E. Victoria.	"Native Americans and Tobacco: Deer Person's Gift or Columbus's Curse?" In <i>Tobacco use by Native North Americans: Sacred Smoke and Silent Killer</i> . Edited by Joseph C. Winter, 353-365. Norman: University of Oklahoma Press	2000
2. Indigenous knowledge	Example 1: Christina M. Pego, Robert F. Hill, Glenn W. Solomon, Robert M. Chisholm, and Suzanne E. Ivey.	"Tobacco, Culture, And Health Among American Indians: A Historical Review." <i>American Indian Culture and Research Journal</i> 19, no. 2 (1995): 143–164.	1995
	Example 2: Stó:lō Chief Captain John	Stó:lō Library and Archives. 000023, Captain John. <i>The Story of the Conversion and Subsequent Experiences of Captain John</i> . Sardis: Epworth League.	1898
3. Journal	Example 1: James Warren Springer	"An Ethnohistoric Study of the Smoking Complex in Eastern North America." <i>Ethnohistory</i> 28, no. 3 (Summer 1981): 217-235.	1981
	Example 2: Barry Mayhew	"Are You on the 'Indian List'?" <i>British Columbia History</i> 41, no. 2 (2008) 9-12	2008
4. Other	Example 1: Edwin M. Lemert	British Columbia Archives. NW 970.62 L552. Lemert, Edwin M., <i>Alcohol and the Northwest Coast Indians</i> . Berkeley: University of California Press, 1954.	1954
	Example 2: R. Margalit, S. Watanabe-Galloway, F. Kennedy, N. Lacy, K. Red Shirt, L. Vinson, and J. Kills Small	"Lakota Elders' Views on Traditional Versus Commercial/Addictive Tobacco Use; Oral History Depicting a Fundamental Distinction." <i>Journal of Community Health</i> 38, no. 3 (2013): 538-45.	2013

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

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

**Course Content and Topics**

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

Learning Modules:

- General Overview of the Indigenous History of Tobacco and Alcohol in Canada
- Establishing Historical Significance of Tobacco and Alcohol from Different Indigenous and Newcomer Viewpoints
- Indigenous and Newcomers' Complicated Understandings of Tobacco and Alcohol in Primary Source Evidence
- Change and Continuity in Indigenous and Settler Temperance Ideologies
- Analyse Cause and Consequence of Tobacco and Alcohol Bans in Canada over time
- Taking Historical Perspectives on Tobacco and Alcohol from the Broader Canadian Context of Indigenous and Newcomer Relations
- The Power of Metaphor and Symbol: Colonial Propaganda and Indigenous Resilience
- Gender Identity Framing in Indigenous Relationships with Tobacco and Alcohol



**MEMO**

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: HIST 427, HISTORY, COLLEGE OF ARTS  
**Date:** FEBRUARY 26, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implication of the proposed new course HIST 427. It will be incorporated in our course plan going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

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

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

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Nicola Mooney/Chantelle Marlor, SCMS

Date: April 15, 2024

**Subject: Revision of ANTH 301 *Thinking Through Culture* (Formerly: *Theoretical Currents in Contemporary Anthropology*)**

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

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

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

2. Rationale for change:

- Course is overdue for routine course review and has been revised to reflect a more contemporary approach to course delivery
- Title is updated to be more appealing to students
- Calendar description is shortened and updated
- Prerequisites are adjusted to make the course more accessible (and with the hope of increasing ANTH program enrolments)
- Learning Outcomes are updated to reflect contemporary approaches to teaching theory as well as to the writing of LOs
- Course resources are updated

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

The revised learning outcomes emphasize the development of disciplinary knowledge via a more clearly defined and scaffolded framework. As well, the course now explicitly addresses critiques of 'traditional' anthropological knowledge production from feminist, post-colonial, and

decolonizing perspectives. The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

COURSE LOs	ANTH LOs	ILOs
1. Utilize a strong working vocabulary of key theoretical concepts relating to the study of culture	2	1
2. Articulate key ideas relevant to major theoretical discussions in anthropology (and related fields)	1, 6, 8	1, 3,
3. Critique the historical development of anthropological ideas using post-colonial and decolonizing approaches	2, 3, 5	1, 2
4. Apply key theoretical ideas to ethnographic research and inquiry	1, 2, 3, 4, 5, 6	1, 2
5. Demonstrate disciplinarily-appropriate skills in reasoning and argumentation	4, 5, 7,	1, 2, 3,
6. Read confidently and critically within the discipline of anthropology and beyond	1, 8, 10	1, 2

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)?

SCMS

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

This course interrogates the nature and development of anthropological knowledge from the perspective of contemporary anthropological scholarship, and wrestles with the question of whether feminist, decolonized, Indigenous, etc, anthropologies are possible and what they would and should look like. The course “honours Indigenous knowledge” (thus addressing the UFV strategic plan) and seeks to better model “culturally appropriate curricula” (as called for by TRC Call to Action 10.iii) by exploring the parallels and relationships between foundational principles in anthropology (e.g. holism, relationality) and Indigenous and non-Western

worldviews. Moreover, like other Anthropology courses, it takes the position “that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind” and that “all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,” in alignment with UNDRIP’s affirmations.

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

Anthropological theory, while informed by many rich experiences amid diverse cultures, was largely (but not exclusively) developed as a Western oeuvre by white Euro-American men. Shifts in the landscape of anthropological theory (e.g. feminist anthropology, postcolonial and decolonization theory, Indigenous anthropologies, queer theory) have been introduced by gendered and racialized scholars who have questioned the patriarchal / androcentric and colonial (and extractive) roots of the discipline and expanded anthropological thinking on the nature of ethnography, the disciplinary roles of epistemology and ontology, the particular relationships of anthropologists to their field communities, and the craft of ethnographic writing and knowledge production. Thus, the course considers the scholarship and critiques of a diverse range of authors engaging with these (e.g. Lila Abu-Lughod, Gloria Anzaldúa, Ruth Behar, Faye Harrison, Zora Neale Hurston, Jomo Kenyatta, Kiran Narayan, Aihwa Ong, Audra Simpson, Renato Rosaldo, Kim Tallbear, Rolph-Michel Trouillot, Anna Lowenhaupt Tsing, Kamala Visweswaran) as excerpted in the textbook by Bolles *et al.*

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):

The recommended paperback textbook for the course costs approximately \$60. Additional readings will be made available online at no charge.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2021  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> ANTH 301		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <del>Theoretical Currents in Contemporary Anthropology</del> <a href="#">Thinking Through Culture and Theory</a>			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies	
<b>Calendar Description:</b>			
<del>A consideration of selected themes and ideas in current anthropological thought with respect to their historical origins and theoretical and applied importance.</del>			
<del>Considers selected themes and ideas in the anthropological study of culture, tracing their historical contexts, conceptual framing, theoretical importance, and ethnographic application, as well as the influence of feminist, post-colonial, and Indigenous critiques on disciplinary ideas and praxis.</del>			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		<del>(45 university-level credits <u>including</u> ) to include (ANTH 102) and (at least 3 <u>9</u> further credits of anthropology <u>at the 200-level or higher; or, instructor permission</u>)</del>	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i>		<b>Course Details</b>	
Former course code/number:		Special Topics course: <a href="#">[click to select]</a> No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with:		Directed Study course: <a href="#">[click to select]</a> No	
Equivalent course(s):		Grading System: <b>Letter Grades</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Delivery Mode: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Every other year</b>	
Lecture/seminar	<b>60</b>	Maximum enrolment (for information only): <b>25</b>	
<a href="#">[click to select]</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
<a href="#">[click to select]</a>		<b>PLAR is available for this course.</b>	
<a href="#">[click to select]</a>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
<a href="#">[click to select]</a>		Transfer credit already exists: <b>No</b>	
<b>Total hours</b>	<b>60</b>	Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b> <u>April 5, 2024</u>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**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:

- ~~• Apply key theoretical concepts in discussions about cultural anthropology.~~
- ~~• Utilize a working vocabulary relevant to the main theoretical discourses that inform research and anthropological enquiry within the discipline.~~
- ~~• Demonstrate skills in argumentation and reasoning, appropriate to the discipline of anthropology.~~
- ~~• Read critically within the discipline of anthropology.~~
- ~~• Apply an understanding of post-colonial theory and decolonizing approaches to anthropological research, and thus to be able to demonstrate an appreciation of the necessity for indigenous methodologies.~~
- ~~•~~
- ~~•~~
- 1. Utilize a strong working vocabulary of key theoretical concepts relating to the study of culture
- 2. Summarize and articulate key ideas relevant to the major theoretical discussions in anthropology (and related fields)
- 3. Critique the historical development of anthropological ideas using post-colonial and decolonizing approaches in the study of culture
- 4. Apply key theoretical ideas to ethnographic research and inquiry
- 5. Demonstrate disciplinarily appropriate skills in reasoning and argumentation
- 6. Read confidently and critically informedly, analytically, and critically within the discipline of anthropology and beyond

**Institutional Learning Outcomes**

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

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

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

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

<del>Quizzes/tests: Portfolio:</del>	25%	Assignments:	50%	Final exam:	25%
[click to select]	0%	[click to select]	0%	[click to select]	0%

**Details:**

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

~~Assignments: Proposal (5%), Literature Review (15%), and Major Paper (30%)~~

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">A. Lynn Bolles, Ruth Gomberg-Muñoz, Bernard C. Perley and Keri Vacanti Brondo Turner, Victor</a>	<a href="#">Anthropological Theory for the Twenty-First Century: A Critical Approach</a> "Passages, Margins, and Poverty: Religious Symbols of Communitas."	<a href="#">2022</a> <a href="#">1978</a>
2. Textbook/Article	<a href="#">Nader, Laura Levi-Strauss, Claude</a>	<a href="#">"Ethnography as Theory" "The Story of Azdiwal." High Points in Anthropology</a> -. 2 <sup>nd</sup> -ed.	<a href="#">2011</a> <a href="#">1988</a>
3. Textbook/Article	<a href="#">Simpson, Audra Bourdieu, Pierre</a>	<a href="#">"On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship" "Structures, Habitus and Power." Outline of a Theory of Practice: A Reader in Contemporary Social Theory</a>	<a href="#">2007</a> <a href="#">1994</a>
4. Textbook/Online resource	<a href="#">McGranahan, Carole and Uzma Z. Rizvi, eds Rabinow, Paul and William M. Sullivan</a>	<a href="#">Decolonizing Anthropology</a> ( <a href="https://savageminds.org/2016/04/19/decolonizing-anthropology/">https://savageminds.org/2016/04/19/decolonizing-anthropology/</a> ) "An Interpretive Turn: Emergence of an Approach." <a href="#">Interpretive Social Sciences: A Reader</a> .	<a href="#">2016</a> <a href="#">1979</a>
5. Textbook/Online resource	<a href="#">Thomas, Deborah A. and Kamari Maxine Clarke Geertz, Clifford</a>	<a href="#">Can Anthropology be Decolonized?</a> ( <a href="https://www.sapiens.org/culture/can-anthropology-be-decolonized/">https://www.sapiens.org/culture/can-anthropology-be-decolonized/</a> ) "Deep Play: Notes on a Balinese Cockfight." <a href="#">High Points Anthropology</a> -. 2 <sup>nd</sup> -ed.	<a href="#">2023</a> <a href="#">1988</a>

**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**

- [How to Read Theory](#)
- [The Relationships of Theory and Methods](#)
- [Genealogy of Theory, 1: From the Armchair](#)
- [Genealogy of Theory, 2: Into the Field](#)
- [Genealogy of Theory, 3: Functionalism and Structuralism](#)
- [Evolution of Theory, 1: Feminist Anthropology Decentres Androcentrism](#)
- [Evolution of Theory, 2: Interpretive, Reflexive, and Cultural Turns](#)
- [Evolution of Theory, 3: Men Writing Cultures / Women Writing Back](#)
- [Indigeneneous/Indigenous Epistemologies and Indigenous Anthropologies](#)
- [Post-coloniality and Decolonization](#)
- [Evolution of Theory, 4: Queer Theories](#)
- [Evolution of Theory, 5: The Ontological Turn and the Post-Human](#)

**Weeks 1 – 2** — Introduction – General discussion of the roots of symbolic anthropology.

**Week 3** — Structural Anthropology – Tracing the origins of structural anthropology as an approach to symbolic anthropology.

**Weeks 4 – 5** — Post Marxist/ Reflexive Anthropology – The writings of Pierre Bourdieu as a recent force in social anthropology.

**Week 6** — Mid-term exam

**Week 7** — The Interpretive Turn – The process of hermeneutic anthropology as a current and positive force in anthropology.

**Week 8** — Thick Description and the Meaning of Complexity – The writings of Clifford Geertz as a pioneering force in interpretive anthropology.

**Weeks 9 – 10** — Phenomenological Anthropology – Exploring the concepts of phenomenological anthropology.

**Weeks 11 – 12** — Post Modernism in Anthropology – The impact of post modernism on anthropology and look at the value of "deconstructionism", as a theoretical starting point, in the process of ethnography.

**Week 13** — Gender Studies – A look at the cross-cultural context of male "hegemonic" power, and the roots of gender inequity in a variety of ethnographic contexts.



**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Nicola Mooney/Chantelle Marlor, SCMS

Date: April 15, 2024

**Subject: Revision of ANTH/ENG 367 Culture and Theory of Diaspora**

*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: Typical content and topics section has been modified

2. Rationale for change:

- The course official course outline has not been reviewed since its introduction in 2010
- The calendar description has been shortened and updated
- Learning outcomes have been modified to reflect current course delivery practices as well as to create greater alignment with program and institutional learning outcomes
- Texts and resource materials have been updated
- Evaluation methods now reflect more current assessment practices
- Course content has been revised in response to the evolution of the field as well as shifts in student interests over time

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

The course learning outcomes have been modified with clearer language, to reflect how the course has been taught in its most recent iterations, and to conform to current LO practice. The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

ANTH/ENG 367 COURSE LOs	ANTH LOs	ILOs
1. Explain the concept of diaspora in relation to postcolonial, transnational, diaspora, and other appropriate theories	2, 6	1, 3
2. Interpret how the experience of diaspora is constructed and negotiated in literary, artistic, social, and popular cultural forms	6, 7, 8	2
3. Describe the history, geography, and sociology of one or more contemporary global diasporas via case study	2, 3, 5	1, 3
4. Analyze the experience and construction of diaspora across a variety of social, political, and economic contexts	4, 5, 6, 7	1, 2
5. Elaborate the 'everyday life of diaspora' in relation to class, gender, religion, ethnicity, Indigeneity, etc	1, 2, 3, 6, 10	1, 2, 3, 5, 7
6. Identify the strengths of an interdisciplinary perspective in exploring diasporas	5, 7	1, 3
7. Locate and explicate the construction and positioning of diaspora identities	4, 5, 7, 10	3, 4, 8

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)?

English, SCMS

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

The course responds to the strategic imperatives of IYAQAWTXW to “enhance deep listening, dialogue, and democratic civil engagement,” “foster interdisciplinary and integrated forms of engagement,” “integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture,” and “educate our students to act as ethical and engaged global citizens who redress historical injustices.” Students examine and critique the social inequalities and exclusions, both historical and contemporary, that prompt migration and shape diasporic experience, and consider the relationships between migration, colonial settlement, dispossession and displacement, among both postcolonial diaspora communities and Indigenous peoples (who also experience migration and diaspora), with a particular focus on diasporas in Canada.

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

This postcolonial field of study was created in large part by BIPOC scholars who have played an important role in describing and theorizing it. Students read a range of interdisciplinary texts (ethnography, literature, critical theory) across various genres (novel, short story, poetry, autobiography/memoir) by authors such as Monica Ali, Arjun Appadurai, Shauna Singh Baldwin, Homi Bhabha, Avtar Brah, Amitav Ghosh, Stuart Hall, Rohinton Mistry, Ato Quayson, Salman Rushdie, Edward Said, and Cornel West; as well, the intersections of diaspora and Indigeneity are considered in the works of writers such as Lee Maracle and Aileen Moreton-Robinson. At least one assignment is designed so that students have the opportunity to explore a diaspora of personal interest, and, there is the opportunity to introduce textual forms other than the standard essay.

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):

Assigned readings are provided via Blackboard. Students are encouraged, but not required, to buy a basic primer on migration and/or diaspora theory that costs up to \$25.



ORIGINAL COURSE IMPLEMENTATION DATE: Jan 2011  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ANTH 367	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Culture and Theory of Diaspora <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS												
<b>Calendar Description:</b>  <p style="color: red; font-size: small;">Students Investigates the phenomenon of diaspora in modern, postcolonial, and global contexts, examining an interdisciplinary literature that is theoretical, literary, and ethnographic to elaborate the concept of diaspora, its social and political features, and the cultural expression of the diasporic condition. This seminar course investigates the phenomenon of diaspora in modern, postcolonial, and global contexts. Examining an interdisciplinary literature from the social sciences and humanities, students will become familiar with the social features of diaspora and the cultural expression of the diasporic condition through a consideration of theoretical, literary, and ethnographic texts. Particular attention will be given to the local nuances of diaspora in Canada and Europe.</p> <p>Note: Students with credit for ENGL 367 cannot take this course for further credit.</p>													
<b>Prerequisites (or NONE):</b>	45 university-level courses												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<p><b>Antirequisite Courses</b> (<i>Cannot be taken for additional credit.</i>)</p> <p>Former course code/number:</p> <p>Cross-listed with: <b>ENGL 367</b></p> <p>Equivalent course(s): <b>ENGL 367</b></p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<p><b>Course Details</b></p> <p>Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>Yes; 3 repeats for credit No</b> <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually Every other year</b></p> <p>Maximum enrolment (for information only): <b>25</b></p>												
<b>Typical Structure of Instructional Hours</b>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Lecture/seminar</td> <td style="width: 30%; text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	
Lecture/seminar	60												
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[click to select]													
[click to select]													
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b>													
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes													
<b>Prior Learning Assessment and Recognition (PLAR)</b> <a href="#">[click to select] PLAR is available for this course.</a> Yes													
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )													
Transfer credit already exists: <b>No</b>													
Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b> <a href="#">Chantelle Marlor</a>	<b>Date of meeting:</b> <span style="color: blue;">April 5, 2024</span>												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

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

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

1. ~~Identify, interpret, and e~~ Explain the concept of diaspora in ~~relation to postcolonial, transnational, diaspora, and other appropriate theories~~ a theoretically informed and critically aware manner within an interdisciplinary context
- 1-2. ~~Interpret how the experience of diaspora is constructed and negotiated in literary, artistic, social, and popular cultural forms~~
- 2-3. ~~Describe~~ Explain the history, geography, and sociology of ~~one or more several selected~~ contemporary global diasporas ~~via case study~~
3. ~~Explain how the experience of diaspora is negotiated in literary, artistic, and popular cultural forms~~
4. ~~Analyze, deconstruct, and theoretically assess~~ the experience ~~and construction~~ of diaspora across a variety of social, political, and economic contexts
- 4-5. ~~Elaborate the 'everyday life of diaspora' in relation to class, gender, religion, ethnicity, Indigeneity, etc~~
5. ~~Demonstrate an advanced and transferrable knowledge of the phenomenon of diaspora in modern, postcolonial and global contexts through reading, writing, discussion, presentation, critical review and research~~
6. ~~Identify the strengths of an interdisciplinary perspective in exploring diasporas~~
- 6-7. ~~Locate and explicate the construction and positioning of diaspora identities~~

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

Assignments: 1040%	<del>[click to select]</del> Final exam: _____%20%	<del>[click to select]</del> Project: _____%10%
<del>[click to select]</del> Portfolio: _____%15%	<del>[click to select]</del> Holistic assessment: _____%15%	[click to select] %

**Details:**

~~Critical review 35%, Presentation and report 25%, Essay 40%~~

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

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

Lectures, discussion, audiovisual media, student presentations

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<del>Robin Cohen</del> _____	<del>Global Diasporas, 3E</del> _____	<del>2023</del>
2. <del>[click to select]</del> Other	_____Avtar Brah	_____Excerpts, <i>Cartographies of Diaspora</i>	1996
3. <del>[click to select]</del> Other	_____Ato Quayson & Girish Daswani	_____Excerpts, <i>A Companion to Diaspora and Transnationalism</i>	2013
4. <del>[click to select]</del> Textbook	_____Shyam Selvadurai, ed.	_____Story-Wallah: Short Fiction from South Asian Writers	2005
5. <del>[click to select]</del> Other	_____Stuart Hall (ed. David Morley)	_____Excerpts, <i>Essential Essays, Volume Two: Identity and Diaspora</i>	2018

**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**

- ~~Migration, Diaspora, and The Diasporic Imaginary~~
- ~~Diaspora Theory: Key Works and Key Words~~
- ~~Homes and Homescapes~~
- ~~Indigenities and Displacements~~
- ~~Place, Loss, and Exile~~
- ~~Nations, Borders, and Boundaries~~
- ~~Race, Difference, and Otherness~~
- ~~Histories, Memory, Nostalgias~~
- ~~Hybridities and Marginalities~~
- ~~Postdiasporicity? Post-Nationality and the Possibility of Belonging~~
- ~~Conceptualizing Diaspora: How have diverse social and literary scholars theorized diaspora? (e.g. Bhabha, Brah, Clifford,~~

Vertovec)

- ~~Reasons for Migration: What are the economic, political and social forces that instigate and shape human experiences of movement? (e.g. Appadurai, Hannerz, Sassen, Taylor)~~
- ~~Diasporic Communities: How do migrants move and settle amid plural and heterogeneous social contexts, and how do they give voice to these experiences? (e.g. Axel, Badami)~~
- ~~Diaspora and Difference: What are the intersections of migration, refugeeism, transnationalism and diaspora with other forms of social difference (religion, ethnicity, race, class, gender, sexuality) in diaspora narratives? (e.g. Gilroy, Hall, Kureishi, Radakrishnan; excerpts from *Storywallah!*)~~
- ~~Cultures of Diaspora: How does the experience of diaspora influence the production of literary, artistic, and popular-cultural forms? (e.g. Malkani, Rushdie; excerpts from *Storywallah!*)~~
- ~~Diaspora Identities and Belonging: How do notions of home, belonging, citizenship, and identity evolve in diasporic contexts, and how are they expressed? (e.g. Rosaldo, Said, Safran, Schiller, Baldwin)~~
- ~~Conclusions~~



ORIGINAL COURSE IMPLEMENTATION DATE: Jan 2011  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

<b>Course Code and Number:</b> ENGL 367		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Culture and Theory of Diaspora			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS	
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>ANTH 367</b> for the official course outline.			
<b>Calendar Description:</b> <del>This seminar course investigates the phenomenon of diaspora in modern, postcolonial, and global contexts. Examining an interdisciplinary literature from the social sciences and humanities, students will become familiar with the social features of diaspora and the cultural expression of the diasporic condition through a consideration of theoretical, literary, and ethnographic texts. Particular attention will be given to the local nuances of diaspora in Canada and Europe.</del> <u>Students investigate the phenomenon of diaspora in modern, postcolonial, and global contexts, examining an interdisciplinary literature that is theoretical, literary, and ethnographic to elaborate the concept of diaspora, its social and political features, and the cultural expression of the diasporic condition.</u> Note: This course is offered as ENGL 367 and ANTH 367. Students may take only one of these for credit.			
<b>Prerequisites (or NONE):</b>		45 university-level courses	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>ANTH 367</b> Equivalent course(s): <b>ANTH 367</b> (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.)		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Department / Program Head or Director:</b> <u>Chantelle Marlor</u>		<b>Date approved:</b> <u>April 5, 2024</u>	
<b>Faculty Council approval</b>		<b>Date approved:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Nicola Mooney/Chantelle Marlor, SCMS

Date: April 15, 2024

**Subject: Revision of ANTH/GDS 220 Globalization and Development**

**(Formerly: *Anthropology of Globalization and Development*)**

*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:

- Routine course review aligning the official course outline with more current approaches to course delivery
- The title has been changed to reflect a more interdisciplinary orientation of the course (i.e. a greater balance between anthropological and development studies approaches)
- The calendar description communicates this change and also notes that the course takes a more global rather than an explicitly Latin American perspective
- The Learning Outcomes have been updated in alignment with current course delivery as well as to reflect current practice for writing LOs
- Course resources and evaluation methods have been aligned with how the course is presently taught

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 \(ILOs\)](#):

Generally speaking, the former emphasis of the course learning outcomes on specific development concepts within a general frame of social change has been broadened at the same time as the



critical and analytical elements of the course have been sharpened. The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

COURSE LOs	ANTH LOs	ILOs
1. Apply anthropological concepts, theories, and approaches to globalization and development.	2, 9	1, 2
2. Identify the impacts of colonialism, development, and globalization in the global South.	2, 3, 6, 10	1, 2, 5
3. Describe the unequal effects of globalization and development processes	1, 3, 5, 6, 10	1, 2, 3, 7
4. Analyze the social and cultural nature of globalization and development	1, 2, 3	1, 2, 5, 7
5. Discuss the social and structural consequences of change, including decolonization, resistance, and alternative development movements	2, 3, 7, 8, 10	1, 2, 3
6. Summarize the post-development perspective as a critique of earlier development approaches	1, 5, 7, 8, 10	1, 3
7. Critique the normative paradigm of Western development	1, 4, 5, 7, 8, 10	1, 2, 3, 4, 6, 7, 8

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

The course is included in a '2 courses out of 3' requirement bundle within the GDS program. The changes are in keeping with the evolution of the GDS program and serve its recent movement towards a more critical post-development framework.

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

GDS, SCMS

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

This interdisciplinary course foregrounds social, societal, and ecological wellbeing, sustainable development, and alternative development paradigms and encourages students "to act as ethical and engaged global citizens who redress historical injustices," therefore addressing UFV's

strategic imperatives. The course offers a post-colonial and post-development approach to the topic of globalization and introduces a critique of Western paradigms and epistemologies (e.g. via a cross-cultural consideration of the meanings of poverty and underdevelopment, raising the question of maldevelopment, etc). This, like other courses in Anthropology, is in keeping with the UNDRIP framework which affirms “the right of all peoples to be different, to consider themselves different, and to be respected as such,” “that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,” and that “all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust.” Additionally, in attending to local and traditional knowledges and subaltern and sustainable development paradigms, the course advances the UNDRIP premise that “respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment.”

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

The course unpacks the relationship between globalization, cultural homogenization, and monocultures and emphasizes heterogeneity and diversity via attention to local knowledge, other worldviews, and possibilities and frameworks for resistance (e.g. via global case studies on dams and megadevelopment, the green revolution and food sovereignty, and gender and development). It includes readings by a diverse range of authors, including BIPOC and female scholars (e.g. Arjun Appadurai, Ella Bhatt, Arturo Escobar, Stuart Hall, Arundhati Roy, Amartya Sen, Vandana Shiva) both in texts and coursepack.

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):

The cost of course books is in the region of \$25-50. A number of course readings are made available at no charge through Blackboard.



ORIGINAL COURSE IMPLEMENTATION DATE: Feb 1994  
 REVISED COURSE IMPLEMENTATION DATE: Sept 2017  
 COURSE TO BE REVIEWED (six years after UEC approval): Feb 2023  
 Course outline form version: 09/08/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> ANTH 220		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> <del>Anthropology of Globalization and Development</del>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b> (The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)  <del>An examination of Examines</del> the effects of globalization and development <del>as processes of cultural change</del> on local <del>communities and</del> cultures <del>in , especially peasant and Indigenous societies, across</del> the global South <del>from anthropological and post-development perspectives, with an emphasis on Latin America, and their reactions of resistance, accommodation, and transformation.</del>															
Note: Students with credit for GDS 220 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		<del>None.</del> One of GDS 100/ <a href="#">GEOG 109</a> <del>or</del> ANTH 102, <del>or LAS 100 are recommended.</del>													
<b>Corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: <b>GDS 220</b> Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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. ~~Apply standard anthropological concepts, and theories, and approaches to the analysis of globalization and, development, and culture processes of directed social and socioeconomic change and improvement.~~
  2. ~~Identify Apply a critical anthropological perspective in discussing the impacts of colonialism, development, and globalization in the global South on marginalized and exploited communities.~~  
~~Describe the unequal effects of globalization and development processes Describe the differences between the peasantry, the Indigenous, and other marginalized or exploited populations.~~
  4. ~~Analyze the social and cultural nature of globalization and development using concepts such as modernization, cultural imperialism, capitalism, neoliberalism, the world system, dependency, underdevelopment, megadevelopment, agrarian reform, gender and development, and sustainability~~
  5. ~~Discuss the social and structural consequences of change, including decolonization, resistance, and alternative development movements affecting these groups (e.g., cultural imperialism, natural resource exploitation, agrarian reform, development projects, and more radical forms of structural change).~~
  6. ~~Summarize the post-development perspective as a critique of earlier development approaches~~
  7. ~~Critique the normative paradigm of Western development Describe changes within these groups (attitudes, worldviews, aspirations, and responses, as well as structural changes) in different circumstances.~~
- ~~Analyze the origins, development, and outcomes of popular and Indigenous resistance movements.~~

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

Assignments:	35%	Final exam:	25%	[click to select]	%
Project:	30%	Portfolio:	10%	[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.**

**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	<del>Manfred Steger</del> Edelmen, M. & A. Haugerud	<del>Globalization: A Very Short Introduction</del> <del>The Anthropology of Development and Globalization</del>	<del>2017</del> <del>2005</del>
2. Textbook	<del>Ian Goldin</del> goe, J.	<del>Development: A Very Short Introduction</del> <del>Conservation and Globalization: A Study of National Parks and Indigenous Communities from East Africa to South Dakota</del>	<del>2018</del> <del>2004</del>
3. Textbook	<del>Vandana Shiva</del> Eriksen, T.	<del>India Divided: Democracy and Diversity Under Attack</del> <del>Globalization: The Key Concepts</del>	<del>2003</del> <del>2014</del>
4. <del>Textbook</del> Other	<del>Mooney, Nicola, ed.</del> Caouette, D. & D. Kapoor	<del>(Blackboard Coursepack)</del> Beyond Colonialism: Development and Globalization	<del>2022</del> <del>2015</del>
5. Textbook	Cockburn, S. & A. Cockburn	The Fate of the Forest: Developers, Destroyers, and Defenders of the Amazon	2010

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

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

**Course Content and Topics**

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

- ~~Key Contexts: Anthropology as Approach~~
- ~~Key Concepts: Globalization & Development~~

- Encountering the West: Colonialism, Dependency & Underdevelopment
- The 'Discovery' of Poverty & Inequality
- The Development Fix? Humanitarianism & Human Rights
- Case Study 1: Local, Global, and Megadevelopment
- Case Study 2: The Green Revolution
- Case Study 3: Gender and Development
- Feminist, Subaltern, Alternative, Sustainable and Pluriversal Development(s)
- The Potential of Post-Development: Rethinking Globalization

~~Week 1 Introduction to course and anthropological approaches to globalization and change~~

~~Week 2 History of ideas in studies in culture change and globalization~~

~~Week 3 Impacts of globalization on community, Indigenous cultures, and understanding change through multi-sited ethnography~~

~~Week 4 Anthropological ideas on connections between local and global changes~~

~~Week 5 Is it a totally interconnected world?~~

~~Week 6. Culture change, globalization, labour, and transmigration~~

~~Week 7 Midterm exam and discussion of projects~~

~~Week 8 Risk: local and global~~

~~Week 9 Identity, place, and globalization: Indigenous and peasant movement perspectives, Part 1 peasants~~

~~Week 10 Identity, place, and globalization: Indigenous and peasant movement perspectives, Part 2 Indigenous peoples~~

~~Week 11. Additional selected case studies~~

~~Week 12 Alter-globalization~~

~~Week 13 Student projects~~



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

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

<b>Course Code and Number:</b> GDS 220	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> <del>Anthropology of</del> Globalization and Development	
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)	
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>ANTH 220</b> for the official course outline.	
<b>Calendar Description:</b> <del>An examination of the effects of globalization and development on local cultures, especially peasant and Indigenous societies, across the global South, with an emphasis on Latin America, and their reactions of resistance, accommodation, and transformation.</del> <del>Examines the effects of globalization and development as processes of cultural change on local communities and cultures in the global South from anthropological and post-development perspectives.</del> Note: This course is offered as ANTH 220 and GDS 220. Students may take only one of these for credit  Note: Students with credit for _____ cannot take this course for further credit.	
<b>Prerequisites (or NONE):</b>	None. One of GDS 100/ <a href="#">GEOG 109</a> , ANTH 102, or LAS 100 are recommended.
<b>Corequisites (if applicable, or NONE):</b>	— <del>None</del>
<b>Pre/corequisites (if applicable, or NONE):</b>	— <del>None</del>
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>ANTH 220</b> Equivalent course(s): <b>ANTH 220</b> (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.)	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)
<b>Department / Program Head or Director:</b> — <del>Chantelle Marlor</del>	<b>Date approved:</b> — <del>April 5, 2024</del>
<b>Faculty Council approval</b>	<b>Date approved:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Nicola Mooney/Chantelle Marlor, SCMS

Date: April 15, 2024

**Subject: Revision of ANTH/MACS 375 Global Mediascapes (Formerly: *Indian Mediascapes*)**

*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: Typical content and topics section has been modified

2. Rationale for change:

- The official course outline has not been reviewed since its introduction in 2010
- The course title has been changed so as to broaden the course appeal and make it possible for more instructors to teach it
- The calendar description has been revised to reflect the broader framing of the course
- Pre-requisites have been modified to enable more students to access the course
- Learning outcomes have been modified to reflect the broader framing of the course as well as how it has been taught more recently than when it was originally designed; as well alignment with program and institutional learning outcomes have been considered
- Texts and resource materials have been updated
- Evaluation methods now reflect more current assessment practices
- Course content has been revised in response to the evolution of the field as well as shifts in student interests over time

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

The course learning outcomes have been revised to be less area specific. This is in keeping with Anthropology's efforts to shift away from Western and colonial area framings in its curriculum,

and has the practical impact of allowing other instructors without a specific regional expertise in Indian media to teach future iterations of the course. The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

ANTH/ENG 367 COURSE LOs	ANTH LOs	ILOs
1. Describe how anthropologists approach popular culture	2,	1, 3
2. Apply current anthropological theory about global media	2, 6	1, 2, 3,
3. Deconstruct relevant key ethnographic themes within a given mediascape	1, 2, 5, 6	1, 2
4. Critique the ways in which mediascapes and imaginaries represent selves and others	1, 3, 4, 5, 8	1, 2, 3, 7
5. Critically reflect on the ways that mediascapes shape our intercultural understandings	5, 7, 8	2, 4, 7
6. Analyze a particular mediascape, imaginary, or set of representations/images	5	1

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)?

MACS, SCMS

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 \(UNDRIP\)](#).

While some iterations of this course may have a more explicitly Indigenous focus than others, all offerings will consider pertinent colonial histories and relations (and where possible, antecedent and precolonial aspects of culture). The course provides an experiential learning opportunity that responds to UFV's strategic plan to engage learners by "enhanc[ing] deep listening, dialogue, and democratic civil engagement" and "foster[ing] interdisciplinary and integrated forms of engagement" as well as to build community by creating an opportunity for students to interact with the world via one or more cross-cultural mediascapes, as informed by mythologies, regional cultures, national narratives and discourses, etc. All iterations of the course will be



closely aligned with the UNDRIP mandate in recognizing “that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind.”

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

The course focuses on the mediascape of one or more global cultural contexts and thus necessarily explores and engages ‘other’ cultures and cultural productions; students thus learn to view diverse mediascapes, imaginaries, and aesthetics via a more inclusive lens. The examination of concepts such as position, gaze, representation, imaginary, and identity extends student capacity to discuss EDI values and frameworks, as does the consideration of national and transnational mediascapes (which are arguably, if simplistically, homogenized and hybrid). Scholarship by women and BIPOC scholars (e.g. Ien Ang, Arjun Appadurai, Tejaswini Ganti, Stuart Hall, Laura Mulvey, Anand Pandian, Edward Said, Trinh Minh Ha) will be considered, as pertinent to the particular mediascape(s) under consideration.

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

N/A

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

Most course readings will be made available at no charge via Blackboard. Depending on iteration and instructor, there may be a requirement to purchase one or two books (e.g. addressing some aspect of the particular mediascape under consideration) with costs in the region of \$25-75.



ORIGINAL COURSE IMPLEMENTATION DATE: Sep 2010  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ANTH 375		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> <a href="#">Indian-Global M mediascapes and Imaginaries</a>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b>															
<p><del>Students Taking take an anthropology of media approach, and focusing on popular culture. This course examines the production, framing, consumption, meaning, and critique of mediascapes, and imaginaries, and relatedly, images and representations, in one or more specific social and cultural context(s).</del></p> <p><del>In this course, students will critique how Indian society and socio-cultural issues are represented in South Asian media through their comparison with the ethnographic record. Taking an anthropology of media approach, the complexities of belonging to a diversity of regional South Asian communities are examined in both ethnographic and media interpretations. In particular, the course will consider religious, ethnics, caste, class, and gender communities, the influence of postcoloniality, and processes of modernity and diaspora.</del></p>															
Note: Students with credit for MACS 375 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		<p><del>One of: ANTH 102, SOC 101, or MACS 110; plus 45 university-level credits including a further six credits of ANTH, SOC, MACS, or INCS. Recommended: ANTH 303 (Peoples and Cultures of India) and FILM 220. 45 university-level credits including ANTH 102 and/or MACS 110 and at least 9 further credits of ANTH or MACS; or instructor permission</del></p>													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>MACS 375</b> Equivalent course(s): <b>MACS 375</b> (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.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>Yes; 3 repeats for credit No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every three years Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">[click to select]</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>		[click to select]	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> [click to select] PLAR is available for this course. <b>YES</b>	
[click to select]	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b> <a href="#">Chantelle Marlor</a>		<b>Date of meeting:</b> <u>April 5, 2024</u>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													

Undergraduate Education Committee (UEC) approval

Date of meeting:

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

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

1. Describe how anthropologists approach popular culture
2. Apply current anthropological theory about global media
3. Deconstruct relevant key ethnographic themes within a given mediascape
4. Critique the ways in which mediascapes and imaginaries represent selves and others
5. Critically reflect on the ways that mediascapes shape our intercultural understandings
6. Analyze a particular mediascape, imaginary, or set of representations/images

4.

2. Understand and elaborate on a number of key ethnographic themes and issues in post-colonial Indian society
3. Illustrate and apply an understanding of Arjun Appadurai's theory of the mediascape to Indian media
4. Analyze, critique, and differentiate between ethnographic and depicted 'realities' in the representation of particular aspects of Indian society (e.g. caste, class, gender, religion, ethnicity, nation), and understand how belonging to these forms of community is positioned
5. Appreciate the potential meanings of a consideration of popular culture with anthropology
6. Interpret how particular Indian media are constructed in terms of their depictions of ethnographic issues and how they might be interpreted in relation to ethnographic and social issues by their diverse audiences
7. Evaluate the social basis of, and critique, Indian mediascapes other than those shown in class
8. Demonstrate a theoretical and critical awareness of the ethnographic and cultural meanings of Indian mediascapes through reading, writing, discussion, presentation, review/analysis, and the completion of a significant research assignment or project

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

Assignments:	5080%	Final exam:	20%	[click to select]Portfolio:	———%15%
[click to select]Holistic assessment:	———%	[click to select]	%	[click to select]	%

**Details:**

**Assignments (50%): Research Paper (50%): Proposal (10%), Film Review (10%), Presentation (10%), Paper (20%)**

Positioning Assignments 30%, Essay outline 10%, Essay 25%, Participation 15%

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

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

Lectures, discussion, films, and other media

**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. TextbookOther	Arjun AppaduraiDas, V	"Disjuncture and Difference in the Global Political Economy"Handbook of Indian Sociology (Oxford University Press)	1996 2004
2. TextbookOther	Benedict Anderson Young, RJC	Excerpt, <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> A Very Short Introduction to Postcolonialism (Oxford University Press	1991
3. Textbook	Charles TaylorKhilnani, S	Modern Social Imaginaries The Idea of India (Penguin)	2003
4. [click to select]Other	———Edward Said	Excerpt, <i>Orientalism</i> ———	1980
5. [click to select]Textbook	———Mark Allen Peterson	<i>Anthropology and Mass Communication: Media and Myth in the New Millennium</i> ———	2008

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

An instructor-edited course reader of articles linking aspects of ethnography and media—for instance by might also be used. This may include excerpts from Kelly Michelle Askew and Richard R. Wilk's *The Anthropology of Media*, Steve Deme's *Movies, Masculinity, and Modernity: An Ethnography of Men's Filmgoing in India and Globalization on the Ground: Media and the Transformation of Culture, Class, and Gender in India*, Sara Dickey's *Cinema and the Urban Poor in South India*, Faye D. Ginsburg, Lila Abu-Lughod, and Brian Larkin's *Media Worlds: Anthropology on New Terrain*, and Purnima Mankekar's *Screening Culture, Viewing Politics*, along with articles by Arjun Appadurai, Rajinder Dudrah, Tejaswini Ganti, Ronald Inden, Raminder Kaur, Philip Lutgendorf, Ashis Nandy, Christopher Pinney, Shakuntala Rao, and Patricia Uberoi, among others.

Dependent on the instructor and the course focus, films and other media may be screened in class. Students who miss in-class screenings will be responsible for reviewing films on their own and may incur costs. This will be stated on the course syllabus.

**Course Content and Topics**

- Positions and gazes
- Ethnography and audiences
- Colonialities and imaginaries
- Mediascapes and mythologies
- Mediascapes, modernity, and the nation-state
- National cinemas
- Transnational mediascapes
- Imaginaries and identities
- Representing the other
- Intercultural encounters in the mediascape
- The Mediascape in Anthropology
- Modes of Belonging: Family, Village, Caste, Religion, Ethnic Group, Nation, Region and Diaspora (3 classes)
- Colonialism, Partition, PostColoniality (2 classes)
- Peasantry, Poverty and Rural-Urban Migrations
- Social Inequalities and Development
- Marriage, Family, and Gender Formations
- Religion, Ethnicity, and Identity
- Communalism and the Nation
- Diaspora and Globalization



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

**OFFICIAL UNDERGRADUATE CROSS-LISTED**

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

<b>Course Code and Number:</b> MACS 375	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> <del>IndianGlobal</del> Mediascapes	
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)	
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>ANTH 375</b> for the official course outline.	
<b>Calendar Description:</b> <i>In this course, students will critique how Indian society and socio-cultural issues are represented in South Asian media through their comparison with the ethnographic record. Taking an anthropology of media approach, the complexities of belonging to a diversity of regional South Asian communities are examined in both ethnographic and media interpretations. In particular, the course will consider religious, ethnics, caste, class, and gender communities, the influence of postcoloniality, and processes of modernity and diaspora. Students take an anthropology of media approach, focusing on popular culture. This course examines the production, framing, consumption, meaning, and critique of mediascapes, imaginaries, images and representations, in one or more specific social and cultural context(s).</i> Note: This course is offered as MACS 375 and ANTH 375. Students may take only one of these for credit. Note: Students with credit for ANTH 375 cannot take this course for further credit.	
<b>Prerequisites (or NONE):</b>	One of: ANTH 102, SOC 101, or MACS 110; plus 45 university-level credits including a further six credits of ANTH, SOC, MACS, or INCS. Recommended: ANTH 303 (Peoples and Cultures of India) and FILM 220. <u>45 university-level credits including ANTH 102 and/or MACS 110.</u>
<b>Corequisites (if applicable, or NONE):</b>	
<b>Pre/corequisites (if applicable, or NONE):</b>	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <del>ANTH 375</del> Equivalent course(s): <del>ANTH 375</del> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
<b>Department / Program Head or Director:</b> <del>Chantelle Marlor</del>	<b>Date approved:</b> <del>April 5, 2024</del>
<b>Faculty Council approval</b>	<b>Date approved:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

**Memo for Course Changes**

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

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Revision of ANTH/SOC 260 Food for Thought: Food, Culture, and Society**

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

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

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

2. Rationale for change:

- This course has not been revised since its introduction in 2009. The revised course outline reflects how the course has evolved and is being taught more recently.
- The calendar description has been shortened and updated
- The prerequisites have been revised and expanded to make the course more available to students beyond Anth and Soc
- Learning outcomes have been updated to reflect current course delivery practices as well as alignment with program and institutional learning outcomes
- Texts and resource materials have been updated to reflect the textbook in current use
- Evaluation methods have been updated to reflect current assessment practices
- Course content has been revised (in partial response to shifts in student interests over time)

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

The course learning outcomes, generally, have been revised to be less descriptive and proscriptive and to sharpen the critical, analytical, and reflective elements of the course.

The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

COURSE LOs	ANTH LOs	ILOs
1. describe the major modes of food procurement and production (i.e. foraging, horticulture, pastoralism, agriculture) and their relations to Indigenous knowledges and ecologies, industrialization, colonization, and globalization	2,3,6,8	1, 3, 5
2. recognize the relationships between food security/insecurity, global development processes, Western/Northern food practices and environmental instabilities	5,6	2, 5, 7, 8
3. articulate how contemporary food-based movements for social change critique modern food production and consumption practices	1,4,5,10	2, 3, 6, 8
4. identify some of the key social, symbolic, and communicative aspects of food (e.g. in relation to gender, the body, community, ritual, etc)	2,6,8	1, 2
5. analyze the diverse and at times contested meanings of food (e.g. in everyday life, intercultural relations, popular culture, food trends, etc)	1,2,5,6	2, 7
6. persuasively use a food-based theoretical vocabulary (e.g. pollution, taboo, commensality, diet, cuisine, foodway, foodscape, foodwork, political economy, taste/distinction, fusion, embodiment, etc)	2,8	1, 3
7. explain how food practices illustrate key anthropological concepts (e.g. holism, critical cultural relativism, positionality)	1,10	2, 3

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)?

SOC, SCMS

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

This interdisciplinary course introduces the political economy of major food procurement systems, and thus includes examples from Indigenous and non-Western/Northern societies. It foregrounds social and ecological wellbeing in relation to traditional food knowledges and TEK, symbolic impacts of food, and societal dynamics around food, and encourages students “to act as ethical and engaged global citizens” in relation to food, thereby addressing UFV’s strategic imperatives. As in all anthropology classes, there is a strong critique of Western paradigms and



epistemologies that is taught through the holistic and intercultural consideration of cross-cultural examples and developed reflectively through assignments. This is in keeping with the UNDRIP framework which affirms “the right of all peoples to be different, to consider themselves different, and to be respected as such,” “that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,” and that “all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust.” Additionally, ANTH/SOC 260 advances the UNDRIP premise that “respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment.”

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

The course is designed to consider a global, cross-cultural literature and case study examples. The course includes readings by a diverse range of authors, including women and BIPOC scholars (e.g. Mary Douglas, Anne Allison, Harriet Friedman, Psyche Williams-Forsen, Rafia Zahar, Gary Paul Nabhan, Uma Narayan; all of whom are featured in the course reader).

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):

The course textbook (an anthology) costs approximately \$120. A select few additional articles may be provided at no charge via Blackboard.



ORIGINAL COURSE IMPLEMENTATION DATE: Sep 2009  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> ANTH_260		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Food for Thought: Food, Culture, and Society			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS	
<b>Calendar Description:</b>			
While food is a material necessity of everyday life, it also bears a wide number of social and cultural meanings and is thus "food-for-thought". Students take an ethnographic and cross-cultural perspective, in this introductory course in the anthropology and sociology of food examining food production and consumption, the social and symbolic uses of food, the relationships between food and cultural identity, and the politics of food.			
Note: Students with credit for SOC 260 cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		ANTH 102 or SOC 101 <a href="#">or 18 university credits</a>	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: <b>SCMS 230</b>		Special Topics course: <b>No</b>	
Cross-listed with: <b>SOC 260</b>		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s): <b>SOC 260</b>		Directed Study course: <b>No</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See <a href="#">policy 207</a> for more information.)</i>	
<b>Typical Structure of Instructional Hours</b>		Grading System: <b>Letter grades</b>	
[click to select]	45	Delivery Mode: <b>May be offered in multiple delivery modes</b>	
[click to select]		Expected frequency: <b>Every three years Every other year</b>	
[click to select]		Maximum enrolment (for information only): <b>36</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>No</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: <b>Yes</b>	
		<i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Department approval</b> <a href="#">Chantelle Marlor</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**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 major modes of food procurement and production (i.e. foraging, horticulture, pastoralism, agriculture) and their relations to Indigenous knowledges and ecologies, industrialization, colonization, and globalization
  2. Recognize the relationships between food security/insecurity, global development processes, Western/Northern food practices and environmental instabilities
  3. Articulate how contemporary food-based movements for social change critique modern food production and consumption practices
  4. Identify some of the key social, symbolic, and communicative aspects of food (e.g. in relation to gender, the body, community, ritual, etc)
  5. Analyze the diverse and at times contested meanings of food (e.g. in everyday life, intercultural relations, popular culture, food trends, etc)
  6. Persuasively use a food-based theoretical vocabulary (e.g. pollution, taboo, commensality, diet, cuisine, foodway, foodscape, foodwork, political economy, taste/distinction, fusion, embodiment, etc)
  7. Explain how food practices illustrate key anthropological concepts (e.g. holism, critical cultural relativism, positionality)
1. demonstrate a basic knowledge of the major modes of food production (i.e. foraging, horticulture, pastoralism, agriculture, industrial agriculture) in relation to both indigenous knowledge and ecology
  2. identify and articulate some of the social, symbolic, and communicative aspects of food (e.g. its ritual, status, gender, and identity meanings)
  3. analyze the diverse meanings of food in everyday life, food in popular culture, and food trends.
  4. express an awareness of the relationships between food security/insecurity, global development processes, Western food practices and environmental instability
  5. demonstrate an understand the critique of modern consumption apparent in contemporary food-based movements for social change
- demonstrate an understanding of the diverse social, cultural, and political meanings of food through reading, writing, discussion, presentation, review/analysis, and the completion of a research assignment or project

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

Quizzes/tests:	3150%	Assignments:	4570%	[click to select] Holistic assessment:	——%
[click to select] Final exam:	——%25%	[click to select]	%	[click to select]	%

**Details:**

Book review: 10%, Presentations 10%, Essay/project outline 10%, Essay/project final report 25%, Participation 15%

**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.)

Emphasis on lectures. Also discussion, audiovisual presentations, and student presentations. Possibility of field trips.

**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	Bryant, CA, DeWalt, KM, Courtney, A, Schwartz, J	The Cultural Feast: An Introduction to Food and Society (Nelson)	2004
2. Textbook	Beriss, D & Sutton, D (eds)	The Restaurants Book: Ethnographies of Where we Eat (Berg)	2007
3. Textbook	Carole Counihan, C & Penny Van Esterik, P and Alice Julier, eds.	Food and Culture: A Reader, 4E (Routledge)	2018 1997
4. Textbook	Rubin, L (ed)	Food for Thought: Essays on Eating and Culture (McFarland)	2008
5. Textbook	Belasco, W	Food: The Key Concepts (Berg)	2008

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

**Course Content and Topics**

- [Food and culture](#)
- [What is food?](#)

- [How do societies feed themselves?](#)
- [The contemporary world foodscape](#)
- [Food, identity, and relationality](#)
- [Food, gender, body, home](#)
- [Food, representation and popular culture](#)
- [Food security and insecurity](#)
- [Globalization, sustainability and food sovereignty](#)
- [New food trends and movements](#)
- [Food in Sociocultural Perspective](#)
- [You Are What You Eat, 1: Food as Sustenance](#)
- [You Are What You Eat, 2: Food as Symbol](#)
- [Modes of Production & Consumption, 1: Foraging & Horticulture](#)
- [Modes of Production & Consumption, 2: Pastoralism & Agriculture](#)
- [Modes of Production & Consumption, 3: Industrial Agriculture](#)
- [Fasting, Feasting: Food, Ritual, & Taboo](#)
- [Food & Identity, 1: Kinship & Gender](#)
- [Food & Identity, 2: Ethnicity, Class, Nation](#)
- [Food & Everyday Life: Comfort, Health, & Ethnic Foods](#)
- [Food & Popular Culture: Celebrity Chefs & Food Porn](#)
- [The Politics of Food, 1: The Overfed West and the Starving Rest](#)
- [The Politics of Food, 2: Reassessing Modern Agriculture](#)
- [The Politics of Food, 3: Anti-Globalization & Food Movements](#)



ORIGINAL COURSE IMPLEMENTATION DATE: Sep 2009  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE CROSS-LISTED**

**OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 260		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Food for Thought: Food, Culture, and Society			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS	
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>ANTH 260</b> for the official course outline.			
<b>Calendar Description:</b> <del>While food is a material necessity of everyday life, it also bears a wide number of social and cultural meanings and is thus 'food for thought'. Taking an ethnographic and cross-cultural perspective, this introductory course in the anthropology and sociology of food examines food production and consumption, the social and symbolic uses of food, the relationships between food and cultural identity, and the politics of food.</del> <u>Students take an ethnographic and cross-cultural perspective, in this course examining food production and consumption, the social and symbolic uses of food, the relationships between food and cultural identity, and the politics of food.</u> Note: Students with credit for ANTH 260 cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		ANTH 102 or SOC 101 <u>or 18 university credits</u>	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>SCMS 230</b> Cross-listed with: <b>ANTH 260</b> Equivalent course(s): <b>ANTH 260</b> (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.)		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>YesNo</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Department / Program Head or Director:</b> <del>_____</del> <u>Chantelle Marlor</u>		<b>Date approved:</b> <del>_____</del> <u>April 5, 2024</u>	
<b>Faculty Council approval</b>		<b>Date approved:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Nicola Mooney/Chantelle Marlor, SCMS

Date: April 15, 2024

**Subject: Revision of ANTH/SOC 325 Cities and Culture (Formerly: *Culture and Theory of the City*)**

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

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

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

2. Rationale for change:

- The course has not been revised since its introduction in 2008. The revised course outline reflects how the course has more recently been taught.
- The title has been updated to make it more appealing to students
- The calendar description has been shortened and updated
- Prerequisites have been adjusted to make the course more accessible to students
- Learning Outcomes have been updated to reflect current LO-writing practices as well as in relation course delivery
- Course resources and evaluation methods have been updated to reflect recent course delivery

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 revised to reduce the explicit emphasis on theory (as suggested by the new course title) and to enhance the role of critical reflection and applied and experiential inquiry through the evaluation of urban case studies. The correspondence between course LOs, program LOs, and ILOs is indicated on the following chart.

COURSE LOs	ANTH LOs	ILOs
1. Summarize select theories of urbanization, urban life, and their development, as proposed by urban ethnographers and others for whom the city is an object of analysis	1, 5, 8	1, 3
2. Apply select ideas, concepts and issues related to cities and urban life as discussed in anthropology, sociology, and other relevant disciplines	1, 2, 6	1, 6
3. Articulate similarities and differences in the experience of urban life in a range of local and global contexts	3, 6	1, 3, 6
4. Evaluate urban issues and the urban built environment	5, 8, 10	1, 2, 6
5. Apply a critical lens to readings about cities in anthropology, sociology, and beyond	2, 5, 10	1, 2

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)?

SOC, SCMS

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

The course responds to UFV's strategic imperatives to "enhance deep listening, dialogue, and democratic civil engagement," and "build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices" by examining urban experience and exclusions, including case studies of urban Indigeneities, and considering spatial segregation and the right to the city as course topics and in readings and assignments.

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

The course puts the canon of urban studies, which is largely authored by Euro-American men, into conversation with feminist, anti-racist, post-colonial, Indigenous, and decolonization perspectives by including female and BIPOC authors (e.g. Björkman's *Bombay Brokers*, Brablec

and Canessa's *Urban Indigeneities*) as well as by focusing in assignments on the ethnography of urban life in particular urban contexts. This includes both figures and sites of exclusion (e.g. 'the stranger,' the ghetto, gentrification etc) as well as the basis of the 'good' or utopian city in EDI and related rights and values.

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.

In one class, students will participate in an urban exploration taking the form of a walk around campus, or, downtown Abbotsford. Costs will not be incurred in the first case, and are minimal in the second case (i.e. getting downtown, parking fees for those students with vehicles).

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

Book costs are expected to be in the region of \$75-100. An online coursepack will be provided.





ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: September 2010  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2012  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> ANTH 325		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <del>Cities and Culture and Theory of the City</del>			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies	
<b>Calendar Description:</b>			
<p>In this seminar course, we examine the application of ethnographic theory and techniques to the city, with a special emphasis on the theoretical approaches anthropologists, sociologists, and others have taken to cities and urban life. Our explorations in reading and discussion will draw attention to cities as sites of power and magnetism as well as of social differentiation and disempowerment. A special focus of the course will be on the urban ethnography of Canadian communities in order to permit a consideration of urban theory amid local and regional contexts, and particularly concerning the influences of colonialism, migration, ethnicity, and globalization on Canadian urban milieu.</p> <p><del>Examines how the application of ethnographic theory and techniques to the city, emphasizing the approaches anthropologists, sociologists, and others have explored taken to urban life, urban forms, and cities as objects of inquiry, sites of power and magnetism as well as social differentiation and disempowerment.</del></p> <p>Note: This course is offered as <b>ANTH 325</b> and <b>SOC 325</b>. Students may take only one of these for credit.                  Note: Students with credit for <b>SCMS 330</b> cannot take this course for further credit.</p>			
<b>Prerequisites (or NONE):</b>		<p><del>ANTH 102 or SOC 101, and ANTH 225/SOC 225, in addition to 45 university-level credits; or permission of instructor.</del></p> <p><del>45 university-level credits including ANTH 102 and/or SOC 101 and at least 39 further credits of anthropology or sociology; or instructor permission at the 200-level or higher</del></p>	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: <b>SCMS 325</b>		Special Topics course: <del>[click to select]</del> <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: <b>SOC 325</b>		Directed Study course: <del>[click to select]</del> <b>No</b>	
Equivalent course(s): <b>SOC 325/SCMS 325</b>		Grading System: <b>Letter Grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <del>[click to select]</del> <b>Every other year</b>	
Lecture/seminar	<b>6056</b>	Maximum enrolment (for information only): <b>25</b>	
<del>[click to select]</del> Experiential (field trip)	<del>4</del>	<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		<b>PLAR is available for this course.</b>	
[click to select]		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
[click to select]		Transfer credit already exists: <b>No</b>	
<b>Total hours</b>	<b>60</b>	Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Date of meeting:</b> <del>_____</del> <b>April 5, 2024</b>	
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

**Learning Outcomes**

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

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

- ~~Demonstrate an advanced knowledge of selected ideas and issues in urban anthropology, as well as anthropological & sociological theories and interpretations of urban life~~
- ~~Articulate an understanding of a selection of theories of urbanization, urban life and urban ethnography proposed by urban (and global) ethnographers, sociologists, and others~~
- ~~Express a theoretically-informed understanding of the similarities and diversities of cross-cultural urban life and demonstrate both theoretical and localized understandings of the ways in which physical location and experience influence human social organization, behaviour, and thought~~
- ~~Demonstrate the development of a critical awareness of advanced premises and ideas of urban anthropology through reading, writing, discussion, presentation, film review, and the completion of a significant research assignment or project.~~
- ~~\_\_\_\_\_~~
- ~~\_\_\_\_\_~~
- 1. ~~Summarize select theories of urbanization, urban life, and their development, as proposed by urban ethnographers and others for whom the city is an object of analysis~~
- 2. ~~Discuss/Apply selected ideas, concepts and issues related to cities and urban life as discussed in anthropology, sociologically, and other relevant disciplines related theories of cities and urban life~~
- 3. ~~Articulate similarities and differences in the experience of urban life in a range of local and global contexts, as well as in relation to gender, race, ethnicity, class, intersectionality, etc~~
- 4. ~~Apply key concepts in the anthropological and sociological study of urban life (e.g. the urban imaginary, space and place, urban enclaves)~~
- 5. ~~Evaluate urban issues (e.g. alienation, gentrification, the right to the city) and the urban built environment (e.g. in terms of architecture, built form, experience/affect/embodiment)~~
- 6. ~~Apply a critical lens to Readings informedly, analytically, and critically on about cities in anthropology, sociology, and beyond~~

**Institutional Learning Outcomes**

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

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

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

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

Assignments:Portfolio:	102025%	[click to select]Assignments:	50%	[click to select]Final exam:	2025%
[click to select]	0%	[click to select]	0%	[click to select]	0%

**Details:**

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

- Position Papers (2) \_\_\_\_\_ 20%
- Film Review \_\_\_\_\_ 10%
- Essay/Project Outline \_\_\_\_\_ 10%
- Essay/Project Presentations \_\_\_\_\_ 10%
- Essay/Project Report \_\_\_\_\_ 30%
- Participation \_\_\_\_\_ 20%

Assignments: Proposal (5%), Presentation (10%), Paper (35%)

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Björkman, Lisa, ed. Hannerz, Ulf</a>	<a href="#">Bombay Brokers Exploring the City: Inquiries Towards an Urban Anthropology</a>	<a href="#">2021</a> <a href="#">1992</a>
2. <a href="#">[click to select]Textbook</a>	<a href="#">——Brablec, Dana and Andrew Canesa, eds.</a>	<a href="#">Urban Indigeneities</a>	<a href="#">2023</a>
3. <a href="#">[click to select]Other</a>	<a href="#">Mooney, Nicola, ed.</a>	<a href="#">Blackboard Coursepack</a>	<a href="#">2023</a>
4. <a href="#">[click to select]</a>			
5. <a href="#">[click to select]</a>			

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

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

**Course Content and Topics**

- [The Urban Imaginary](#)
- [Contexts, Frameworks, and Trajectories](#)
- [The City, Urban Society, and Urbanism](#)
- [Urban Alienation and the Stranger](#)
- [Inhabiting, Knowing, and Mapping the City](#)
- [Space and Place](#)
- [The Social Lives of Cities](#)
- [Ethnography and City](#)
- [Difference and Fear in the City: Urban Dystopias](#)
- [The Right to the City](#)
- [New Urbanisms](#)
- [Hope and Desire in the City: Urban Utopias](#)
- [City Futures](#)
- [Reviewing ‘The City’](#)
- [Doing Urban Ethnography](#)
- [Urban Theory I: Early Sociologists](#)
- [Urban Theory II: Mid-Century Approaches](#)
- [Urban Theory III: Contemporary Perspectives](#)
- [Urban Theory IV: Beyond Ethnography](#)
- [Urban Cultures I \(Discussion of Ethnographic Monographs in Relation to Theory\)](#)
- [Urban Cultures II \(Discussion of Ethnographic Monographs in Relation to Theory\)](#)
- [Urban Cultures III... \(Student Projects & Presentations\)](#)



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

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 325		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <del>Culture and Theory of the Cityities and Culture</del>			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies	
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>ANTH 325</b> for the official course outline.			
<b>Calendar Description:</b> <del>In this seminar course, we examine the application of ethnographic theory and techniques to the city, with a special emphasis on the theoretical approaches anthropologists, sociologist, and others have taken to cities and urban life. Our explorations in reading and discussion will draw attention to cities as sites of power and magnetism as well as of social differentiation and disempowerment. A special focus of the course will be on the urban ethnography of Canadian communities in order to permit a consideration of urban theory amid local and regional contexts, and particularly concerning the influences of colonialism, migration, ethnicity, and globalization on Canadian urban milieux.</del>  <u>Examines how anthropologists, sociologists, and others have explored urban life, urban forms, and cities as objects of inquiry.</u>			
Note: This course is offered as ANTH 325 and SOC 325. Students may take only one of these for credit. Note: Students with credit for                      cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		ANTH 102 or SOC 101, and ANTH 225/SOC 225, in addition to 45 university-level credits; or permission of instructor.	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>SCMS 325</b> Cross-listed with: <b>ANTH 325</b> Equivalent course(s): <b>ANTH 325</b> (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.)		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Department / Program Head or Director:</b> Chantelle Marlor, Director		<b>Date approved:</b> April 5, 2024	
<b>Faculty Council approval</b>		<b>Date approved:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Memo for New Course**

To: Linda Parady, CACC Members, EUC Members

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

Date: April 5, 2024

**Subject: Proposal for new course ANTH 235: Intercultural Relations**

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

1. Rationale for new course, including how this course fits into the program(s): **This course uses cases studies to help students explore and the complexities of intercultural situations and to develop skills related to working with such situations. The course is approached primarily through an anthropological lens, as this is the discipline that has fore fronted the exploration and understanding of culture.**

This course is being created to fulfill the needs of a new program—the Intercultural Essential Associate Certificate. The concept paper for this program was approved several years ago now, under the title of Intercultural Studies Associate Certificate. The complete proposal is currently being circulated for feedback and will be sent to the CACC prior to September. The associate certificate is a 9 credit credential that includes existing courses for 6 of the credits. However, there is currently no course at UFV that addresses the needs for completing the PLOs that not addressed in the other 6 credits. Specifically, we required a course that could provide students with experience thinking through case studies as to how to navigate complex intercultural situations as well as employ best practices and rationales in relation to navigating such situations.

In addition, this course has potential for serving as a required course in the ANTH program. As we work towards developing a Major, we will be considering using this as a second-year required course. Moreover, we expect that this course will serve as a useful recruitment tool for drawing students into the ANTH program, as it allows them to see how ANTH is relevant to job-ready skills.

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the **Institutional Learning Outcomes (ILOs)**: **This course has a heavy focus on EDI issues, especially as related to culture and Internationalization. We have included a mapping of the PLO’s to the ILO’s below, with yellow highlighting on the specific outcomes associated with this course.**

<b>Program Learning Outcomes (PLOs)</b>	<b>Institutional Learning Outcomes (ILOs)</b>
Demonstrate familiarity with behavioral norms, conventions, values, cultural logics and languages beyond their own lived experience, including Indigenous and non-Eurocentric ones.	3: Use knowledge and skills proficiently AND 5: Communicate effectively Graduates will have knowledge and skills enabling them to communicate with individuals across diverse cultural backgrounds.
Identify positive outcomes that arise from	7: Engage in collaborative leadership

strong intercultural relations	Graduates will be able to identify synergistic opportunities that arise within a variety of intercultural contexts
Recognize foundations, sources and impacts of ethnocentrism.	2: Analyze critically and imaginatively Graduates will be able to think critically and thoughtfully in relation to questions about cultural relativism that arise in their everyday lives, including in the workplace
Identify, define and discuss key concepts related to culture, social difference, inclusion/exclusion and diversity.	1: Demonstrate information competency Graduate will be familiar with key concepts pertinent to understanding culture, social difference, inclusion/exclusion and diversity
Employ principles and practices for fostering supportive intercultural and cross-cultural relations	4: Initiate inquiries and develop solutions to problems Graduates will be able to apply the intercultural skills and theoretical understanding to intercultural contexts such that they can foster supportive cross-cultural relations 9: Contribute regionally and globally Graduates will be able to contribute regionally and globally through the intercultural skills they develop from this program
Reflect on the personal lenses, approaches and practices we each bring to our intercultural encounters.	8: Engage in respectful and professional practice Graduates will be better prepared to engage respectfully and professionally with individuals from backgrounds that differ from their own

To see how this is embedded specifically in this course, see the course LO's below:

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

1. Be able to apply an intercultural lens to real-world cases
2. Holistically reflect on and articulate how one's own beliefs, practices, personal interactional style and positionality shape cultural experiences and intercultural relations.
3. Explain key concepts related to cultural relativism (e.g. culture, humanism, diversity, multiculturalism, inclusion, pluralism, intercultural dialogue, interpersonal relations).
4. Identify positive outcomes that arise from strong intercultural relations
5. Articulate anthropological principles and practices for fostering supportive intercultural and cross-cultural relations
6. Describe the anthropological foundations within intercultural communications and intercultural relations scholarship
7. Assess how worldviews, practices, values, norms and socio-cultural contexts impact intercultural relations
8. Navigate intercultural contexts effectively

As can be seen, EDI concerns, especially as related to cultural differences, are central to this course.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **As discussed above, this course is central to the Intercultural Essentials Associate Certificate.**
4. Which program areas have been consulted about the course? **CMNS and MOLA**
5. If a new discipline designation is required, explain why: **N/A**
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course places the exploration and understanding of the messiness of culture at its centre, emphasizing the benefits and the challenges of working across cultures as well as cultivating best practices for how to do so. As such, it equips students with an appreciation and better understanding of the importance of Indigenization and decolonization, as well as skills for working in Indigenous-settler contexts.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **By focusing on culture, students will be better equipped to create and support intercultural spaces, wherever they experience them.**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): **n/a**
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$150 (textbook)**





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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> ANTH 235		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Intercultural Relations															
<b>Course Short Title:</b>															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b> Students explore the foundations of intercultural relations, using best practices and case studies in intercultural competence, via an anthropological lens. Provides structured opportunities for expanding cultural awareness, personal reflection, and intercultural dialogue.															
Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>	ANTH 102 or ANTH 130														
<b>Corequisites (if applicable, or NONE):</b>	None														
<b>Pre/corequisites (if applicable, or NONE):</b>	None														
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: While many students are exposed to intercultural experiences, this does not mean they have reflected on and learned from them—something that needs skill, time and guidance. That is at the heart of what this course offers. <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )	
Lecture/seminar	30														
Tutorials/workshops	15														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														

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

<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes	Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form.</a> )
<b>Department approval Chantelle Marlor, Director</b>	<b>Date of meeting:</b> April 5, 2024
<b>Faculty Council approval</b>	<b>Date of meeting:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

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

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

1. ~~Be able to a~~Apply an intercultural lens to real-world cases
2. Holistically ~~reflect on and~~ articulate how one's own beliefs, practices, personal interactional style and positionality shape cultural experiences and intercultural relations.
3. Explain key concepts related to cultural relativism (e.g. culture, humanism, diversity, multiculturalism, inclusion, pluralism, intercultural dialogue, interpersonal relations).
4. Identify positive outcomes that arise from strong intercultural relations
5. Articulate anthropological principles and practices for fostering supportive intercultural and cross-cultural relations
6. Describe the anthropological foundations within intercultural communications and intercultural relations scholarship
7. Assess how worldviews, practices, values, norms and socio-cultural contexts impact intercultural relations
8. Navigate intercultural contexts effectively

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

Assignments:	50%	[click to select]	%	[click to select]	%
Project:	50%	[click to select]	%	[click to select]	%

**Details:**

Reflection Assignments 5 x 5% = 25%  
 Group Media Case Study Assignment 25%  
 Project Proposal 10%  
 Project Presentation 10%  
 Final Project 30%

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

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

Interactive lecture mixed with workshops. Possibility of guest teachers for workshops and/or presentations. Possibility of fieldtrip or other class-based activity, as linked to one or more of the case studies covered in the 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	Hofmann, Corinne.	The White Masai	2005
2. Journal	Leeds-Hurwitz, Wendy	"Intercultural Communication and Anthropology: Understanding Their Common History." <i>Practicing Anthropology</i> . 9(3): 4–5.	1987
3. Journal	White, Bob W., Mathilde Gouin-Bonenfant, and Anthony Grégoire	"Talking about Difference: Cross-Cultural Comparison and Prejudice in Anthropology and Beyond." <i>Humans</i> . 3(4): 283-298.	2023
4. Textbook	Knauff, Bruce M.	"Critically Humanist Sensibilities." In <i>Genealogies for the Present</i> .	2013
5. Textbook	Appiah, Kwame Anthony	<i>Cosmopolitanism: Ethics in a World of Strangers</i>	2006

**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**

- What is culture? What are intercultural relations?
- The anthropological foundations of intercultural understanding
- Moving from ethnocentrism to critical ethnorelativism
- Humanism, cosmopolitanism, and the benefits of positive intercultural relations
- Intercultural competency models and frameworks
- Exploring case study
- Respecting differences and reflecting on our intercultural competencies

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**Memo for New Course**

To: Linda Pardy, CACC Members, UEC Members

From: Darren Blakeborough/Chantelle Marlor

Date: April 5, 2024

**Subject: Proposal for new course MACS 266 Screen Horrors: Monsters, Entities, and Slashers**

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

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

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

This “new” course is effectively the regularization of a special topics course looking at *Zombies in Popular Culture* (MACS 299D) that has been offered multiple times in MACS since 2015 with very consistent enrollments. The purpose of the new course is to broaden the potential scope of focus from just zombies to include other monstrous figures depending on instructor goals.

Offering the course at the 200 level bolsters the offerings we have and builds the foundation required as we ladder into new courses at the 300 and 400 levels in preparation for a developing new major in MACS.

**2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the **Institutional Learning Outcomes (ILOs)**:**

- Identify how horror media function as a reflection of social anxieties, taboos, and collective fears  
**PLOs** – 1, 3, 4, 7, 13, 14  
**ILOs** – 1, 2, 3, 7, 8
- Articulate how different themes and conventions function in the horror genre  
**PLOs** – 1, 3, 4, 7, 8, 14, 16  
**ILOs** – 1, 2, 3
- Explain how many modern horror films address contemporary anxieties around technology  
**PLOs** – 1, 2, 6, 7, 8  
**ILOs** – 1, 2, 3, 7, 8
- Trace the history of media monsters from the birth of the moving picture to the age of digital streaming platforms  
**PLOs** – 2, 7, 8, 15, 16

- ILOs** – 1, 2, 3
  - Recognize how horror narratives use various techniques to manipulate a sense of fear and suspense
    - PLOs** – 1, 2, 3, 7
    - ILOs** – 1, 2, 3, 5, 7
  - Critically analyze horror media including narrative structures, visual aesthetics, and sound design
    - PLOs** – 3, 7, 8, 13, 14, 15, 16
    - ILOs** – 1, 2, 3, 5, 6, 7, 8
  - Describe different theories on horror fandom and why some people find pleasure in the fright.
    - PLOs** – 3, 7, 8, 10, 12
    - ILOs** – 1, 2, 3

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

No

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

MACS, SOC, ANTH

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

N/A

**6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), [the TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) .**

There are significant spaces within the course to address indigenization. Many horror monsters, including zombies, are representative of concerns over colonization, othering, and stereotyped representations. Many of the readings of these texts offer readings and screenings that highlight these issues. Horror films from indigenous communities are also on the rise and highlight the histories of colonization and subjugation directly from indigenous writers, directors, and actors.

Working with the ideal that demonstrations of knowledge can take many different forms in addition to traditional written assignments, MACS courses afford the possibility to highlight learning in a myriad of ways including, orally, visually, aurally, written, or some hybrid of any of these methods.

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

Horror media address significant social issues that are often rooted in inequity to interrogate and showcase this inequality in an attempt to oppose and subvert it. By focusing on taboo subjects, horror media force uncomfortable conversations in society. Horror media also routinely features an incredibly diverse cast of characters that can help to transgress boundaries. Class discussions and assignments afford meaningful opportunities to address issues related to race, gender, sexuality, class inequality, or the environment. Different modes of delivery also reflect these EDI principles.

**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:**

\$100 (textbook)



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> MACS 266		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Screen Horrors: Monsters, Entities, and Slashers <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> School of Culture, Media, and Society													
<b>Calendar Description:</b> Students critically examine the rich and diverse history of television and horror movies. Looking behind the façade of monsters, the supernatural, and the twisted, this course interrogates how the horror genre, and its frightening creatures, reflect larger cultural anxieties, challenge social norms, and thrill audiences.  Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		15 university-level credits or MACS 110 or MACS 130													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 299C</b> Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): 36													
<b>Typical Structure of Instructional Hours</b> <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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>  <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Department approval</b> Chantelle Marlor, Director		<b>Date of meeting:</b> April 5, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													



**Learning Outcomes**

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

1. Identify how horror media function as a reflection of social anxieties, taboos, and collective fears
2. Articulate how different themes and conventions function in the horror genre
3. Explain how many modern horror films address contemporary anxieties around technology
4. Trace the history of media monsters from the birth of the moving picture to the age of digital streaming platforms
5. Recognize how horror narratives use different techniques to manipulate a sense of fear and suspense
6. Critically analyze horror media including narrative structures, visual aesthetics, and sound design
7. Describe different theories on horror fandom and why some people find pleasure in the fright.

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

Assignments:	30%	Quizzes/tests:	20%	Project:	25%
Final exam:	25%	[click to select]	%	[click to select]	%

**Details:**

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Editors Sarah Baker, Amanda Rutherford, Richard Pamatatau	Contemporary Horror on Screen: An evolving visual narrative	2023
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- Cultural traditions of Horror
- The horror narrative
- The horror aesthetic
- Social fear and anxiety in horror
- The Monstrous
- Fandom and pleasure
- Gender and sexuality
- Supernatural versus psychological vs psycho killer
- Horror and technologies
- Horror genre and conventions
- Postmodern horror
- Horror in the digital age

**Memo for New Course**

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

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for new course MACS 268: Media Franchises and Convergence Culture**

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

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

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

This course regularizes MACS 299H: Superheroes: Mass Media and Representation, which has been offered four times since Summer 2020, as well as MACS 299G: Star Wars: A Cultural History, which ran twice in Winter 2019 and Fall 2020. Both courses used a popular culture franchise which has iterations across various media platforms to explore key theoretical issues in media and communication studies and examine why the same franchises are present across all forms of media. Regularizing the course as Media Franchises and Convergence Culture allows this course offer to be future-proof, as while something like superheroes may fade in popularity, the concept of a popular culture franchise across multiple platforms will only continue to grow relevant. This approach opens the possibility for an instructor to focus on a particular media franchise or to use a combination of them to explore this topic.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  1. Describe the political economy of transmedia production, media convergence, and franchises meets ILO 1, 2 and PLO 4, 5
  2. Articulate how franchises change within their social, historical, and technological circumstances meets ILO 2, 5 and PLO 2, 3, 7, 8
  3. Outline franchises' role in globalization meets ILO 2, 9 and PLO 7, 10, 11, 12
  4. Analyze representations of race, class, gender, sexuality, and disability in franchises meets ILO 1, 2, 9 and PLO 3, 4, 7, 10
  5. Evaluate how fans participate in shaping ongoing franchises meets ILO 2, 4 and PLO 3, 4, 5, 7, 13
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No
4. Which program areas have been consulted about the course?

Media and Communication Studies.
5. If a new discipline designation is required, explain why:

N/A

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - The assessment encourages evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.
  
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - See above assessment methods,
  - The learning outcomes emphasize the role of representations of race, class, gender, sexuality, and disability in franchises; examine how franchises participate in globalization and create shared narratives with people around the world; and look at how these franchises have changed over time which generally involves becoming more diverse and inclusive.
  - Different modes of delivery reflect the principles of EDI
  
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):  
N/A
  
9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$40 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MACS 268		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Media Franchises and Convergence Culture															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural & Media Studies													
<b>Calendar Description:</b> Modern media convergences across different platforms, with the same stories and characters taking place over film, television, books, video games, and more. Explores how franchises adapt to meet the demands of different mediums and audiences.															
Note: Students with credit for MACS 299G or MACS 299H cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		15 university-level credits, including at least 3 credits in MACS													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 299G/MACS 299H</b> Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
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[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> Chantelle Marlor, Director		<b>Date of meeting:</b> April 5, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

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

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

1. Describe the political economy of transmedia production, media convergence, and franchises
2. Articulate how franchises change within their social, historical, and technological circumstances
3. Outline franchises' role in globalization
4. Analyze representations of race, class, gender, sexuality, and disability in franchises
5. Evaluate how fans participate in shaping ongoing franchises

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

Assignments:	30%	Project:	50%	Holistic assessment:	20%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual material.

**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	Jenkins, H.	<i>Convergence Culture: Where Old and New Media Collide</i>	2008
2. Textbook	Brooker, W.	<i>Hunting the dark knight: Twenty-first century Batman</i>	2012
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- Economic and storytelling reasons for media convergence
- Transmedia
- History and development of franchises
- Adaptation, expansion, remakes, and remixes
- Authorship and labour
- Consumption and fandom
- Representation of race, class, gender, sexuality, and disability in franchises
- Globalization, glocalization and Americanization

**Memo for New Course**

To: Linda Parady, CACC Members, UEC Members

From: Darren Blakeborough/Chantelle Marlor, SCMS

Date: April 5, 2024

**Subject: Proposal for new course MACS 285 Screen Studies: Television and Digital Platforms**

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

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

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

This “new” course is effectively the regularization of a special topics course *An Introduction to Television Studies* that has been offered multiple times in MACS over the past several years with consistently strong enrollments. The purpose of the new course is to provide a foundational look at TV and digital streaming platforms that will scaffold into more specific upper-level courses being developed in this area. This will build up our offerings on a traditional media studies topic as we look to expand upon our Associate of Arts degree, and MACS minor and Extended Minor by preparing to offer a major in MACS.

**2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the **Institutional Learning Outcomes (ILOs)**:**

- Critically analyze television programming  
**PLOs** – 1, 3, 4, 5, 6, 7, 8, 13, 14  
**ILOs** – 1, 2, 3, 6, 7, 8
- Trace the history of early television through to digital platforms and streaming services  
**PLOs** – 1, 2, 3, 4, 5  
**ILOs** – 1, 2, 3
- Recognize how pivotal moments in screen history have impacted consumption  
**PLOs** – 2, 3, 4, 13, 14  
**ILOs** – 1, 2, 8
- Apply theories about audience in both economic and consumptive practices  
**PLOs** – 3, 4, 5, 7, 8  
**ILOs** – 1, 2, 3, 6, 7, 8
- Interrogate the roles that screen representations play in our shaping and understanding of cultural norms and stereotypes

**PLOs** – 3, 4, 5, 7, 13, 16

**ILOs** – 1, 2, 3, 4, 5, 7, 8

- Explain how the convergence of television with other digital media is shaping the future of screen culture

**PLOs** – 4, 5, 6, 8

**ILOs** – 1, 2, 3, 6, 7, 8

- Identify the genres, conventions, formats, and narrative forms that make up screen content

**PLOs** – 3, 5, 6

**ILOs** – 1, 2, 3

- Describe how globalization is changing how content is produced and consumed

**PLOs** – 3, 7, 8, 10, 12

**ILOs** – 1, 2, 3, 6, 7, 8

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

No

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

MACS, SOC, ANTH

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

N/A

**6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) .**

There are significant spaces within the course to address indigenization. The course looks at how policy in Canada resulted in the creation of the Aboriginal Peoples Television Network (APTN) and their role in content creation for indigenous people by indigenous people. The rise of indigenous content means that examples from programming like *North of 60*, *Little Bird*, or *Reservation Dogs* can be used as support during lectures and discussion. The discussion of audience also discusses the commodification of niche audiences including indigenous audiences in North America.

Working with the ideal that demonstrations of knowledge can take many different forms in addition to traditional written assignments, MACS courses afford the possibility to

highlight learning in a myriad of ways including, orally, visually, aurally, written, or some hybrid of any of these methods.

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

By taking a critical cultural studies approach (in addition to political economic and celebratory media studies approaches), inequity in issues like gender, sex, race, or class representations are at the fore. Class discussions also provide opportunities to have effective discussion on these issues in ways that both highlight but also make real and personal the consequences of something seemingly as innocuous as stereotyped representations of marginalized groups.

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

N/A

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

\$100 (textbook)





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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MACS 285	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Screen Studies: Television and Digital Platforms <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> School of Culture, Media, and Society												
<b>Calendar Description:</b> Students examine screen-based media from classic television to modern digital streaming platforms. Screen studies looks at and beyond the screen to interrogate the ways in which the production, distribution, and consumption of content mediates our collective experiences.  Note: Students with credit for MACS 299J cannot take this course for further credit.													
<b>Prerequisites (or NONE):</b>	15 university-level credits or MACS 110 or MACS 130												
<b>Corequisites (if applicable, or NONE):</b>	None												
<b>Pre/corequisites (if applicable, or NONE):</b>	None												
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 299J</b> Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )	<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): 36												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>  <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )
Lecture/seminar	45												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
<b>Total hours</b>	<b>45</b>												
<b>Department approval</b> Chantelle Marlor, Director	<b>Date of meeting:</b> April 5, 2024												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

**Learning Outcomes**

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

1. Critically analyze television programming
2. Trace the history of early television through to digital platforms and streaming services
3. Recognize how pivotal moments in screen history have impacted consumption
4. Apply theories about audience in both economic and consumptive practices
5. Interrogate the roles that screen representations play in our shaping and understanding of cultural norms and stereotypes
6. Explain how the convergence of television with other digital media is shaping the future of screen culture
7. Identify the genres, conventions, formats, and narrative forms that make up screen content
8. Describe how globalization is changing how content is produced and consumed

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

Assignments:	30%	Quizzes/tests:	20%	Project:	25%
Final exam:	25%	[click to select]	%	[click to select]	%

**Details:**

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Jonathan Bignell and Faye Woods	An introduction to Television Studies: 4 <sup>th</sup> Edition	2023
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- The study of television
- The language of television
- Television narrative
- Television Histories
- Television Industries
- Genres and Formats
- Streaming Platforms
- Television Production
- Television Audiences
- Representation and Identity
- Global screen cultures
- Quality television
- Beyond broadcast television

**Memo for New Course**

To: Linda Parady, CACC Members, UEC Members

From: Darren Blakeborough/Chantelle Marlor

Date: April 15, 2024

**Subject: Proposal for new course MACS 324 Sport, Media, and Culture**

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

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

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

This “new” course is effectively the regularization of a special topics course that has been offered multiple times in SCMS since 2017 with very consistent enrollments. With the understanding that the number one source of revenue across almost all media is advertising, it is the audience that is effectively being sold to advertisers. On television and on streaming platforms, the live viewer is the desired audience as they are captive to the advertising presented. Sports has, by far, the highest percentage of live viewing over any other format and as such, is the most coveted content for media across the delivery spectrum.

The course is being offered at the 300 level to bolster the number of courses at that level for our extended minor degree and as we begin preparation for the offering of a major degree. It scaffolds from lower-level offerings both theoretically and with MACS offering more courses and focus on television and other media and digital streaming platforms. The year and number designation also match SFU’s School of Communication course CMNS 324: Media, Sports, and Popular Culture.

**2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students’ ability to meet the **Institutional Learning Outcomes (ILOs)**:**

- Understand the the historical relationship of sport and media  
**PLOs** – 1, 2, 3, 4, 5, 6, 8  
**ILOs** – 1, 2
- Examine the larger socio-cultural significance of sports  
**PLOs** – 3, 4, 5, 6, 7  
**ILOs** – 1, 2, 3, 5, 7, 8
  
- Analyze media representations of sporting events, athletes, and sport itself

**PLOs** – 3, 7, 8, 9, 11, 12, 13, 16

**ILOs** – 1, 2, 3, 8

- Critique the media treatments of gender, sexuality, race, nation, identity, class, and fandom within sport

**PLOs** – 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16

**ILOs** – 1, 2, 3, 5, 6, 7, 8

- Evaluate the commodification and economics of sport

**PLOs** – 4, 5, 8

**ILOs** – 1, 2, 3, 7

- Illustrate the significant role that advertising has in the sport and media relationship

**PLOs** – 1, 2, 4, 5, 6, 8, 9

**ILOs** – 1, 2, 7, 8

- Demonstrate how digital platforms are altering the audience's mediated sport experiences

**PLOs** – 3, 4, 5, 6, 7

**ILOs** – 1, 2, 3, 7, 8

- Critically evaluate how globalization is impacting traditional models of sport broadcasting

**PLOs** – 2, 5, 6, 8, 10, 11, 12

**ILOs** – 1, 2, 3, 5, 6, 7, 8

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

No

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

MACS, SOC, ANTH

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

N/A

**6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) .**

Course content looks at the history of Indigenous sports in Canada as well as inclusion, exclusion, and representations of indigenous athletes. There is also the discussion of other nation's sporting activities in relation to indigenous peoples.

Numerous possibilities exist to have guest speakers in to talk about their experiences with sport as an indigenous athlete, how indigenous forms of knowledge can be actualized within the course content, or other forms of civic engagement.

Course assignments afford the possibility to demonstrate knowledge in a myriad of ways including, orally, visually, aurally, written, or some hybrid of any of these methods.

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

While looking at the economics of sport, one of the highlights is the division between groups due to issues of class and economics. Gender and sexuality are discussed including how current models of sport and social discourse around trans athletes serve to discriminate against athletes identifying as non-cis gender. Different modes of delivery may address EDI principles as well.

**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:**

\$100 (textbook)



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> MACS 324		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Sport, Media, and Culture															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> School of Culture, Media, and Society													
<b>Calendar Description:</b>															
Students will critically examine the intersection of sport, media, and culture in North America and globally. From newspapers to radio to television and to digital streaming platforms, sports has had a prominent position in media and culture. We will explore what this means for media industries and for us as a society and as individuals.															
Note: Students with credit for MACS 299F or SOC 299Q cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		45 credits, to include at least 6 credits of <b>Sociology and/or</b> MACS													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 299F</b> Cross-listed with: SOC 299Q Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): 36													
<b>Typical Structure of Instructional Hours</b> <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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>	
Lecture/seminar	45														
[click to select]															
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[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> Chantelle Marlor, Director		<b>Date of meeting:</b> April 5, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes**

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

1. Understand the the historical relationship of sport and media
2. Examine the larger socio-cultural significance of sports
3. Analyze media representations of sporting events, athletes, and sport itself
4. Critique the media treatments of gender, sexuality, race, nation, identity, class, and fandom within sport
5. Evaluate the commodification and economics of sport
6. Illustrate the significant role that advertising has in the sport and media relationship
7. Demonstrate how digital platforms are altering the audience's mediated sport experiences
8. Critically evaluate how globalization is impacting traditional models of sport broadcasting

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

Assignments:	30%	Quizzes/tests:	20%	Project:	25%
Final exam:	25%	[click to select]	%	[click to select]	%

**Details:**

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

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

Type	Author or description	Title and publication/access details	Year
1. Article	David Rowe	Understanding Sport and media	2003
2. Article	Morrow and Wamsley	Sport and the National	2013
3. Article	J. Horne et al	Sport, commercialization, and commodification	2013
4. Article	A Tjonndal	NHL Heavyweights: Narratives of violence and masculinity in Ice hockey	2016
5. Article	Adam Gemar & Stacey Pope	Women's consumption of men's professional sport in Canada: Evidence of the 'feminization' of sports fandom and women as omnivorous sports consumers?	2023

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

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

**Course Content and Topics**

- Historical developments of organized sport
- Understanding sport and media
- Sport and nation
- The rise of sport
- Sports fandom and identity
- The commodification and economics of sport
- Sport and gender
- Sport and hypermasculinity
- Sport and spectacle
- Women in sport
- The sporting audience

**Memo for New Course**

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

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for new course MACS 333 Media and Social Change**

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

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

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

This course combines several special topics offerings from the past few years, primarily MACS 299K. The course is moving to the 300 level as a well to boost our 300 level offerings. The MACS minor currently requires 8 upper level MACS credits, but there are only three upper level regular MACS courses. Having Media and Social Change at the upper level allows for scaffolding off the knowledge and skills students learn in lower level MACS courses and allows for a more in-depth exploration of media and communication theory and practice.

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

- Evaluate common tactics in the promotion of social change on various media platforms meets ILO 1 and PLO 3, 7, 10
- Articulate positive and negative aspects of how media creates social change meets ILO 2, 4 and PLO 3, 5, 10
- Analyze the role of governments, corporations, artists, activists, and general audiences meets ILO 4 and PLO 4, 5, 9
- Debate to what extent does media and technology facilitate social change meets ILO 1, 3 and PLO 3, 4, 7, 8, 10, 12
- Apply theoretical concepts to to media content about social change meets ILO 1, 2, 3, 4, 5 and PLO 13, 14, 16

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

No

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

Media and Communication Studies.

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

N/A



6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - Indigenous use of media for social change is in the course content
  - The assessment allows evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.
  
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The curriculum is heavily focused on equity, diversity, and inclusion as achieving these goals requires social change. The course implicitly examines how well media helps achieve social goal while the course content explicitly focuses on activism related to Indigenization, decolonization, gender, LGBTQ+, race, disability, and other key social movements.
  - Instead of a textbook, the recommended materials are a selection of articles and chapters to allow for the readings to reflect a diversity of perspectives and experiences.
  - The assessment allows evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.
  
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:

\$40 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MACS 333	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Media & Social Change <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Social, Cultural & Media Studies												
<b>Calendar Description:</b> Students examine the potential and limitations of both traditional and new media to educate and engage people with a variety of social movements. Students will analyze the roles and competing interests of governments, corporations, artists, activists, and general audiences in communicating social change.  Note: Students with credit for MACS 299K/SOC 299T cannot take this course for further credit.													
<b>Prerequisites (or NONE):</b>	45 university-level credits, including at least three credits in MACS.												
<b>Corequisites (if applicable, or NONE):</b>	None												
<b>Pre/corequisites (if applicable, or NONE):</b>	None												
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 299K/SOC 299T</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	60												
[click to select]													
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<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b> Chantelle Marlor, Director	<b>Date of meeting:</b> April 5, 2024												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

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

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

1. Evaluate common tactics in the promotion of social change on various media platforms
2. Articulate positive and negative aspects of how media creates social change
3. Analyze the role of governments, corporations, artists, activists, and general audiences
4. Debate to what extent does media and technology facilitate social change
5. Apply theoretical concepts to media content about social change
6. Examine the role of media in facilitating and prohibiting social changes as related to Indigenous communities and Indigenous rights.

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

Assignments:	30%	Project:	50%	Holistic assessment:	20%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual material.

**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	Reed, T. V.	<i>Digitized lives: Culture, power and social change in the internet era.</i>	2019
2. Textbook	Banet-Weiser, J., & Mukherjee, R.	<i>Commodity activism: Cultural resistance in neoliberal times</i>	2012
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- The role of media in the creation of a public sphere
- Legal and corporate filters on freedom of expression
- Charity, slacktivism, commodity activism, and astroturfing
- Activism related to Indigenization, decolonization, gender, LGBTQ+, race, disability, and other key social movements.
- The role of art in social change
- How to assess impact of media campaigns for change

**Memo for New Course**

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

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for new course MACS 364**

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

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

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

We have offered this course as a special topic three times since Fall 2021 (MACS 399C). The course was first offered in Fall 2009, and in subsequent years video games have only massively grown in cultural relevance. The video game industry is more than twice the size of the music and film industries in annual revenue and user base. It is an important aspect of media to focus critical attention on.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  - Outline how video game storytelling and game mechanics communicate with players meets ILO 1, 2 and PLO 2, 3, 7,
  - Analyze the production and distribution of video games meets ILO 1, 9 and PLO 2, 4, 5, 6, 9
  - Evaluate views of video games as art, sport, and social activity meets ILO 1, 2 and PLO 4, 7, 10, 11, 12, 13,
  - Discuss video game representation of race, gender, sexuality, and disability meets ILO 1, 2, 8, 9 and PLO 3, 7, 9, 11, 12
  - Apply theoretical concepts to the study of video games meets ILO 1, 2, 3, 4, 5 and PLO 13, 14, 16
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No
4. Which program areas have been consulted about the course?

Media and Communication Studies. Sociology, and Anthropology
5. If a new discipline designation is required, explain why:

N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to](#)

[Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- One of the typical readings focuses on how Indigenous creators use video games as a platform for cultural revitalization.
  - The assessment allows evaluation through students' actively responding to the course by demonstrating learning through their preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- In addition to the above assessment methods, a learning outcome is to discuss video game representation of race, gender, sexuality, and disability.
  - Instead of a textbook, the recommended materials are a selection of articles and chapters to allow for the readings to reflect a diversity of perspectives and experiences.
  - Different modes of delivery may address EDI principles as well.
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:
- \$40 (textbook)



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> MACS 364		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Rules of Play: The Cultural Significance of Video Games															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b> Students focus on understanding games as a networked and collaborative technology as well as a social activity. Students will examine how games, gaming practices, and gaming cultures communicate values through a study of the ways their structural, representational, and cultural components are sites of contestation and negotiation.  Note: Students with credit for MACS 399C cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		45 university-level credits, including at least three credits in MACS													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>MACS 399C</b> Cross-listed with: Equivalent course(s):  ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> Chantelle Marlor, Director		<b>Date of meeting:</b> April 5, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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. Outline the major theories and schools of thought used to study video games
2. Comment on the ways that the production and distribution of video games shapes their content
3. Critically respond to societal concerns and anxieties around video games
4. Interrogate video game structure, narratives, and their representations
5. Apply theoretical concepts to consider the relationships that gamers have with the games they play

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

Assignments:	30%	Project:	50%	Holistic assessment:	20%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

This course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual material.

**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. Article	Muriel, D, & Crawford, G	"Video gamers and (post-)identity" Video games as culture: Considering the role and importance of video games in contemporary society (143-180)	2018
2. Article	Salter, A. & Blodgett, B.	"Come get some: Damsels in distress and the male default avatar in video games" Toxic geek masculinity in media (73-99)	2017
3. Article	LaPensee, EA, Laiti, O, & Longboat, M	Towards Sovereign Games. Games & Culture, 17(3), 328-343	2022
4. Article	Neely, EL	Come for the game, stay for the cash grab: The ethics of loot boxes, microtransactions, and freemium games. Games and Culture: A Journal of Interactive Media, 16(2), 228-247	2021
5. [click to select]			

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

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

**Course Content and Topics**

- The video game industry
- Games as digital technology
- Games as social activity
- Reading video games
- Gaming representations
- Video games, violence, and moral panics
- Gaming culture
- Stereotypes and Gamer Gate
- Social dynamics of collaborative gaming
- Video games as transmedia content

**Memo for New Course**

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

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for new course: MACS\_SOC 385 Television and Social Values**

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

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

The course was originally specific to *The Simpsons* TV show, and could still be taught as such, but by leaving it open to other options the course can be taught by a diverse number of faculty. The course can now use current programming to focus on specific issues and change through the selection of programming and can perpetually adapt as needed. It could be taught looking at a show like *Squid Games*, for example, and thus introduce notions of globalized production and consumption as well as the increasing importance of digital streaming platforms in the delivery of “television” content. This in addition to the obvious discussions around class, capitalism, satire, and spectacle.

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

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

There were not any significant changes to the courses pre-existing learning outcomes beyond opening up the scope to recognize the potential diversity in programming focus. For example, Learning Outcome #1 changed from “Locate *The Simpsons* within the political-economic context of its conditions of production” to now read as “Locate television programming within the political-economic context of its conditions of production”. At its core, MACS 385 is still fundamentally aligned with PLOs and ILOs as it was originally.

Students are critically interrogating communication media, analyzing and evaluating television texts, and with assignments and papers are researching, presenting, and writing, potentially in groups. This meets the core of MACS PLOs. It meets new UFV ILOs with the development of knowledge and media literacy that is demonstrated through a myriad of assessment tools including written, visual, and aural. By broadening the scope to include other programming, there exists a very exciting opportunity to engage with indigenous television in Canada as well which will address the other ILOs and PLOs.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
4. Which program areas have been consulted about the course? MACS, SOC, ANTH
5. If a new discipline designation is required, explain why: N/A



6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The beauty of this new designation is that the course could focus specifically on indigenous television programming by interrogating shows like *Reservation Dogs* or *Little Bird*. This allows the same theoretical investigation as other series but also opens the door to examine larger social issues. By choosing to critique indigenous made programming, it aligns with the UNDRIP by “welcoming the fact that indigenous peoples are organizing themselves for political, economic, social, and cultural enhancement” and using their voices to address the lingering effects of colonization and discrimination.

Critical reflective writing is a core component of meaningful engagement with materials and allows for students to place themselves within the object of study and draw from their own experiences, framed within the larger theoretical paradigms.

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

Much of the critical focus, in both the current iteration and any upcoming revisioning, is related to notions of equity, diversity, and inclusion. The course functions to deconstruct representations of marginalized groups and offer theoretical possibilities of opposition or subversion to dominant messages.

Scholarly articles can, and are, used to bolster the diversity of readings and authors to provide multiple perspectives and examples of lived experiences. The course assignments are themselves diverse in nature to represent the idea that demonstrations of knowledge can take multiple forms. In addition to the traditional academic paper, students are offered the opportunity to prepare projects that still meet the learning outcomes but give the chance for students to use creative models that might better align with their learning styles. Students can create short documentary videos, prepare a “political cartoon” that highlights some social inequity related to the programming, or to craft a children’s book that touches on some aspect of the course materials. With these other examples they still write smaller papers that highlight the related theoretical and scholarly components but potentially opens the door for a diversity of knowledge production.

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: \$100 (textbook).



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> MACS 385		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Television and Social Values			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> School of Culture, Media, and Society	
<b>Calendar Description:</b>			
Students will focus on one particular television program and interrogate it with a socio-cultural lens.			
<del>The example used in this outline would be for a course offering that looked at the television program <i>The Simpsons</i> although it could focus on shows like <i>Succession</i>, <i>Squid Games</i>, or <i>Love Island</i>, for example. By taking a critical approach to television, students will analyze programming as a text to uncover how meaning is created, transmitted, and received.</del>			
<del>Note: This course is offered as MACS 385 and SOC 385. Only one may be taken for credit.</del>			
<del>Note: Students with credit for SOC 399C cannot take this course for further credit.</del>			
<del>As television's longest running program, <i>The Simpsons</i> TV series has explored innumerable aspects of contemporary North American life, always with humour and often with profound insight. This course uses both the series and scholarly writings based on it to explore a diversity of social and cultural issues, focusing on such areas as family, gender, sexuality, religion, and work.</del>			
<del>Note: Students with credit for _____ cannot take this course for further credit.</del>			
<b>Prerequisites (or NONE):</b>		45 credits, to include at least 6 credits of <a href="#">Sociology SOC</a> and/or MACS	
<b>Corequisites (if applicable, or NONE):</b>		— <a href="#">None</a>	
<b>Pre/corequisites (if applicable, or NONE):</b>		— <a href="#">None</a>	
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b>		<b>Course Details</b>	
Former course code/number: <b>SOC 399C</b>		Special Topics course: <a href="#">[click to select]No</a> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: <b>SOC 385</b>		Directed Study course: <a href="#">[click to select]No</a>	
Equivalent course(s): <b>SOC 385</b>		Grading System: <b>Letter Grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Annually</b>	
Lecture/seminar	60	Maximum enrolment (for information only): 25	
<a href="#">[click to select]</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
<a href="#">[click to select]</a>		<a href="#">[click to select]PLAR is available for this course.</a>	
<a href="#">[click to select]</a>		<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b>	
<a href="#">[click to select]</a>		Transfer credit already exists: <b>No</b>	
<b>Total hours</b>		Submit outline for (re)articulation: <a href="#">[click to select]Yes</a> (If yes, fill in <a href="#">transfer credit form</a> .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Department approval</b> <a href="#">Chantelle Marlor</a>	
		<b>Date of meeting:</b> — <a href="#">April 5, 2024</a>	
		<b>Faculty Council approval</b>	
		<b>Date of meeting:</b>	
		<b>Undergraduate Education Committee (UEC) approval</b>	
		<b>Date of meeting:</b>	

**Learning Outcomes**

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

- 1. Locate television programming within the political-economic context of its conditions of production.
- 2. Evaluate a particular TV program’s contribution to contemporary popular culture.
- 3. Apply differing theoretical frameworks in the deconstruction of television programming, advertising, or news broadcasts.
- 4. Investigate conventions of television through various genres including but not limited to sitcoms, dramas, reality TV, or horror.
- 5. Examine television portrayals of race, ethnicity, gender, sexuality, identity, nationality, and class.
- 6. Analyze the narrative structures, visual aesthetics, and sound design of a specific television series.
- 7. Explore theories of audience reception, fan cultures, and transmedia or multiplatform storytelling.

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

Assignments:	5040%	Final exam:	30%	Project:	2030%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

**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	Alberti, John (editor)	Leaving Springfield: The Simpsons and the Possibility of Oppositional Culture	2004
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

No extraordinary supplies or materials required

**Course Content and Topics**

The example used here would be for a course offering that looked at *The Simpsons* although the course could focus on any TV program like *Succession*, *Squid Games*, *The Sopranos*, or *Dr Who*.

- History of *The Simpsons*
- Understanding satire, irony, and parody
- Postmodern Aesthetics
- “Old people are useless”. Aging on *The Simpsons*
- “Don’t ask me. I’m just a girl”. *The Simpsons* and gender.
- Class and Taste on *The Simpsons*
- “Looking for Amanda Huginkiss”: Sexuality and *The Simpsons*
- “I’m Bart Simpsons, who the hell are you?” Identity and *The Simpsons*
- Marge Simpson, blue-haired housewife: Domesticity on *The Simpsons*
- Religious Rhetoric and the Comic Frame
- Through the screen and into the school: Education on *The Simpsons*
- “Use a pen Sideshow Bob”: High versus Low culture on *The Simpsons*
- Local Satire with a global Reach: Race and Ethnicity on *The Simpsons*
- “Who wants candy?”: The politics of opposition

Memo/Note re: Cross-listing MACS 385 with Sociology

The course, as has been taught with a focus on solely *The Simpsons* TV show, has included a strong Sociological focus in its presentation. The course started as a Directed Studies course called *The Sociology of the Simpsons* which is what it was called when featured on the Global Evening News with Kevin Newman and other national media. The cross-listing should be maintained as this focus will still be maintained. MACS and Sociology have strong methodological, pedagogical, and theoretical ties. The course will continue to discuss ideas related to the television industry itself from a political economic perspective. The programming content of the course, dependent on the focus of the semester, will continue to look at themes and ideas around gender, identity, race, and ethnicity while discussing theorists shared between media studies and Sociology like Bourdieu, Foucault, and Marx to name a few.

Maintaining the cross-listing serves the academic needs of ALL SCMS students and as such I would love to see it maintained.



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

**OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 385	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Television and Social Values	
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)	
<b>Faculty:</b> Faculty of Science	<b>Department (or program if no department):</b> SCMS
<b>Official Course Outline:</b> This is a cross-listed course. Please refer to <b>MACS 385</b> for the official course outline.	
<b>Calendar Description:</b> Students will focus on one particular television program and interrogate it with a socio-cultural lens. By taking a critical approach to television, students will analyze programming as a text to uncover how meaning is created, transmitted, and received.  Note: This course is offered as SOC 385 and MACS 385. Students may take only one of these for credit. Note: Students with credit for SOC 399C cannot take this course for further credit.	
<b>Prerequisites (or NONE):</b>	45 credits, to include at least 6 credits of SOC and/or MACS
<b>Corequisites (if applicable, or NONE):</b>	None
<b>Pre/corequisites (if applicable, or NONE):</b>	None
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>SOC 399C</b> Cross-listed with: <b>MACS 385</b> Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>
<b>Department / Program Head or Director:</b> Chantelle Marlor	<b>Date approved:</b> April 5, 2024
<b>Faculty Council approval</b>	<b>Date approved:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 205 Comparative Societies**

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

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

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

2. Rationale for change: Course required review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Calendar description revised and updated, new learning outcomes have been set, and a completely new list of texts have been added. These revisions have been made in accordance with the ILOs, and are aimed at encouraging students to think more critically about the themes of the course, link what they learn to real-world cases and contexts, and develop research skills through their coursework.

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 \(UNDRIP\)](#). This is a course on comparative sociology that introduces students to debates about identity, inequality, and power in social and cultural contexts around the world. As such, the course engages directly with

the enduring legacies of European colonialism, recognizing how it continues to shape society and experiences of marginalization and oppression within Canada and beyond. There are two sessions entirely devoted to discussing colonialism and race, and these themes are also emphasized in readings for other topics in the course.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The redesigned syllabus devotes considerable space to questions related to colonialism, indigeneity, race, and gender, and this is reflected in the readings and assignments for the course.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> Soc 205		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Comparative Societies															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b>															
<p><del>This course introduces s</del>Students to the apply ication-of sociology at a global level, making use of case studies and the comparative method to learn more about societies around the world. In doing so, students will reflect upon the relationships between different societies and the global forces that shape them. They will also look at methodological and conceptual debates within the field of comparative sociology, exploring the limits and possibilities of sociological analysis around the world. Through these processes of comparison and critique, students will also learn more about their own society and what makes it distinct.</p> <p><del>Over the course of the semester, students will engage with several different themes, ranging from colonialism, state formation and nationalism to questions related to democracy, cultural change, and inequality around the world. The readings for the course build on debates within the discipline of sociology and are intended to provide students with empirical information about different case studies from around the world.</del></p>															
<b>Prerequisites (or NONE):</b>		NONE													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> [click to select]PLAR is available for this course.	
Lecture/seminar	30														
Tutorials/workshops	15														
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<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form.</a></i> )													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> April 5, 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													



**Learning Outcomes**

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

1. ~~Understand~~ **Demonstrate understanding of** theoretical and methodological debates in comparative sociology.
2. ~~Discuss~~ **Analyze** the variations and similarities between their own and other societies.
3. ~~Describe and compare~~ **Critically examine** social factors and institutions – such as colonialism, religion, gender, race, and politics – in a range of different societies.
4. ~~Understand the inter-relatedness of different societies in the global system.~~ **Analyze how different societies connect to each other in a globalized world.**
5. ~~Understand how history, geography, economy, culture, and other local and global social forces shape societies.~~ **Use case-studies to critically reflect on how local and global histories shape contemporary societies.**

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

Project:	20%	Quizzes/tests:	25%	Final exam:	30%
<del>Assignments:</del>	<del>25%</del>	[click to select]	%	[click to select]	%

**Details:**

Final Paper; Class Participation; Paper Proposal

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

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

Interactive Lectures

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

Type	Author or description	Title and publication/access details	Year
1. Article	Mattei Dogan	Strategies in Comparative Sociology, in <i>Frontiers in Comparative Sociology</i> , Brill	2008
2. Article	James Mahoney	Comparative-Historical Analysis and Development Studies, <i>Sociology of Development</i> , Vol. 1, No. 1	2015
3. Article	Mike Davis	The Origins of the Third World, in <i>Late Victorian Holocausts</i> , Verso	2001
4. Article	Glen Coulthard	Subjects of Empire, in <i>Red Skins, White Masks</i> , University of Minnesota Press	2014
5. Article	Karen Barkey and Sunita Parikh	Comparative Perspective on the State, in <i>Annual Review of Sociology</i> , Vol. 17, No. 1	1991

See supplemental texts

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

N/A

**Course Content and Topics**

1. Methodological Debates in Comparative Sociology
2. The Global Legacies of Colonialism
3. The State in Comparative Perspective
4. Nationalism
5. Race, Identity, and Inequality
6. Religion, Identity, and Politics
7. Gender
8. Class and Inequality
9. Democracy and Democratization
10. Welfare Systems and 'Development'
11. Cultural Change
12. Globalization

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	<u>Type*</u>	<u>Author or description</u>	<u>Title and publication/access details</u>	<u>Year</u>
1.	Article	Gurminder Bhambra	Comparative Historical Sociology and the State, in <i>Cultural Sociology</i> , Vol. 10, No. 3	2016
2.	Article	Daniel Chernilo	Beyond the Nation? Or Back to It? Current Trends in the Sociology of the Nations and Nationalism, in <i>Sociology</i> , Vol. 54, No. 6	2020
3.	Article	Benedict Anderson	The Last Wave, in <i>Imagined Communities</i> , Verso	1983
4.	Article	Jennifer Roth-Gordon	Brazil's Comfortable Racial Contradiction, in <i>Race and the Brazilian Body</i> , University of California Press	2017
5.	Article	Elijah Anderson	The White Space, in <i>Sociology of Race and Ethnicity</i> , Vol. 1, No. 1	2015
6.	Article	Nira Yuval-Davis	The Religious Question: The Sacred, the Cultural, and the Political, in <i>The Politics of Belonging</i> , Sage	2011
7.	Article	S. Ruiter and F. Tubergen	Religious Attendance in Cross-National Perspective: A Multilevel Analysis of 60 Countries, in <i>American Journal of Sociology</i> , Vol. 115, No. 3	2009
8.	Article	Saba Mahmood	The Subject of Freedom, in <i>The Politics of Piety</i> , Princeton University Press	2005
9.	Article	Jessica Hinchy	Solving the Eunuch Problem, in <i>Governing Gender and Sexuality in Colonial India</i> , Cambridge University Press	2019
10.	Article	P. Paxton, S. Kunovich and M. Hughes	Gender in Politics, in <i>Annual Review of Sociology</i> , Vol. 33, No. 1	2007
11.	Article	Pierre Bourdieu	What Makes a Social Class? In <i>Berkeley Journal of Sociology</i> , Vol. 32	1987
12.	Article	R. Mukherjee	Caste in Itself, Caste and Class, or Caste in Class, in <i>Economic &amp; Political Weekly</i> , Vol. 34, No. 27	1999
13.	Article	D. Rueschemeyer, E. Stephens, and J. Stephens	Introduction, in <i>Capitalist Development and Democracy</i> , University of Chicago Press	1991
14.	Article	Richard Sandbrook	Social Democracy in the Periphery, in <i>Social Democracy in the Global Periphery</i> , Cambridge University Press	2006
15.	Article	Michele Williams	Rethinking the Developmental State in the Twenty-First Century, in <i>The End of the Developmental State?</i> , Routledge	2014
16.	Article	G. Bonoli and D. Natali	The Politics of the 'New' Welfare States, in <i>The Politics of the New Welfare State</i> , Oxford University Press	2012
17.	Article	David Marx	Introduction, in <i>Ametora: How Japan Saved American Style</i> , Basic Books	2015
18.	Article	R. Bryan	After Postmaterialism: An Essay on China, Russia, and the United States, in <i>Canadian Journal of Sociology</i> , Vol. 41, No. 2	2015
19.	Article	M. Sinisa	Globalisation and Nationalist Subjectivities, in <i>Grounded Nationalisms: A Sociological Analysis</i> , Cambridge University Press	2019
20.	Article	G. Ritzer and M. Ryan	The Globalization of Nothing, in <i>Social Thought and Research</i> , Vol. 25, No. 1	2002
21.	Article	Robert Denemark	Pandemics in Global and Historical Perspective, in <i>Globalizations</i> , Vol. 19, No. 3	2022
22.				
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25.				
26.				
27.				

**[COURSE]**

**University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form**

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**28.**

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**30.**

**\*Type:** Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 17, 2024

**Subject: Proposal for revision of SOC 230 Individuals and Society (currently The Individual and Society)**

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

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

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

2. Rationale for change:

This course is being updated after several years of being outdated. Accordingly, we have revised the following:

- The title has been updated to sound more enticing to students
- The calendar description and Learning Outcomes have been updated to reflect current rhetorical approaches to each, to articulate our decolonization efforts, and to better reflect current trends and approaches in the sub-fields being covered in this course.
- Assessments have been updated to better reflect current pedagogical approaches
- Resources have been updated to more current texts

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 \(ILOs\)](#):

- 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 \(UNDRIP\)](#).

This course explores how we can decolonize the theories and approaches used to study individuals in society. This includes incorporating Indigenous and non-Western international scholars' work into the course materials as well as questioning the assumptions inherent to much of the existing work related to this subject area.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course materials often use examples and case studies related to EDI. For example, the way in which socio-cultural cognitive lines can be drawn around LGBTQ+ issues, racialized groups or other socially-constructed EDI categories are commonly explored.
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): \$150 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: September 1976  
 REVISED COURSE IMPLEMENTATION DATE: September 2002  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2006  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 230		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <del>The</del> Individuals and Society			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies	
<b>Calendar Description:</b>			
<p><del>This course is an introduction to sociological social psychology. It has been designed to give an overview of the important concepts, issues and debates within the field. The main paradigm of the course will be interpretive and include such theories as symbolic interactionism and phenomenology. The student will be introduced to the historical development of North American sociological thought and the social construction of self/identity within North American society.</del></p> <p><u>Students gain exposure to sociological social psychology and symbolic interactionism, which includes topics like: identity formation; impression management; meaning-making; emotions and social life; status hierarchy formation, social order and deviance; everyday rituals; group dynamics; and social constructionism.</u></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		SOC 101	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>	
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )		<b>Course Details</b>	
Former course code/number:		Special Topics course: <a href="#">[click to select]</a> No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with:		Directed Study course: <a href="#">[click to select]</a> No	
Equivalent course(s):		Grading System: <b>Letter Grades</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Delivery Mode: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Every other year</b>	
Lecture/seminar	45	Maximum enrolment (for information only): <b>36</b>	
<a href="#">[click to select]</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
<a href="#">[click to select]</a>		<b>PLAR is available for this course.</b>	
<a href="#">[click to select]</a>		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )	
<a href="#">[click to select]</a>		Transfer credit already exists: <b>Yes</b>	
<b>Total hours</b>		Submit outline for (re)articulation: <b>Yes</b>	
<b>45</b>		<i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> Yes		<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>	
		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>	
		<b>Faculty Council approval</b>	
		<b>Date of meeting:</b>	
		<b>Undergraduate Education Committee (UEC) approval</b>	
		<b>Date of meeting:</b>	

**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 a basic understanding of several sociological social psychology theories.~~
- ~~Describe the historical development of sociological social psychology in North America.~~
- 2. Articulate how socialization occurs, including processes of identity-formation
- ~~3. Demonstrate a basic understanding of meaning-making and social constructionism the construction of self/identity within North American society.~~
- 4. Apply theories from the course to better understand one's own identities, emotions and enactments of status
- 5. Utilize a critical, decolonizing lens to analyze interpersonal and group dynamics
- 6. Articulate the relationship between individual actions and the social order
- ~~Critically analyze the symbolic interactionist perspective of self.~~
- ~~Discuss and critically analyze key issues and debates within the field of sociological social psychology.~~
- ~~7.~~

**Institutional Learning Outcomes**

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

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

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

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

Assignments:	3 65%	Final exam:	35%	Quizzes/tests:	30%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

Examples of possible assignments:

1. Self-assessment of self-identity (20%)
2. Group dynamics ethnographic exercise (15%)
3. Analysis of the connections between individuals and a social fact (20%)
4. Decolonizing a social construction (10%)

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Hewitt, J.P., Crawford, L and K Novak</a>	<a href="#">Self and Society: A Symbolic Interactionist Social Psychology, 8<sup>th</sup> edition</a> <a href="#">Individuals and Society: Sociological Social Psychology</a>	<a href="#">2018</a> <a href="#">2000</a>
2. Other	<a href="#">Various readings Sandstrom, K., K. Lively, D. Martin and G.A. Fine</a>	<a href="#">Symbols, Selves and Social Reality</a>	<a href="#">2013</a>
3. [click to select]	<a href="#">Gonzales, A and J. Kertesz</a>	<a href="#">“Colonialism and the Racialization of Indigenous Identity”, in The Oxford Handbook of Indigenous Sociology. Maggie Walter et al (eds), Oxford.</a>	<a href="#">2022</a>
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- [Introduction to Sociological Social Psychology—Historical Overviewoverview, & Founding Assumptions and orientations within sociological social psychology.](#)
- 1. [—](#)
- [Everyday rituals and the social construction of experience](#)
- 2. • [Basic Concepts of Symbolic Interactionism? – Symbols & Objects. What is meaning-making?](#)
- 3. • [Basic Concepts—Self as Process.](#)
- 4. • [Socialization](#)
- 5. • [Self / Identity –A review of various perspectives on the social construction of self.](#)
- [Decolonizing social psychological approaches](#)
- [Status hierarchy formation, social structure, and social control](#)
- 6. • [Social facts understood as interpersonal interactions and group dynamics The Self and Social Interaction](#)
- [The Self and Social Conduct— Social order and Deviance deviance](#)
- 7. • [The postmodern self in society](#)
- 8. [—Deviance and the Social Construction of Experience.](#)
- 9. • [Challenges to the Symbolic Interactionist Perspective of the Self—The Fragmented Self.](#)
- 10. • [Women in the community: ecofeminism](#)



**Memo for Course Changes**

To: Linda Parady, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 245 Deviant Behaviour**

*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 change in title better reflects the course content and the attention to identity and behaviour and the role of social control in these discussions.
- The changes to the course description better reflects the course content.
- The deletion of prerequisites reflects that students take a variety of pathways to this course.
- The change to the textbook reflects the newest edition available.
- The evaluation methods have been changed to provide more room for assignments that acknowledge diverse learning styles.
- The revisions to the learning outcomes and course content make it explicit that this course includes attention to how marginalized groups are disproportionately impacted by constructions of deviance and consequently mechanisms of social control. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course.

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

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of deviance includes topics related to Indigenous

peoples and other marginalized groups in ways that centre concepts such as equity, power, inclusion, and social justice.

- SOC 245 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Explain sociological theories in the study of deviance and social control (ILO- demonstrate information competency, ILO- communicate effectively); 2) Illustrate the cultural and historical specificity of understandings of deviant behaviours and identities (ILO- analyze critically and imaginatively, ILO- contribute regionally and globally); Critique concepts in social construction and control of deviance in relation to concrete examples (ILO- analyze critically and imaginatively); Apply sociological theories in the study of deviance and social control to important issues within the field (ILO- use knowledge and skills proficiently, ILO-engage in respectful professional practices); Explain the role that both society and the individual play in the construction of deviance, and in its commission and control (ILO- initiate inquiry and develop solutions to problems, ILO- pursue self-motivated and self-reflective learning).
  - Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for SOC 245 make explicit the requirement the students understand how individual agency is shaped by relational and systemic forces.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- SOC 245 frames the course content with explicit connections to how colonialization shaped definitions of deviance and our efforts to control these behaviours and identities.
  - SOC 245 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exams. This course requires an integration of critically thinking with oral and written skills.
  - Students will read how Indigenous thinkers have framed deviance and conformity.
  - The course examines how various constructions of deviance and conformity are addressed implicitly and explicitly in UNDRIP and other laws and policies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
  - The textbook is available in a variety of formats.
  - Course assignments can be modified for students who need accommodations.
  - The course assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course revisions include texts written by women, ethnic and racial minority scholars, and Indigenous scholars. Students should be able to see that people with backgrounds similar to their own can become legal scholars through the class readings.
  - The readings and topics covered in the course covers require students to employ a critical lens to examine how constructions of deviance and conformity are shaped by consensus, conflict, social processes, and societal structures. Students will think critically about how these constructions are culturally and historically specific and fluid through political, economic and social forces in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - Less than \$100.

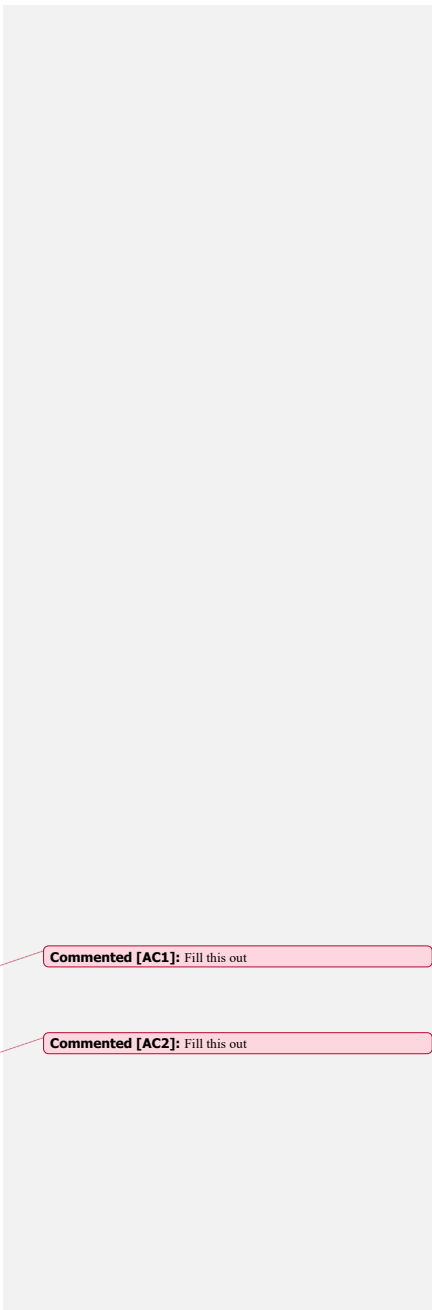


ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2006  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SOC 245		Number of Credits: <del>3</del> <a href="#">Course credit policy (105)</a>	
Course Full Title: <del>Deviant Behaviour</del> <a href="#">Deviance and Social Control</a>			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Social, Cultural and Media Studies	
<b>Calendar Description:</b>			
<p><del>This course provides a critical introduction to the sociological study of deviance and social control. The aim is to explore the essence of deviant behaviour—its construction, explanation, commission, and control. The course may cover both classical and contemporary approaches including lifecourse, general strain, institutional anomie, and feminist theories. In addition, we will apply the theories to various topics including violence, substance use, mental illness, stigma, identity management, and social control.</del></p> <p><a href="#">Students Explore deviant behaviour and identity through an examination of its social construction, explanation, commission, and mechanisms of control.</a></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
<b>Prerequisites (or NONE):</b>		<del>SOC-101. CRIM-104 recommended</del> <a href="#">None</a>	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses (Cannot be taken for additional credit.)</b>		<b>Course Details</b>	
Former course code/number:		Special Topics course: <del>[click to select]</del> <a href="#">No</a> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with:		Directed Study course: <del>[click to select]</del> <a href="#">No</a> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s):		Grading System: <b>Letter grades</b>	
(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: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Twice per year</b>	
[click to select]	45	Maximum enrolment (for information only): <b>36</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		<del>[click to select]</del> <a href="#">PLAR is available for this course.</a>	
[click to select]		<b>Transfer Credit (See <a href="#">bctransferguide.ca</a>.)</b>	
[click to select]		Transfer credit already exists: <del>[click to select]</del> <a href="#">Yes</a>	
<b>Scheduled Laboratory Hours</b>		Submit outline for (re)articulation: <del>[click to select]</del> <a href="#">No</a> (If yes, fill in <a href="#">transfer credit form</a> .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	



Commented [AC1]: Fill this out

Commented [AC2]: Fill this out

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

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

1. Explain basic sociological theories in the study of deviance and social control.
  2. Apply these theories to important issues within the field.
  3. Demonstrate an understanding of the role that both society and the individual play in the construction of deviance, and in its commission and control.
  4. Articulate a sociological analysis of pressing social issues and problems that have become labelled as deviance.
1. Explain sociological theories in the study of deviance and social control.
  2. Illustrate the cultural and historical specificity of understandings of deviant behaviours and identities.
  3. Critique concepts in social construction and control of deviance in relation to concrete examples.
  4. Apply sociological theories in the study of deviance and social control to important issues within the field.
  5. Explain the role that both society and the individual play in the construction of deviance, and in its commission and control.

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

Assignments:	3040%	Quizzes/tests:	3530%	Final exam:	3530%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

[Interactive lecture](#)

**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	Bereska, T.	Deviance, conformity, and social control (3 <sup>rd</sup> -6 <sup>th</sup> Edition)	2014 <a href="#">2022</a>
2. <a href="#">[click to select]</a> Textbook	<a href="#">Goffman</a>	<a href="#">Stigma: Notes on the Management of Spoiled Identity</a>	1963
3. <a href="#">[click to select]</a>			
4. <a href="#">[click to select]</a>			
5. <a href="#">[click to select]</a>			

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

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

**Course Content and Topics**

- Week 1: Course introduction
- Week 2: Constructing deviance
- Week 3: Constructing deviance continued
- Week 4: Explaining deviance – Classical approaches
- Week 5: Explaining deviance – Contemporary approaches
- Week 6: Mid-term exam
- Week 7: Substance use and abuse
- Week 8: Violence
- Week 9: Sexual deviance
- Week 10: Mental illness
- Week 11: Stigma and identity management
- Week 12: Deviance and social control
- Week 13: Social control continues and conclusion

- [Introduction](#)
- [Constructing deviance: The Individual and Society](#)
- [Constructing social control: The Individual and Society](#)
- [Theories of deviance and social control: Classical approaches](#)
- [Theories of deviance and social control: Contemporary approaches](#)
- [Control and Deviance: Differential impact on marginalized groups](#)
- [Substance use](#)
- [Violence](#)
- [Sexual deviance](#)
- [Mental illness](#)
- [Body projects](#)
- [Role of media](#)
- [Stigma and identity management](#)
- [Formal and informal controls](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 247 Culture of Capitalism**

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

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

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

2. Rationale for change: Course required review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Calendar description revised and updated, new learning outcomes have been set, and several supplementary texts have been added to the syllabus. These revisions have been made in accordance with the ILOs and are aimed at encouraging students to think more critically about the themes of the course, link what they learn to contemporary real-world issues, and develop their research skills.

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 \(UNDRIP\)](#). This is a course that focuses on the historical development of capitalism, the way it has transformed global patterns of production and consumption, and how it can be linked to contemporary issues of

inequality, environmental degradation, and exploitation. In that context, the course explicitly discusses the inextricable link between the development of capitalism and the history colonial expansion, reflecting (amongst other things) on how this process resulted in the destruction of indigenous and other non-European ways of life, and led to the marginalization of indigenous and other colonized peoples. These themes are discussed throughout the course, and are reflected in the assigned readings.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The redesigned syllabus devotes considerable space to questions related to colonialism, indigeneity, race, and gender, and this is reflected in the readings and assignments for the course.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100





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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 247	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Culture of Capitalism <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)	
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS
<b>Calendar Description:</b>	
<p><del>“All that is solid melts into air...” When Karl Marx wrote these words in 1848 he, like many thinkers at the time, was grappling with the tremendous social changes and upheavals taking place in Europe and the rest of the world in the wake of the industrial revolution and the emergence of ‘modern’ capitalist economies. The shift from agricultural to industrial production, the rapid expansion of global trade, and the conversion of peasants and farmers into an increasingly diverse and stratified workforce was accompanied by large-scale processes of urbanization, the emergence of ideas and ideologies that challenged traditional ways of viewing the world, and the growth of new forms of social, political, and economic organization. The certainties of the old world gave way to what Marx felt was the “the desperate pace and frantic rhythm that capitalism imparts to every facet of modern life” (Marshall Berman, All That is Solid Melts Into Air, 1982).</del></p> <p><del>However, while many of us now take it for granted, capitalism is not a state of nature. Nor is it simply about trade in goods. It is, rather, a culture that has been so successful that many of its key aspects are taken to be the unalterable conditions of western industrial society—rather than as socially constructed (and thus alterable) patterns of economic and social relations. As articulated by Richard Robbins and Rachel Dowty (2019), capitalism is a “way of life dominated by a belief in trade and commodity consumption as the source of well-being” (2019: ix). This ‘culture of capitalism’ has, however, always been beset with contradictions, with the expansion of wealth and productive power going together with the exploitation of labour and the growth of inequality around the world. Having spread around the world in part through European colonization, these contradictions continue to manifest themselves in the contemporary world and are exemplified by financial, environmental, social and health crises, among others.</del></p> <p><del>In this course we will look at</del><a href="#">Students examine</a> the components that make up the culture of capitalism, from its productive to its ideological aspects (e.g. from commodity versus credit money to the reconfigurations of everything from time to the meaning of childhood). We will also look at some case studies of problems that have emerged in conjunction with the culture of capitalism (e.g. environmental impacts, hunger in low income countries), and uncover how the machinations of capitalism contribute to their making. Last, we will consider different types of resistance, and their purpose and potential for changing the culture of capitalism.</p>	
<b>Prerequisites (or NONE):</b>	SOC 101
<b>Corequisites (if applicable, or NONE):</b>	<del>None</del>
<b>Pre/corequisites (if applicable, or NONE):</b>	<del>None</del>
<p><b>Antirequisite Courses</b> (<i>Cannot be taken for additional credit.</i>)</p> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<p><b>Course Details</b></p> <p>Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>36</b></p>
<b>Typical Structure of Instructional Hours</b>	
Lecture/seminar	30
Tutorials/workshops	15

<a href="#">[click to select]</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b> <a href="#">[click to select]</a> PLAR is available for this course.	
<a href="#">[click to select]</a>			
<a href="#">[click to select]</a>			
<b>Total hours</b>		<b>45</b>	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>Yes</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <a href="#">[OBJ]</a> ; <input type="checkbox"/> <a href="#">[OBJ]</a>		Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
Yes			
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	
<b>Learning Outcomes</b>			
Upon successful completion of this course, students will be able to:			
<ol style="list-style-type: none"> <li><del>Analyze and explain</del> Explain the key features of capitalism as an economic and social system.</li> <li><del>Explain Demonstrate understanding of</del> the historical development of capitalism at a global level.</li> <li><del>Describe Critically reflect on</del> how capitalism has shaped and transformed processes of production and consumption, and how these have impacted the lives of people around the world.</li> <li><del>Understand Demonstrate</del> how the capitalist <del>imperatives of growth and accumulation produce</del> growth contributes to inequality, exploitation, and ecological degradation.</li> <li><del>Describe Analyze and explain</del> processes of resistance and change under capitalism, <del>examining social movements that seek to develop alternatives to the capitalist system, using case studies.</del></li> </ol>			
<b>Recommended Evaluation Methods and Weighting</b> (Evaluation should align to learning outcomes.)			
Project:	35%	Assignments:	15%
Quizzes/tests:	25%	<a href="#">[click to select]</a>	%
			Final exam: 25%
			<a href="#">[click to select]</a> %
<b>Details:</b> Final Paper; Class Participation; Paper Proposal			
<b>NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.</b>			
<b>Typical Instructional Methods</b> (Guest lecturers, presentations, online instruction, field trips, etc.) <a href="#">Lectures</a> <a href="#">Interactive lectures</a>			
<b>Texts and Resource Materials</b> (Include online resources and Indigenous knowledge sources. <a href="#">Open Educational Resources</a> (OER) should be included whenever possible. If more space is required, use the <a href="#">Supplemental Texts and Resource Materials form</a> .)			
<b>Type</b>	<b>Author or description</b>	<b>Title and publication/access details</b>	<b>Year</b>
1. Textbook	R. Robbin and R. Dowty	<i>Global Problems and the Culture of Capitalism, 7<sup>th</sup> Edition</i> , Pearson.	2019
2. Article	Jim Stanford	Capitalism, in <i>Economics for Everyone</i> , Pluto Press	2007
3. Article	George Ritzer	McJobs: McDonaldization and its Relationship to the Labor Process, in <i>McDonaldization: The Reader</i> , Sage	2006
4. Textbook	Scott Bruce	<i>The Concept of Capitalism</i> , Springer	2009
5. Article	Andre G. Frank	The Development of Underdevelopment, in <i>The Political Economy of Development and Underdevelopment</i> , McGraw-Hill	1988
<a href="#">See supplemental texts</a>			
<b>Required Additional Supplies and Materials</b> (Software, hardware, tools, specialized clothing, etc.) N/A			
<b>Course Content and Topics</b>			
1. <del>Introduction</del>			
2. Money and the Economy			

**[COURSE]**

**University of the Fraser Valley Official Undergraduate Course Outline**

Page 3 of 3

- 3. The Consumer
- 4. The Worker
- 5. The Capitalist
- 6. The State
- 7. Capitalism and Population Growth
- 8. Hunger, Poverty, and Economic Development
- 9. The Environment and Consumption
- 10. Anti-Systemic Protest
- 11. Social Movement and Activism for Change
- 12. The Future of Capitalism

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	<u>Type*</u>	<u>Author or description</u>	<u>Title and publication/access details</u>	<u>Year</u>
1.	Textbook	Peter Frase	<i>Four Futures: Life After Capitalism</i> , Verso	2017
2.	Textbook	Erik Olin Wright	<i>Envisioning Real Utopias</i> , Verso	2010
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\*Type: Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

**Memo for Course Changes**

To: Linda Parady, CACC Members, UEC Members

From: Hassan Javid/Chantelle Marlor, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 250: Sociology of Development – The Global South**

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

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

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

2. Rationale for change: **Course required review.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Calendar description revised and updated, ~~A~~New learning outcomes that emphasize critical thinking, effective knowledge communication through written and visual media, decolonization, and engagement with the broader global context within which students learn – in line with UFV's new Institutional Learning Outcomes – have been set. ~~critical thinking, have been set, and~~The readings/texts for the course have been comprehensively updated. These revisions have been made in accordance with the ILOs and are aimed at promoting internationalization, encouraging students to think more critically about the themes of the course, link what they learn to contemporary real-world issues, and develop their research skills.**

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 \(UNDRIP\)](#). This is a course that focuses on politics, economic growth, and institutional development in the Global South. As such, it places tremendous emphasis on understanding how colonialism and its legacies continue to shape the dynamics of the global economy in the present day. In this context, it emphasizes how the development of capitalism and the history colonial expansion resulted in the destruction of indigenous and other non-European ways of life and led to the marginalization of indigenous and other colonized peoples. These themes are discussed throughout the course and are reflected in the assigned readings.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The redesigned syllabus devotes considerable space to questions related to colonialism. Indigeneity, and inequality, and this is reflected in the readings and assignments for the course.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$50 (textbook)



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 250	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Sociology of Development – The Global South													
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS												
<b>Calendar Description:</b> <p><del>This course</del> Students takes a critical perspective on the question of development and 'underdevelopment' in the Global South. Focusing on the enduring legacies of colonialism, the course draws on examples from around the world – particularly South Asia, Africa, and Latin America – to explore questions related to economic growth, aid and the global debt crisis, state capacity and public service delivery, democratization, the 'development industry', welfare provision and social protection, and environmental sustainability. Examines the nature and development of the global South, its relationship to the global North, and major explanations of underdevelopment. Examples from around the world, particularly Latin America, are used to critically evaluate development issues (e.g. gender, environment, health, education, fair trade, etc.) and alternative development paths.</p> <p>Note: This course is offered as SOC 250 and GDS 250. Students may take only one of these for credit.</p>													
<b>Prerequisites (or NONE):</b>	NONE. Recommended SOC 101												
<b>Corequisites (if applicable, or NONE):</b>	—None												
<b>Pre/corequisites (if applicable, or NONE):</b>	—None												
<p><b>Antirequisite Courses</b> (Cannot be taken for additional credit.)</p> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p> <p><b>Typical Structure of Instructional Hours</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> <p><b>Scheduled Laboratory Hours</b></p> <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>	Lecture/seminar	30	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<p><b>Course Details</b></p> <p>Special Topics course: <b>No</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>36</b></p> <p><b>Prior Learning Assessment and Recognition (PLAR)</b></p> <p><del>[click to select]</del> PLAR is available for this course.</p> <p><b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a>)</p> <p>Transfer credit already exists: <b>Yes</b></p> <p>Submit outline for (re)articulation: <b>No</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>
Lecture/seminar	30												
Tutorials/workshops	15												
[click to select]													
[click to select]													
[click to select]													
<b>Total hours</b>	<b>45</b>												
<b>Department approval</b> <a href="#">Chantelle Marlor</a>	<b>Date of meeting:</b> —April 5, 2024												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

**Learning Outcomes**

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

1. Discuss how European colonialism shaped the unequal structure of the contemporary global economy.
  2. Explain major theories of development and underdevelopment through the lens of broader sociological perspectives.
  3. Critically reflect on the role played by the Global North, international institutions, and the 'Development Industry' in shaping processes of development and underdevelopment.
  4. Discuss some current issues and debates in development policy.
  5. Demonstrate knowledge of experiences of development and underdevelopment in different parts of the Global South.
- ~~Upon successful completion of this course, students will be able to:~~
- ~~• Discuss the major characteristics of the global south and the differences between various regions. Define development in various ways.~~
  - ~~• Outline the historical construction and relationship of North and South.~~
  - ~~• Explain the significance of Latin America in the origins and development of the North/South divide.~~
  - ~~• Explain major theories of development and underdevelopment and be able to link these theories to the major sociological perspectives and traditions and to major development strategies.~~
  - ~~• Outline the importance of the Latin American development experience for the construction of international theories and strategies.~~
  - ~~• Identify and compare some major actors in global development and the work they do.~~
  - ~~• Discuss some current controversies and issues in development policy. Assess Millennium and Sustainable Development Goal achievements in a particular developing country.~~
  - ~~• Apply logical framework analyses (gender, environmental, appropriate technology) in the assessment of a development project.~~

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

Project:	20%	Quizzes/tests:	25%	Final exam:	30%
Assignments:	25%	[click to select]	%	[click to select]	%

**Details:**

Final Paper; Class Participation; Paper Proposal

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

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

Lectures Interactive lectures



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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Arturo Escobar</a> <a href="#">Haslam, Paul A,</a> <a href="#">Jessica Schafer</a> (eds.)	<a href="#">Encountering Development: The Making and Unmaking of the Third World (2nd Edition)</a> <a href="#">Introduction to International Development: Approaches, Actors, and Issues</a>	2012 2011
2. Textbook	<a href="#">James Mahoney</a> <a href="#">Hopper, Paul</a>	<a href="#">Comparative-Historical Analysis and Development Studies, Sociology of Development, Vol. 1, No. 1</a> <a href="#">Understanding Development: Issues and Debates</a>	2012 2015
3. Textbook	<a href="#">Mike Davis</a> <a href="#">Roberts, J and Hite, A</a> (eds.)	<a href="#">The Origins of the Third World, in Late Victorian Holocausts, Verso</a> <a href="#">The Globalization and Development Reader: Perspectives on Development and Global Change</a>	2007 2001
4. Textbook	A. <a href="#">James Ferguson</a> <a href="#">F. Ferguson</a>	<a href="#">Give a Man a Fish: Reflections on the New Politics of Distribution</a> <a href="#">The Big Catch: A Practical Introduction to Development</a>	1995 2014
5. Textbook	<a href="#">Stephan Haggard</a> <a href="#">Sernau, Scott</a>	<a href="#">Developmental States</a> <a href="#">Global Problems: The Search for Equity, Peace, and Sustainability</a>	2012 2018

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

N/A

**Course Content and Topics**

- [European Colonialism and the Global Economy](#)
- [Modernization and Dependency Theory](#)
- [Neo-Imperialism and Neo-Liberalism](#)
- [The 'Development Industry'](#)
- [International Financial Institutions and the Debt Crisis](#)
- [Strategies of Economic Growth](#)
- [The 'Developmental State' in SE Asia and Beyond](#)
- [Democracy and Development](#)
- [Microfinance and Basic Income](#)
- [Economic Accumulation and the Climate Crisis](#)
- [Conflict and Migration](#)

Unit 1: Defining development

Unit 2: A brief history of development

o European expansion, conquest, colonialism

o Imperialism

o The development era, de-colonization, neo-imperialism

o The debt crisis and structural adjustment

o Globalization

o The MDGs and the financial crisis

o The New South

Unit 3: Theorizing development

o Modernization

o Dependency (UDT/WST)

o Neoliberalism

o Basic human needs

o Neo-structuralism

Unit 4: Development actors and structures

o The state and national development agencies

o The IFIs and the UN

o The multinationals and civil society

Unit 5: Issues and institutions in development

o Gender

o Environment

o Appropriate technology

o Indigenous peoples

o Rural and urban development

o Health and education

o Free trade / fair trade

[o-Conflict and migration](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of Soc. 280 – Sociology of Health and Illness**

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

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

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

2. Rationale for change: **Course required review**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the calendar description, five new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **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 \(UNDRIP\)](#). **This course has been revised and course content has a variety of indigenous content that contributes to the "indigenizing our academy." This has been accomplished through the addition of course assignments, readings, and documentaries.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with intentions to create opportunities for students to think critically about normative ways of thinking about health and illness in society. Through the application of both theory and empirical research, students will be able to better understand how social structures shape health and illness. Central to this understanding is a discussion of power and social inequality – as discussed by exploring the complex interface between health, illness, and society – and the ability to reimagine society to make it more inclusive and therefore healthy.**

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. NA
8. Estimate of the typical costs for this course, including textbooks and other materials: **\$0-\$100**



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 280		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> <u>Sociology of</u> Health and Illness															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b>															
<p style="color: red;">This course explores how social conditions, perceptions, and behaviors affect health and the treatment of health and illness. Topics to be covered may include: conceptualization of the body, health, and illness; the structure of the Canadian health care system and the implications of this for health; differences in health, illness, and healthcare by social class, race/ethnicity, and gender; environmental links to health; alternative approaches to healthcare; health and illness over the lifecourse; the politics of pharmaceuticals; and health care in a cross-cultural context.</p> <p style="color: red;">Students examine the complex interface between health, illness, and society. Topics may include theory, epidemiology, the social determinants of health, social inequality, illness experience, the social construction of medical knowledge and practice, medicalization, health professions education, and the social organization in Canada., with a specific focus of those on the front-line of health care (doctors, nurses, paramedics, etc).</p> <p>Note: Students with credit for <del>_____</del> <u>SOC 299I</u> cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		SOC 101													
<b>Corequisites (if applicable, or NONE):</b>		<del>_____</del> <u>None</u>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<del>_____</del> <u>None</u>													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <del>_____</del> <u>SOC 299I</u> Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form.</a> )													
<b>Department approval</b> <u>Chantelle Marlor, Director</u>		<b>Date of meeting:</b> <del>_____</del> <u>April 5, 2024</u>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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 and discuss sociological concepts related to health, illness, and medicine
2. Describe a number of cultural conceptualizations of the body, health, and healthcare, including those of mainstream Western medicine and at least one indigenous approach
3. Analyze relationships between social conditions, health, illness, and the treatment one receives
4. Explain how the Canadian health care system is organized and some of the implications of its organization
5. Apply sociological theories related to health, illness, and medicine to specific examples
  1. Identify key terms and concepts central to the sociological study of health and illness
  2. Explain how sociology provides insights into understandings of health and illness particularly in relation to how health and illness is structured by society
  3. Evaluate sociological solutions that improve the health and wellness of both individuals and populations
  4. Demonstrate how medical knowledge and practice are shaped by social, cultural, historical, and political forces
  5. Analyze the relevance of key terms and concepts central to the sociological study of health and illness to contemporary social problems
  6. Analyze how the social organization of health care impacts the work of those on the front-line of health care and their patients

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

Quizzes/tests:	3020%	Final exam:	30%	Assignments:	4050%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

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

Lectures, discussion, examples, and exercises

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

Type	Author or description	Title and publication/access details	Year
1. <a href="#">[click to select]</a> Textbook	—Clarke, Juarne	—Health, Illness, and Medicine in Canada (8 <sup>th</sup> ed) Don Mills Ontario: Oxford University Press	2021
2. <a href="#">[click to select]</a> Textbook	—Alexander Segall and Christopher J Fries	—Pursuing Health and Wellness: Health Societies, Health People, Second Edition	2017
3. <a href="#">[click to select]</a> OER book	—Corman, M.	—Paramedics on and off the streets: Emergency Medical Services in the Age of Technological Governance	2017
4. <a href="#">[click to select]</a> OER book	—Rankin, M. & Cambell, M	—Managing to nurse: Inside Canada's health care reform	2006
5. <a href="#">[click to select]</a>			

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

*(Use this section for supplies and materials for all sections of this course.)*Access to:  
[https://unnaturalcauses.org/video\\_clips\\_detail.php?res id=70](https://unnaturalcauses.org/video_clips_detail.php?res id=70)

**Course Content and Topics**

- Introduction to course
- Conceptualizations of body and health
- Conceptualizations of illness and medical treatment
- Approaches to medicine and medical treatment
- Midterm exam
- Health and environment
- Health as related to social class, gender, and race
- (Dis)ability as a disease
- Mental health and illness

- ~~The Canadian medical system~~
- ~~Research on health, illness and treatments~~
- ~~The pharmaceutical industry~~
- Ways of thinking sociologically about health, illness, medicine, and society
- Social Determinants of health and structured inequality
- What factors contribute to health and illness in society
- Social Determinants of health and structured inequality
- Morbidity, mortality, and psychosocial explanations of health
- Illness experience
- Social construction of scientific and medical knowledge and medical practice
- Medicalization
- Medical practitioners, Medicare and the State
- The social organization of health care
- Health Professions Education

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, Social, Cultural & Media Studies

Date: April 5, 2024

**Subject: Proposal for revision of Sociology of Animal Relations in Western Society – revised to Sociology of Human-Animal Relations**

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

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

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

2. Rationale for change: **Course required review**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the course title and the calendar description, four new learning outcomes have been set and one existing learning outcome revised. These learning objectives match the re-designed focus of the course. The revised title and calendar description is fitting with SCMSs and SOC's commitment to social justice and inclusion.**

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

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

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



(Eurocentric and Western) theories (and even disciplines) that maintain a separation between nature and society.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The very focus of the course is to encourage students to consider non-human animals as deserving of just treatment, whether these animals are pets, food, wildlife, etc. The principle of diversity grounds the integration of multiple perspectives on human-animal relations, e.g. Indigenous; Critical Animal Studies. Inclusion is demonstrated by the weekly focus on topics (e.g. feminism) that relate to the many social positions of people in and the many possibly points of their inclusion or exclusion – and whether and how specifically human inequalities can be seen to parallel or dovetail the unjust experiences of non-human animals.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 289		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Sociology of Animal <del>Relations</del> <u>s in Western Society</u>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies													
<b>Calendar Description:</b>															
<p><u>Students F</u>focuses on the relationships humans have with non-human animals and their implications for society. <u>E</u>Students explores the nature-society dichotomy and the question of whether sociology needs to decenter humans. <u>E</u>Students engages with Indigenous cosmologies, feminisms, cultural values and norms, social inequalities, and justice and rights in this focus. Possible topics range from the exploitation of non-human animals by humans to humans' affective relationships with pets.</p> <p>The Sociology of Human-Animal Relations is a new and rapidly expanding field of sociology that looks at human-animal relationships and their sociological significance within human societies. Special topics in this course will include an examination of the impact of human-animal relations on the development of Western societies, the importance of cultural worldviews concerning the status of animals, the significant social roles animals play in our modern everyday experiences, and some of the critical social issues emerging within a contemporary Western setting.</p> <p>Note: Students with credit for <b>SOC 299F</b> cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		None, SOC 101 recommended													
<b>Corequisites (if applicable, or NONE):</b>		—None													
<b>Pre/corequisites (if applicable, or NONE):</b>		—None													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>SOC 299F</b> Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <a href="#">[click to select]</a> No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <a href="#">[click to select]</a> No Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>	
Lecture/seminar	45														
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<b>Total hours</b>	<b>45</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes**

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

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

- 1. Identify key concepts related to the study of human-animal human-relations with animals in Western cultures
- 2. Identify taken-for-granted ideas about animals and their place in society
- 3. Explain the importance of animals in the historical development of Western industrial societies Identify the patterns of species-hierarchies in historical and cross-cultural perspective
- 4. Provide sociological insights into humans' affective relationships with animals
- 5. Explain the changing landscape of human-animal studies through a sociological lens
- 6. Outline the major roles animals play in contemporary Western society
- 7. Discuss the diverse social issues surrounding human-animal relations in Western industrial societies
- Provide sociological insights into some possible issues surrounding human-animal relations in the future

**Institutional Learning Outcomes**

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

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

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

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

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

**Details:**

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Arnold Arluke and Clinton Sanders	Between the Species: Readings in Human-animal Relations	2009
	Dean, J., Ingram, D., Sethna, C. (eds)	Animal Metropolis: Histories of Human-Animal Relations in Urban Canada	2017
2. Textbook- Textbook	Arnold Arluke and Clinton Sanders	Regarding Animals	1996
	DeMello, M.	Animals and Society: An Introduction to Human-Animal Studies	2012
3. Textbook- Textbook	Adrian Franklin	Animals and Modern Culture: A Sociology of Human-Animal Relations in Modernity	1999
	Sorenson, J.	Critical Animal Studies: Thinking the Unthinkable	2014
4. Textbook- Textbook	Mark Bekoff	Animal Passions and Beastly Virtues: Reflections on Redecorating Nature	2005
	Montford, KS, & Taylor, C.	Colonialism and Non-Human Animality: Anti-Colonial Perspectives in Critical Animal Studies	2020
5. Textbook	Leslie Irvine	If You Tame Me: Understanding Our Connection with Animals	2004

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

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

**Course Content and Topics**

- [Week 1](#) Emerging Concepts and Thinkers [Introduction to Human-Animal Relations](#)
- [Week 2](#) [Sociology's relationship with non-human animals](#)
- [Week & 3](#) [History of Human-Animal Relationships and Worldviews-Interdisciplinary Concepts, Relations](#)
- [Week 4](#) [Demographic Profiles of Animals in Western Societies-Indigenous Perspectives](#)
- [Week 5](#) [Intersectionality and Feminism](#)
- [Week & 6](#) [Social Roles of Animals in Western Society-Midterm](#)
- [Week 7](#) [Midterm-exam-Speciesism](#)
- [Week 8](#) [Contemporary Issues: Animal Use in Science-Animal Rights](#)
- [Week 9](#) [Contemporary Issues: Animal Use in Agriculture-Affect and Pets I](#)
- [Week 10](#) [Contemporary Issues: Animals in Entertainment-Affect and Pets II](#)
- [Week 11 & 12](#) [Contemporary Issues: Animals within Community-Animals and Human Health](#)
- [Week 13](#) [The Future of Human-Animal Relationships](#) [Week 14-Final-exam](#) [Working Animals](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: 12 December 2023

**Subject: Proposal for revision of SOC 299 - Special Topics in Sociology I**

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

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

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

2. Rationale for change:

- Six-year review of a selected topics course. Changes reflect the adoption of a different focus (Public Sociology) **as an example**, requiring slight changes to teaching and learning methods and learning outcomes. Naturally, the Course Content section has also been changed to reflect the new course content for this focus.
- Course resources have been updated, to reflect both currency and focus.

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

- Learning outcomes have been expanded from 2 to 5 (7 if Public Sociology), in keeping with current UFV expectations.
- Included PLOs and related ILOs: PLO1 – ILO1-5; PLO2 – ILO1-6; PLO3 – ILO1-6; PLO6 – ILO1-9; PLO7 – ILO2, 4, 9
- If taught as Public Sociology: PLO4 – ILO1-9; ILO7

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

- No/NA

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

- SCMS
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 \(UNDRIP\)](#).
    - All topics that might be studied in this special topics course will include a central focus on issues of social inequality, hierarchy, and exploitation. This will include a focus on indigeneity, but also a focus on social class, racialization, colonialism/imperialism, sexuality and other areas of social differentiation.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - See #6, above.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
    - N/A
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
    - Textbooks – less than \$100; If there is a placement with a community agency – transportation costs.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: ~~May 2024~~  
 COURSE TO BE REVIEWED (six years after UEC approval): ~~March 2014~~ January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 299		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Special Topics in Sociology I															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies <a href="#">School of Culture, Media, and Society</a>													
<b>Calendar Description:</b> This course involves an examination of a selected topic within Sociology that is not addressed in current course offerings. Topics covered will vary from semester to semester and may include, but are not limited to, Leisure and Society, Public Sociology, <a href="#">Drugs and Society</a> , and <a href="#">Sociology of Disability</a> <a href="#">McDonaldization of Society</a> .  Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		SOC 101													
<b>Corequisites (if applicable, or NONE):</b>		— <a href="#">None</a>													
<b>Pre/corequisites (if applicable, or NONE):</b>		— <a href="#">None</a>													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <a href="#">[click to select]</a> <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <a href="#">[click to select]</a> <b>No</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;"><u>30</u>45</td> </tr> <tr> <td><a href="#">[click to select]</a> <b>Experiential (work-integrated learning)</b></td> <td style="text-align: right;">— <u>1</u> <u>5</u></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>		Lecture/seminar	<u>30</u> 45	<a href="#">[click to select]</a> <b>Experiential (work-integrated learning)</b>	— <u>1</u> <u>5</u>	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> <b>Yes</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
Lecture/seminar	<u>30</u> 45														
<a href="#">[click to select]</a> <b>Experiential (work-integrated learning)</b>	— <u>1</u> <u>5</u>														
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<b>Total hours</b>	<b>45</b>														
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Date of meeting:</b> — <u>April 5, 2024</u>													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes**

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

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

- 1. Identify and describe themes and debates deemed essential to an understanding of the topic.
- 2. Apply the related sociological concepts in an analysis of social ~~relations~~realities.
- 3. Apply qualitative and quantitative social research skills
- 4. Apply decolonizing and Indigenizing lenses to the focus of study
- 5. Critically evaluate cultures, power, and privilege in order to advance equity and social justice

If taught as Public Sociology, the course should have a significant work-integrated learning component, in which the students work with local research institutes (e.g. CHASI) or with community social agencies (e.g. Archway Community Services) and will also achieve the following outcomes:

- 1. Develop and enact plans to bring about positive social change.
- 2. Work with others to achieve these outcomes

**Institutional Learning Outcomes**

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

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

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

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

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

**Details:**

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<del>Critcher, C., Bramham, P., and Tomlinson, A. Burawoy, Michael</del>	<del>Sociology of Leisure</del> <u>Public Sociology</u>	<del>2005</del> <u>2021</u>
2. <del>[click to select]</del> Textbook	<del>Nyden, Philip, Leslie Hossfeld, Gwendolyn Nyden, eds.</del>	<del>Public Sociology: Research, Action, and Change</del>	<del>2012</del>
3. <del>[click to select]</del> Textbook	<del>Hanemaayer, Ariane, Christopher J. Schneider, eds.</del>	<del>The Public Sociology Debate</del>	<del>2015</del>
4. <del>[click to select]</del> Textbook	<del>_____ Bifulco, Lavinia, Vando Borghi, eds.</del>	<del>Research Handbook on Public Sociology</del>	<del>2023</del>
5. <del>[click to select]</del> Textbook	<del>_____ Hossfeld, Leslie, E. Brooke Kelly, Cassius Hossfeld, eds.</del>	<del>The Routledge International Handbook of Public Sociology</del>	<del>2021</del>

**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**

(If taught as [Public Sociology](#) ~~Leisure and Society~~)

- 1 — Introduction to leisure and types of leisure provision
- 2-3 — Historical context of leisure in society
- 4-5 — Work-leisure conceptual distinctions
- 6 — Social class and leisure
- 7 — Gender and leisure
- 8 — Race/ethnicity and leisure
- 9 — Leisure and disability
- 10 — Leisure and work/life balance
- 11 — Leisure and the lifecycle
- 12 — Leisure and the environment
- 13 — Contemporary trends

- [Sharing Knowledge and Collaborating Between University and Community](#)
- [Starting Up and Sustaining Public Sociology Projects](#)
- [Environmental Issues](#)
- [Community Development and Community Organizing](#)
- [Inequalities of Race, Class, and Gender](#)
- [Crime, Violence and Justice](#)
- [Health](#)
- [Public Sociology, Public Science, and the Pandemic](#)
- [The Global South](#)
- [Public Sociology in the Age of Social Media](#)
- [Student Project Presentations](#)
- [Student Project Presentations](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

From: Chantelle Marlor, School Head, School of Culture, Media, & Society

Date: Jan. 2024

**Subject: Proposal for revision of Soc. 331 – Sociology of Families**

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

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

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

2. Rationale for change: **Course required review**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the calendar description, five new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **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 \(UNDRIP\)](#). **This course has been revised and course content has a variety of indigenous content that contributes to the "indigenizing our academy."**

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

intentions to create opportunities for students to think critically about normative ways of thinking about “the family.” Through the application of both theory and empirical research, students will be able to better understand how social structures shape the family in complex and critical ways. Central to this understanding is a discussion of power and social inequality and the ability to reimagine society to make it more inclusive and therefore more friendly to a diversity of family forms.

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: **\$0-\$100 (textbook)**



ORIGINAL COURSE IMPLEMENTATION DATE: Sep 1992  
 REVISED COURSE IMPLEMENTATION DATE: Sep 2003  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 3313	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Sociology of Families <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS												
<b>Calendar Description:</b> <p style="color: red;">A description and analysis of family structures in modern industrial society. Major theoretical perspectives on families and family change in developed societies will be examined, as well as varying methodological approaches to the study of families. Topics may include mate selection, marriage and divorce, family size and structures, domestic labour, power relationships within family, childhood socialization, variant family forms, and policy issues related to families.</p> <p style="color: red;">Students focus on the sociological study of Canadian families, both past and present, in all of their diverse and ever-changing forms and practices. A multiplicity of topics and intersecting issues are examined, including the different social factors that structure families, diversity of family forms, discourses and “the family”, individual experiences of the family, indigenous families, history and families, intimacy and commitment, parenting, work and family life, midlife and aging families, social inequality, and families of children with disabilities. While this course focuses primarily on “Canadian” families, a diversity of family forms, both past and present and from other societies will be examined.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
<b>Prerequisites (or NONE):</b>	45 credits, to include at least 6 credits of sociology SOC 101												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>25</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>	Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <span style="color: red;">[click to select] PLAR is available for this course.</span> Yes
Lecture/seminar	60												
[click to select]													
[click to select]													
[click to select]													
[click to select]													
<b>Total hours</b>	<b>60</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b> <span style="color: red;">Chantelle Marlor, Director</span>	<b>Date of meeting:</b> <span style="color: red;">April 5, 2024</span>												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												



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

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

- 1. ~~At the completion of the course students will be able to make a critical examination of family patterns. They will be able to locate these patterns within historical and cross-cultural perspectives, and from the vantage point of major streams of sociological thought.~~
- 1. Analyze "the family" from a variety of different sociological perspectives and issues
- 2. Explain how the sociological study of families provide ways to address inequities in society as it pertains to a diversity of family forms
- 3. Demonstrate the ability to think critically, providing sociological insights into the family
- 4. demonstrate a nourishing of your sociological imagination through critical reflection
- 2.5. explain how "the family" is socially organized by history and social context

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

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

**Details:**

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

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

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

Combination of lecture, student seminar presentations, and small group 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	<a href="#">Albanese, P. McDaniel S., Tepperman L</a>	<a href="#">Canadian Families Today: New Perspectives (4<sup>th</sup> ed)</a> <a href="#">Close Relations: An Introduction to the Sociology of Families</a>	2002 2018
2. <del>Textbook</del> <a href="#">OER book</a>	<a href="#">Ranson, G. Baker, M (ed.)</a>	<a href="#">Families: Changing Trends in Canada 4<sup>th</sup> ed.</a> <a href="#">Against the Grain: Couples, Gender, and the Reframing of Parenting</a>	2004 2010
3. <a href="#">[click to select]</a> <del>Textbook</del>	— <a href="#">Mitchell, B</a>	— <a href="#">Family Matters: an Introduction to Family Sociology in Canada (4<sup>th</sup> ed)</a>	2021
4. <a href="#">[click to select]</a>			
5. <a href="#">[click to select]</a>			

**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**

- ~~• Current controversies in defining families, theory and methods for studying families~~
- ~~• Cross-cultural and historical variations~~
- ~~• Forming adult relationships: mate selection, sexuality, communication~~
- ~~• Children — to have or not to have? Reproductive technologies~~
- ~~• Raising children~~
- ~~• Paid employment and families; poverty~~
- ~~• Unpaid family labour; midlife and aging~~
- ~~• Family violence: child, spousal, and elder abuse~~
- ~~• Divorce and custody~~
- ~~• Remarriage~~
- ~~• Future of families: predictions and policies~~
  
- [Introduction to Sociology of Families](#)
- [Theory and "the family"](#)
- [Changing family forms](#)
- [A historical look at the family](#)
- [Discursive and normative assumptions of the family](#)
- [Intimacy, commitment and the family](#)
- [Indigenous Families](#)

- [Parents, children, and family life](#)
- [Work and Family Life](#)
- [Midlife and Aging Families](#)
- [Poverty and the Family](#)
- [Families and Disabilities](#)

**Memo for Course Changes**

To: Linda Parly, CACC Members, EUC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of Soc 346 Environmental Justice**

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

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - X Title**
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
2. Rationale for change: **Course required review**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **Revised calendar description, learning outcomes and readings. With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular are encouraged.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **The course is designed with intentions to create opportunities for students to think critically about how**



environmental problems are created and how we come to think about them. Case studies help students to think through these processes and the course content includes a case study of how environmental justice/injustice played out in the Aamjiwnaang First Nation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed around the principle that marginalized populations bear the brunt of environmental injustices. Students are introduced to case studies that focus on this point and are encouraged in their research papers to examine these themes in their own case studies.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100 (textbook)**



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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 346		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Environmental Justice															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b>															
<p><i>Introduces students to the study of environmental justice through theory and case study, and it will cover both the structural and ideological bases of environmental injustice. Examines where social marginalization—by ethnicity, class, gender, or geography, amongst others—is disproportionately affected by negative environmental impacts. Environmental justice is the intersection of environmental concerns with social equity: it is where social marginalization—by ethnicity, class, gender, or geography, amongst others—is disproportionately affected by negative environmental impacts. This intersection often finds institutional support. This course introduces students to the study of environmental justice through theory and case study, and it will cover both the structural and ideological bases of environmental injustice. Particular attention will be paid to the U.S. deep south, as the birthplace of the environmental justice movement. Environmental justice from Canadian, indigenous, and global perspectives will also be covered</i></p> <p>Note: Students with credit for SOC 399G cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		45 university-level credits including 6 credits of Sociology													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>SOC 399G</b> Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <a href="#">[click to select]</a> <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <a href="#">[click to select]</a> <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Winter only Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>xNo</b> <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a></i> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes**

- Upon successful completion of this course, students will be able to:
  1. Utilize key concepts related to environmental justice
  2. Differentiate between important environmental justice theories
  3. Identify important research questions related to environmental justice
  4. Apply environmental justice theories to new applications
  5. Carry out an effective environmental justice case study

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

Final exam:	2530%	Quizzes/tests:	20%	Assignments:	505%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

Paper proposal 10%, Paper presentation 10%, Research Paper 205%, In-class work 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.)

—Interactive lecture and seminar

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	M. Bell, L. Ashwood and L. SchlaterBryant, Bunyan and Elaine Hockman	An Invitation to Environmental Sociology, Sixth Edition. Sage. Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement	2005 2020
2. Textbook	D. Pellow and R. Brulle, edsFaber, Daniel	Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement. Cambridge: MIT Press.Capitalizing on Environmental Justice: the polluter-industrial complex in the age of globalization	2008 2005
3. Textbook	D. FaberRoberts, J. Timmons and Melissa Toffolon-Weiss	Capitalizing on Environmental Justice: the polluter industrial complex in the age of globalization. Rowman and Littlefield.Chronicles from the Environmental Justice Frontline	2004 2008
4. Textbook	M. MascarenhasShrader-Frechette, Kristin	Lessons in Environmental Justice. From Civil Rights to Black Lives Matter and Idle No MoreEnvironmental Justice: Creating Equality, Reclaiming Democracy	2002 2020
5. Other[click to select]	Bryner, Gary	"Assessing Claims of Environmental Justice: Conceptual Frameworks." Ch. 2 in Justice and Natural Resources: Concepts, Strategies and Applications	2002

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

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

**Course Content and Topics**

- Environmental justice in historical perspective
- Theoretical perspectives on environmental justice: claims and conceptual frameworks
- Theoretical perspectives on environmental justice: distributive vs. participative justice
- Environmental justice in political context
- Midterm exam
- Case study: Louisiana's chemical alley—agriculture street landfill
- Case study: Louisiana's chemical alley—Shintec PVC plant
- Environmental justice theories in Canada
- Environmental justice and Canada's indigenous people: salmon farming and tainted water
- Global environmental justice: extraction, waste, and recycling
- Global environmental justice: climate change
- Environmental justice in historical perspective
- Theoretical perspectives on environmental justice

- [Environmental justice in political context](#)
- [Environmental justice Methodology](#)
- [Environmental Justice theories in Canada](#)
- [Environmental Justice and Canada's Indigenous People: salmon farming and tainted water](#)
- [Case Study: Aamjiwnaang First Nation](#)
- [Case Study: Africville, Nova Scotia](#)
- [Global environmental justice: extraction, waste, and recycling](#)
- [Global environmental justice: climate change](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of Soc 348 Social Movements, retitled as Protest and Social Movements**

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

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

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

2. Rationale for change:

- Course required review
- Title updated to make it more appealing to students and to better reflect content of the course
- Calendar description abbreviated
- Course resources updated
- Frequency of offering updated to reflect current practice
- Learning Outcomes updated to represent direction of current scholarship in this area

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): *New learning outcomes have been set. With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Course LOs contribute to ability to ILOs 1,2, 3, 4, and 9.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course has been revised to provide a theoretical foundation for understanding movements but also recommending a number of case studies that highlight the marginalized populations that have used social movement tactics to produce substantive changes in human rights. Among those recommended "Indigenous resistance" is included as a suggested case study.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **See above. The course is designed to cover social movements that are rights-expanding, including those in and outside of the Canadian context.**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100 (textbook)**



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 348		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <u>Protest and Social Movements</u>			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS	
<b>Calendar Description:</b>			
<p><del>Students Examine protests and social movements in through a wide range of their manifestations and social contexts. Particular attention will be paid to the relationship between the state and social movements. Students explore examples and case studies from both democratic and authoritarian states. Students will explore developing familiarity with Explores theoretical perspectives, terms, and concepts important to the sociology of study of social movements, as well as to case studies of social movements in both democratic and repressive states. This class examines social movements through a wide range of their manifestations and social contexts. Particular attention will be paid to the relationship between the state and social movements. Students will be exposed to a number of theoretical perspectives, terms, and concepts important to the study of social movements, as well as to case studies of social movements in both democratic and repressive states. With the help of these tools, students will have the opportunity to think critically about the variety of protest activities which have become the norm in our "social movement society".</del></p>			
Note: Students with credit for SOC 299L cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		45 university-level credits including 6 credits of Sociology	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i>		<b>Course Details</b>	
Former course code/number: <b>SOC 299L</b>		Special Topics course: <del>[click to select]</del> <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Cross-listed with:		Directed Study course: <del>[click to select]</del> <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i>	
Equivalent course(s):		Grading System: <b>Letter grades</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Delivery Mode: <b>May be offered in multiple delivery modes</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <del>Infrequent</del> <b>Annually</b>	
Lecture/seminar		Maximum enrolment (for information only): <b>25</b>	
<del>[click to select]</del> <b>Tutorials/workshops</b>	<b>6045</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]	<b>15</b>	PLAR is available for this course.	
[click to select]		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i>	
[click to select]		Transfer credit already exists: <del>No</del> <b>Yes</b>	
<b>Total hours</b>	<b>60</b>	Submit outline for (re)articulation: <del>Yes</del> <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Scheduled Laboratory Hours</b>		<b>Department approval</b> Chantelle Marlor, Director	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Date of meeting:</b> April 5, 2024	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	

Undergraduate Education Committee (UEC) approval	Date of meeting:
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**Learning Outcomes**

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

1. Identify the main theories related to [protests and](#) social movements
2. Articulate important research questions related to social movements
3. Explain the relationship between social movements and different types of states
4. Apply social movement theories to new applications
5. [Be able to D](#)develop an effective social movement case study
6. Interpret social movement goals/actions

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

Final exam:	<b>2530%</b>	Quizzes/tests:	<b>3025%</b>	Assignments:	45%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

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

—This course is taught using [lecture, small group work, small group and in-class discussion, with supplemental audio/visual resources.](#)

**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	<a href="#">Almeida, Paul.Crossley, Nick</a>	<a href="#">Social Movements: The Structure of Collective Mobilization</a> <a href="#">Making Sense of Social Movements</a>	<a href="#">2002</a> <a href="#">2019</a>
2. Textbook	<a href="#">Tilly, Charles, Castaneda, E and Wood, L.Goodwin, Jeff and James M. Jasper (eds)</a>	<a href="#">Social Movements, 1768 - 2018</a> <a href="#">The Social Movements Reader: Cases and Concepts. 2<sup>nd</sup> edition</a>	<a href="#">2009</a> <a href="#">2019</a>
3. Textbook	<a href="#">della Porta,Donatella and Diani, Mario,Johnston, Hank</a>	<a href="#">Social Movements: An Introduction</a> <a href="#">States and Social Movements</a>	<a href="#">2014</a> <a href="#">2020</a>
4. <a href="#">Textbook</a> [click to select]	<a href="#">Staggenborg, Suzanne</a>	<a href="#">Social Movements. Second edition.</a>	<a href="#">2012</a>
5. [click to select]			

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

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

**Course Content and Topics**

1. Introduction: what are social movements?
2. Theories of social movements
3. Historical overview: the state and social movements
4. Protest as politics by another name
5. Protest in contemporary democracies
6. Protest in repressive societies
7. Case study: [Berkeley-The LGBTQ+ Movement](#)
- Case study: [Stonewall-The Environmental Movement](#)
8. Case study: [Indigenous Resistance](#)
- [Case Study: The Global justice movement](#)
- Globalization, Protest, and the State
9. [Case Study: The Global justice movement](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of SOC 350 Sociological Themes and Theorists (currently Classical Sociological Thought)**

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

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

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

2. Rationale for change:

This course is being updated after several years of being outdated. Accordingly, we have revised the following:

- The title has been updated to sound more enticing to students, to reflect the way in which the content is being reorganized, and to allow for contemporary as well as classical theory to be included in the course
- The calendar description and Learning Outcomes have been updated to reflect our decolonization efforts, the reorganization of course content and broadening the content to include contemporary theory
- Assessments have been updated to better reflect current pedagogical approaches
- Resources have been updated to more current texts

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 \(ILOs\)](#):
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 \(UNDRIP\)](#).

This course is explicitly framed through a decolonizing lens. In practice, what this means is fourfold: (1) course materials include texts authored by Indigenous and international scholars; (2) the sociological theoretical canon is critiqued for ways in which it is Western and/or colonial; (3) evaluations include flexible and non-traditional forms of assessment; (4) additional theorists from outside the usual canon are included in the course.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **Theoretical themes explicitly address EDI, including topics (and theories) related to queering, decolonizing, standpoints, and power relations.**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **N/A**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$150 (textbooks)**



ORIGINAL COURSE IMPLEMENTATION DATE: May 1994  
 REVISED COURSE IMPLEMENTATION DATE: Sept. 2003  
 COURSE TO BE REVIEWED (six years after UEC approval): Sept. 2006  
 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.

<b>Course Code and Number:</b> SOC 350		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> <del>Classical-Sociological Thought</del> <a href="#">Sociological Themes and Theorists</a>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social Cultural & Media Studies													
<b>Calendar Description:</b>  <a href="#">Students examine classical and contemporary sociological concepts, themes and theorists and assess them through a decolonizing lens to see whether, how and where they are relevant to the world today. An explanation of selected works of 19th or early 20th century sociological theorists, primarily Marx, Durkheim and Weber</a>															
Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		45 credits, to include at least 6 credits of sociology													
<b>Corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s):  <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <a href="#">[click to select]No</a> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <a href="#">[click to select]May be offered in multiple delivery modes</a> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Lecture/seminar	60														
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<a href="#">[click to select]</a>															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes															
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> <a href="#">October 30, 2002</a>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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 what social theory is and how it is relevant to both sociology and social life
2. Explain key concepts, themes and theories related to classical and contemporary theory
3. Historically contextualize the concepts, themes and theories in relation to larger forces unfolding within sociology, the social sciences, and wider social contexts
4. Apply these concepts, themes and theories to real-world situations
5. Assess the strengths, weaknesses and utility of sociological concepts, themes and theories covered in the course, especially as related to their applicability to real-world situations
6. Examine these concepts, themes and theories through a decolonizing lens
- 1.7. Identify and express the key theoretical problems addressed by Marx, Weber and Durkheim
- 2.8. Conduct a basic comparison of these ideas

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

Final exam:	20%	Assignments:	40%	[click to select]	%
Quizzes/tests:	40%	[click to select]		[click to select]	%

**Details:**

Assignments: One analysis paper and three short reflection papers Two essays and class discussions.

Quizzes/ Tests: Two One Midterm exam and a series of quizzes Terms

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

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

The course is highly participatory. Students will be responsible for facilitating class discussion and debate related to the readings through small group presentations

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

Type	Author or description	Title and publication/access details	Year
1. [click to select]	<u>Runciman, W. Ritzer, G and J Stepnisky</u>	<u>Sociological Theory, 11<sup>th</sup> ed, Sage (ed), Weber: Selections in Translation. Cambridge University Press</u>	<u>2021</u> <u>1978.</u>
2. [click to select]	<u>Delaney, Tim Thompson, K.</u>	<u>Classical and Contemporary Social Theory: Investigations and Application (ed.), Readings from Emile Durkheim. Routledge</u>	<u>2014</u> <u>1985.</u>
3. [click to select]	<u>Simon, L.</u>	<u>Karl Marx: Selected Writings. Hackett Publishing</u>	<u>1994.</u>
4. [click to select]	<u>Hughes, J.</u>	<u>Understanding Classical Theory: Marx, Weber, Durkheim. Sage Publications</u>	<u>1995.</u>
5. [click to select]			

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

No unusual supplies

**Course Content and Topics**

- Modernity and postmodernity
- Symbols, structures and agency
- Harmony vs conflict
- Lenses of and on "the West"
- Unity or pluralism?
- Local and global
- Forms of power
- Micro, meso, and macro
- Standpoints, perspectives and queering

• Course Introduction

- Marx – Background and Early Work
- Marx – Historical Materialism
- Marx – Critique of Capitalism; Political Writings
- Introduction to Durkheim
- Durkheim – Division of Labour
- Durkheim – Religion
- Introduction to Weber
- Weber – Basic Categories and Concepts
- Weber – Protestant Ethic
- Weber – Religion and Rationalization
- Comparative Assessment of Marx, Durkheim and Web

**Memo for Course Changes**

To: Linda Parady, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 352 Social Policy Analysis**

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

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

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

2. Rationale for change:

- The changes to the course description better reflects the course content.
- The change in prerequisites reflects that students take a variety of pathways to this course.
- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course with an emphasis on historical and cultural specificity.
- The use of both a textbook and articles reflect the engagement of both models and theories and current applied contexts provided by articles.
- The changes to the evaluation methods reflect the addition of a major project on a topic of interest to the student providing an opportunity to connect other courses or experiential learning opportunities further supporting student-centred learning.

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

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of sexuality necessitates an emphasis on intersectionality.

- SOC 352 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Assess key theoretical and practical approaches to policy analysis (ILO- demonstrate information competency, ILO- communicate effectively); 2) Assess mechanisms and implications central for problem identification and construction (ILO- initiate inquiry and develop solutions to problems); 3) Explore the social contexts within which policy implementation and analysis occur (ILO- analyze critically and imaginatively); 4) Apply models of policy analysis to particular social policy contexts (ILO- contribute regionally and globally); 5) Examine the political and institutional context in which public policy is made (ILO- use knowledge and skills proficiently, ILO- pursue self-motivated and self-reflective learning).
  - Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for SOC 352 make explicit the requirement that students understand how intersectionality informs understandings of sexuality.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- SOC 352 frames the course content, through the readings and other means, with explicit connections to how identity and associated intersectionality impacts understandings of public issues, identity-based interests in policy development and implementation, and the role of various governmental entities in policy discourse.
  - SOC 352 highlights the cultural and historical specificity of discussions of public policy design and implementation.
  - SOC 352 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exam. This course requires an integration of critically thinking with oral and written skills.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?



- The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
  - The readings are available online providing greater accessibility with respect to font size and audio aids.
  - Course assignments can be modified for students who need accommodation.
  - The major project provides a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course specifically and repeatedly connects the importance of understanding how place and identity impact understandings and experiences with public policy supporting their ability to see themselves in the course content.
  - The readings and topics covered in the course require students to employ a critical lens to examine how public policy issues are shaped by micro and macro levels of society. Students will think critically about how the social problems to which public policy responds are culturally and historically specific and shaped by political, economic, and social institutions in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
- There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Less than \$150. (textbooks)



ORIGINAL COURSE IMPLEMENTATION DATE: January 2012  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 352	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>
<b>Course Full Title:</b> Public Policy Analysis <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)	
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Social, Cultural and Media Studies
<b>Calendar Description:</b> <del>This course examines the art of policy analysis by exploring its normative nature through a diversity of theoretical and practical approaches. Students will explore various policy analysis models within the social, political, economic, and legal contexts that situate the action and inaction that is social policy.</del>  <del>Students Examine the practice of policy analysis through various theoretical approaches within social, political, economic, and legal contexts that situate the action and inaction that is social policy.</del>  <del>Note: This course is offered as <b>SOC 352</b> and <b>POSC 352</b>. Students may take only one of these for credit.</del> <del>Note: I believe this is no longer a cross-listed course.</del>	
<b>Prerequisites (or NONE):</b>	45 university-level credits <del>including 6 credits of Sociology and/or Political Science</del>
<b>Corequisites (if applicable, or NONE):</b>	<a href="#">None</a>
<b>Pre/corequisites (if applicable, or NONE):</b>	<a href="#">None</a>
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: <b>POSC 352</b> Equivalent course(s): <b>POSC 352</b> (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.)	<b>Course Details</b> Special Topics course: <del><a href="#">click to select</a></del> <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <del><a href="#">click to select</a></del> <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <del><a href="#">click to select</a></del> <b>Annually</b> Maximum enrolment (for information only): <b>25</b>
<b>Typical Structure of Instructional Hours</b>	
<a href="#">[click to select]</a>	60
<a href="#">[click to select]</a>	
<a href="#">[click to select]</a>	
<a href="#">[click to select]</a>	
<a href="#">[click to select]</a>	
<b>Total hours</b>	<b>60</b>
<b>Scheduled Laboratory Hours</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes</b>	
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>	<b>Date of meeting:</b> <a href="#">April 5, 2024</a>
<b>Faculty Council approval</b>	<b>Date of meeting:</b>
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>
<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)	

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

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

- ~~1. Evaluate the key theoretical and practical approaches to policy analysis;—~~
- ~~2. Critically engage in the problem identification and construction discourse;—~~
- ~~3. Critically examine the social context within which policy implementation and analysis occur;—~~
- ~~4. Apply various models of analysis to particular social policies; and,—~~
- ~~5. Critically explore the political and institutional context in which public policy is made.—~~

1. Assess key theoretical and practical approaches to policy analysis;
2. Assess mechanisms and implications central for problem identification and construction;
3. Explore the social contexts within which policy implementation and analysis occur;
4. Apply models of policy analysis to particular social policy contexts; and,
5. Examine the political and institutional context in which public policy is made.

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

Assignments:	6535%	Final exam:	35%	[click to select]	%
[click to select]	%	[click to select]Project:	30%	[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.*)

—Interactive lectures

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Kraft, M. & Furlong, S.—	Public Policy: Politics, Analysis and Alternatives (3 <sup>rd</sup> Ed.)	2009
2. Textbook	Doubuzinskis, L., Howlett, M. & Laycock, D. (Eds.)	Policy Analysis in Canada: The State of the Art	2007
3. Textbook	Orsini, M. & Smith, M. (Eds.)	Critical Policy Studies	2006
4. Textbook	Clemons, R. & McBeth, M.	Public Policy Praxis: A case Approach for Understanding Policy and Analysis (2 <sup>nd</sup> Ed.)	2004
5. Other	Course pack with selected readings		

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

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

**Course Content and Topics**

- ~~Week 1: Introduction to course—~~
- ~~Week 2: What is Policy Analysis?—~~
- ~~Week 3: The Policy "Movement" and Modern Governance—~~
- ~~Week 4: Conceptual Foundations for Problem Analysis (Part I)—~~
- ~~Week 5: Conceptual Foundations for Problem Analysis (Part II)—~~
- ~~Week 6: "Solving" Social Problems: Policy Instruments and Design (Part I)—~~
- ~~Week 7: "Solving" Social Problems: Policy Instruments and Design (Part II)—~~
- ~~Week 8: Understanding Policy Implementation—~~
- ~~Weeks 9: Timing is Everything: Examining Policy Windows, Networks and Communities (Part I)—~~
- ~~Week 10: Timing is Everything: Examining Policy Windows, Networks and Communities (Part II)—~~
- ~~Week 11: What Do We Want To Know?: Selecting and Utilizing a Model of Analysis (Part I)—~~
- ~~Week 12: What Do We Want To Know?: Selecting and Utilizing a Model of Analysis (Part II)—~~
- ~~Week 13: Where do we go from here?—~~

- [What is Policy Analysis?](#)
- [The Policy "Movement" and Modern Governance](#)
- [Conceptual Foundations for Problem Analysis \(Part I\)](#)
- [Conceptual Foundations for Problem Analysis \(Part II\)](#)
- ["Solving" Social Problems: Policy Instruments and Design \(Part I\)](#)
- ["Solving" Social Problems: Policy Instruments and Design \(Part II\)](#)
- [Understanding Policy Implementation](#)
- [Timing is Everything: Examining Policy Windows, Networks and Communities \(Part I\)](#)
- [Timing is Everything: Examining Policy Windows, Networks and Communities \(Part II\)](#)
- [What Do We Want To Know?: Selecting and Utilizing a Model of Analysis \(Part I\)](#)
- [What Do We Want To Know?: Selecting and Utilizing a Model of Analysis \(Part II\)](#)
- [Where do we go from here?](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of SOC 357: Advanced Research Methods**

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

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

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

2. Rationale for change:

This course is being updated after several years of being outdated. Accordingly, we have revised the following:

- The calendar description and Learning Outcomes have been updated to reflect current rhetorical approaches to each, to articulate our decolonization efforts;
- Assessments have been updated to better reflect current pedagogical approaches;
- Resources have been updated to more current texts;
- An alternative example of what could be covered in the course has been provided.

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 \(UNDRIP\)](#).

It needs to be noted that this is a special topics course. As such, it is difficult to provide specific details as to how this will be addressed. Regardless, the course will include discussion as to how this particular method (or methods) being taught can be Indigenized, decolonized and/or Internationalized, or, where not possible, why this is so.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This is a methods course, so the primary means by which course content will address EDI is through the topics and examples used for data collection and analysis. EDI concerns are commonly explored in Sociological research.
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): \$150



ORIGINAL COURSE IMPLEMENTATION DATE: September 2011  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2020  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 357	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Advanced Research Methods <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Social, Cultural and Media Studies												
<b>Calendar Description:</b> <p><del>Students This course is a special topics course designed as an in-depth gain an in-depth learning experience with one or two specific sociological research methods. Exploration of this method will include both data collection and analysis. exploration of how to collect and analyze sociological data using one or two specific research methodologies.</del> Methods covered will vary from semester to semester and may include, but are not limited to, comparative-historical methods, network analysis, visual sociology, <a href="#">discourse analysis</a>, grounded theory, and evaluation research.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
<b>Prerequisites (or NONE):</b>	45 university-level credits to include one of SOC 255/ <del>ANTH 255</del> /MACS 255, <del>GEOG 252</del> , CRIM 220, or equivalent.												
<b>Corequisites (if applicable, or NONE):</b>	<a href="#">None</a>												
<b>Pre/corequisites (if applicable, or NONE):</b>	<a href="#">None</a>												
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )	<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <a href="#">[click to select]No</a> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <a href="#">[click to select]Every other year</a> Maximum enrolment (for information only): <b>25</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>	Lecture/seminar	60	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>
Lecture/seminar	60												
<a href="#">[click to select]</a>													
<a href="#">[click to select]</a>													
<a href="#">[click to select]</a>													
<a href="#">[click to select]</a>													
<b>Total hours</b>	<b>60</b>												
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <input type="checkbox"/> <del>Yes</del> <input type="checkbox"/> <b>No</b> Yes	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )												
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>	<b>Date of meeting:</b> <del>_____</del> <a href="#">April 5, 2024</a>												
<b>Faculty Council approval</b>	<b>Date of meeting:</b>												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b>												

**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. ~~Articulate what is involved in using this/these research method(s)~~
  - ~~Outline the research method(s) covered~~
2. Design a research project that utilizes ~~draws on~~ the methods discussed in class
3. Evaluate existing research that employs the methods covered in the course
4. Compare and contrast research methods discussed, and identify their strengths and weaknesses
5. Analyze the effectiveness of the student's research methodology for their own research project
6. Assess the method(s) covered through an Indigenized and/or decolonizing lens

**Institutional Learning Outcomes**

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

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

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

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

Assignments:	70%	Final exam:	30%	[click to select]	%
<del>[click to select]Project:</del>	<del>30%</del>	[click to select]	%	[click to select]	%

**Details:**

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

Book Review #1 of book/article using comparative-historical methodology	15%
<del>Evaluation of methodology used in book/article</del>	<del>20%</del>
<del>Book Review #2 of book/article using comparative-historical methodology</del>	<del>15%</del>
<del>Research Proposal</del>	<del>30%</del>
Participation and i_in-class assignments	10%
Group research design assignment	15%
Reflective assessment of own research proposal (project)	10%

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Nardi, Peter	Doing Survey Research: A guide to Quantitative Methods, Third Edition	2013
2. [click to select]	Lange, Matthew	Comparative-Historical Methods, Sage	2012
3. [click to select]	Bischoping, Katherine, and Gazso, Amber	Analyzing Talk in the Social Sciences: Conversation, Discourse and Narrative Strategies	2016
4. [click to select]			
5. [click to select]			



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

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

**Course Content and Topics**

- ~~Week 1-2: Overview and history of historical-comparative research methods~~
- ~~Week 3: When historical-comparative methods are useful and appropriate~~
- ~~Week 4: Discussion of examples of research using comparative-historical methods~~
- ~~Week 5: Necessary and sufficient causes~~
- ~~Week 6: Concept analysis and "cases"~~
- ~~Week 7: "Big N" "Small N" single and negative cases~~
- ~~Week 8: Issues related to using qualitative and/or quantitative approaches to comparative-historical methods~~
- ~~Week 9-10: Specific techniques including typology analysis, process analysis, and contingency (or path-dependency) analysis~~
- ~~Week 11-12: Reliability and validity issues~~
- ~~Week 13: Discussion: student research projects~~

- Overview and history of historical-comparative research methods
- When historical-comparative methods are useful and appropriate
- Discussion of examples of research using comparative-historical methods
- Necessary and sufficient causes
- Concept analysis and "cases"
- "Big N" "Small N" single and negative cases
- Thinking through an Indigenized and/or decolonizing lens
- Issues related to using qualitative and/or quantitative approaches to comparative-historical methods
- Specific techniques including typology analysis, process analysis, and contingency (or path-dependency) analysis
- Reliability and validity issues
- Presentations: student research proposals

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 399 Special Topics in Sociology II**

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

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

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

2. Rationale for change:

- Six-year review of a selected topics course. Changes reflect the adoption of a different focus (Terrorism, oppression and resistance) **as an example**, requiring slight changes to teaching and learning methods and learning outcomes. Naturally, the Course Content section has also been changed to reflect the new course content for this focus.
- Course resources have been updated, to reflect both currency and focus.

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 expanded from 2 to 5, in keeping with current UFV expectations.
- Included PLOs and related ILOs: PLO2 – ILO1-6; PLO3 – ILO1-4, 7-8; PLO6 – ILO1-9; PLO7 – ILO2, 4, 9

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

- No/NA

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

- SCMS
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 \(UNDRIP\)](#).
    - All topics that might be studied in this special topics course will include a central focus on issues of social inequality, hierarchy, and exploitation. This will include a focus on indigeneity, but also a focus on social class, racialization, colonialism/imperialism, sexuality and other areas of social differentiation.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - See #6, above.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
    - N/A
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
    - Textbooks – less than \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: ~~March 2014~~ May 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): ~~January 2030~~  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 399		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Special Topics in Sociology II															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> <del>Social, Cultural and Media Studies</del> <u>School of Culture, Media, and Society</u>													
<b>Calendar Description:</b> <p><del>This course involves an</del> <u>Students</u> <del>examine</del> <u>ation</u> of a selected topic within Sociology that is not addressed in current course offerings. Topics covered will vary from semester to semester and may include, but are not limited to, <del>Sociology of Sustenance, Sociology of English Canada, and Sociology of Professions</del> <u>Cultural identity in the context of globalization, Terrorism, oppression and resistance, Sociology of religion, -The social causes and effects of violence.</u></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		45 credits to include at least 6 credits of Sociology													
<b>Corequisites (if applicable, or NONE):</b>		<u>None</u>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<u>None</u>													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>Yes</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <del>[click to select]</del> <b>Yes; no limit on repeats</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): 25													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> <del>x</del> <b>No</b> <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <del>No</del> <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> <u>Chantelle Marlor, Director</u>		<b>Date of meeting:</b> <u>April 5, 2024</u>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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 familiarity~~Be familiar with both substantive knowledge and theoretical debates about the topic.
- 2. ~~Be able to e~~Engage in educated debate about the topic.
- 3. Understand the relationship between the topic and the broader field of sociology.
- 4. ~~Have enhanced their ability to a~~Analyze sociological subject matter at an advanced level.
- 5. ~~Critically evaluate cultures, power, and privilege in order to advance equity and social justice~~
- 6. ~~Apply decolonizing and Indigenizing lenses to the focus of study~~

**Institutional Learning Outcomes**

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

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

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

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

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

**Details:**

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	<del>Germov, John and Lauren Williams, eds Jackson, Richard, Lee Jarvis, Jeroen Gunning and Marie Breen-Smyth, eds.</del>	<del>A sociology of food &amp; nutrition: the social appetite, 2<sup>nd</sup> ed Terrorism: A Critical Introduction.</del>	<del>2004 2011</del>
2. Textbook	<del>Beardsworth, Alan and Teresa KeilHudson, Rex A.</del>	<del>Sociology on the menu: An invitation to the study of food and society The Sociology and Psychology of Terrorism: Who Becomes a Terrorist and Why?</del>	<del>1997 2005</del>
3. Other	Course pack of relevant articles		
4. <del>[click to select]Textbook</del>	<del>—Fisher, Daren G., Laura Dugan, eds.</del>	<del>—The Oxford Handbook of Terrorism</del>	<del>2019</del>
5. <del>[click to select]Textbook</del>	<del>—Vertigans, Stephen</del>	<del>The Sociology of Terrorism: People, Places and Processes—</del>	<del>2011</del>

**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**

(If taught as ~~Sociology of Sustenance: Eating and Drinking in Human Societies~~Terrorism, oppression and resistance )

- ~~The social history and cultural geography of food and drink~~
- ~~Identity from family to nation: The social meaning of menus~~
- ~~Wasn't that a party? The social role of festivities~~
- ~~Class and cuisine: Fancy food for fancy folk~~
- ~~Gourmet foods and celebrity chefs: Changing fashions in food~~
- ~~Eat more... eat less: Diet and body shape~~
- ~~From Mom's kitchen to the food factory: The industrialization of cooking~~
- ~~Feast or famine: The political economy of food distribution~~
- ~~How coffee is different from wine: Global food chains~~
- ~~Fast food, slow food~~
- ~~Organics or GMOs?~~
  
- Studying terrorism: basic issues; problems of definition; a politically loaded topic; history
- Critical approaches (CTS, political economy/historical materialism, cultural criminology)
- Social construction of terrorism
- Terrorism and gender
- Terrorism, race, indigeneity, and settler colonialism
- Defining terrorism, labelling terrorists
- Is terrorism in itself a significant threat?
- Trying to categorize terrorism; ideal types
- State terrorism
- Causes of non-state terrorism
- Non-state terrorism: responses and consequences
- Prevention: terrorism and development
- The global war on terrorism

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 430 Knowledge, Power, Science, and Society**

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

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

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

2. Rationale for change: Course required review.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Calendar description revised and updated, new learning outcomes have been set, and a completely new list of texts have been added. These revisions have been made in accordance with the ILOs, and are aimed at encouraging students to think more critically about the themes of the course, link what they learn to contemporary real-world issues, and develop their research skills.

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 \(UNDRIP\)](#). This is a course on science, knowledge, and power, that discusses how the social context and broader power relations shape how 'knowledge' is produced and subsequent claims to authority are made. As such, the course engages directly with questions of discrimination and marginalization, emphasizing how

the production of scientific knowledge, and its use and dissemination, has often taken place within a framework that dismisses and discredits alternative ways of knowing and understanding the world, such as those of indigenous and colonized peoples around the world. This is a theme that runs throughout the course, with several texts and sessions devoted to exploring the marginalization of indigenous and other marginalized communities in the production and dissemination of knowledge and authoritative 'truth' claims. This is also explicitly highlighted in the learning outcomes.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The redesigned syllabus devotes considerable space to questions related to colonialism, indigeneity, race, and gender, and this is reflected in the readings and assignments for the course.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100





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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> Soc 430		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Knowledge, Power, <del>and Science, and Society</del>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b> <del>This course is an examination of scientific and other knowledge about the natural and social world. In it we explore how social factors such as power relationships</del> <b>course Students examines how social factors</b> <del>shape how the production of knowledge is produced, who is involved in its production, how it is spread, and who can make claims to truth and authority.</del> Drawing on the sociology of science and the sociology of knowledge, this course explores the 'social' nature of scientific knowledge production by examining how, in different contexts, 'science' has been used to justify claims about race, gender, and colonialism that have served to reproduce existing hierarchies and power relations. <del>It also looks at how science and expertise intersect with politics and policymaking. The course also looks at the processes through which science and scientific expertise intersect with politics and policymaking and explores the tensions that can arise as competing claims to authority are made by experts, elites, and the public. Finally, the course also examines contemporary developments in science and technology and takes a sociological approach to understanding the implications of Big Data, Algorithms, and Artificial Intelligence.</del>															
<b>Prerequisites (or NONE):</b>		SOC 101, 60 University Level Credits including Six Additional Credits in Sociology													
<b>Corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>		Lecture/seminar	40	Tutorials/workshops	20	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> [click to select] <a href="#">PLAR is available for this course.</a>	
Lecture/seminar	40														
Tutorials/workshops	20														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes</b>		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes**

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

1. [Describe-Analyze](#) how power shapes what knowledge is produced, how it is produced, and who produces it.
2. [Understand-Explain the](#) social processes involved in determining who can or cannot make claims to authoritative knowledge.
3. [Explain-Demonstrate knowledge of](#) theoretical debates in sociology that explore the connections between knowledge and power.
4. [Apply-Analyze](#) relevant sociological theories and concepts to explain how claims to knowledge and produced and disseminated, and how they can reinforce existing forms of hierarchy and marginalization in society.
5. [Discuss-Demonstrate](#) how sociological theory can be used to understand the societal implications of new forms of scientific knowledge and technology.

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

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

**Details:**

Final Paper; Class Participation; Paper Proposal

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

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

[Interactive Lectures and seminar](#)

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Myra J. Hird	<i>Sociology of Science: A Critical Canadian Introduction</i> , Oxford University Press.	2012
2. Article	David Graeber	Of Flying Cars and the Declining Rate of Profit, in <i>The Utopia of Rules</i> , Melville House	2015
3. Article	Surilli Seth	Putting Knowledge in its Place: Science, Colonialism, and the Postcolonial, in <i>Postcolonial Studies</i> , Vol. 12, No. 4	2009
4. Article	D. Mackenzie and J. Wajcman	The Social Shaping of Technology, in <i>The Social Shaping of Technology</i> , Open University Press	1999
5. Article	Michel Foucault	'Body/Power' and 'Truth and Power', in <i>Power/Knowledge</i> , Pantheon Books	1972

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

N/A

**Course Content and Topics**

1. Introduction to the Course
2. Science as Social Relations
3. How Sociologists Study Science
4. Science and Power
5. Science and Gender
6. Science and Race
7. The Quantification of Life
8. Technocracy and 'Technological Solutionism'
9. Public Trust and Science
10. Public Engagement with Science and 'Lay' Knowledge
11. Activism and the Politics of Knowledge
12. Science, Society, and the Future

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

<u>Type*</u>	<u>Author or description</u>	<u>Title and publication/access details</u>	<u>Year</u>
1. Article	Peter Weingart	Scientific Expertise and Political Accountability: Paradoxes of Science in Politics, in <i>Science and Public Policy</i> , Vol. 26, No. 3	1999
2. Article	Warwick Anderson	Excremental Colonialism, in <i>Colonial Pathologies: American Tropical Medicine, Race, and Hygiene in the Philippines</i> , Duke University Press	2006
3. Article	Cordelia Fine	Neurosexism, in <i>Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference</i> , W. W. Norton	2010
4. Article	D. Roberts and O. Rollin	Why Sociology Matters to Race and Biosocial Science, in <i>Annual Review of Sociology</i> , Vol. 46	2020
5. Article	K. Dasgupta, A. Panofsky, and N. Iturriaga	Trying to Make Race Science the 'Civil' Science: Charisma in the Race and Intelligence Debates, in <i>Theory and Society</i> , Vol. 51	2022
6. Article	Sally Merry	Indicators as a Technology of Knowledge, in <i>The Seductions of Quantification</i> , University of Chicago Press	2016
7. Article	Michelle Murphy	Infrastructures of Counting and Affect, in <i>The Economization of Life</i> , Duke University Press	2017
8. Article	L. Lohmann	Neoliberalism and the Calculable World: The Rise of Carbon Trading, in <i>The Rise and Fall of Neo-Liberalism</i> , Zed Books	2010
9. Article	Evgeny Morozov	Solutionism and its Discontents, in <i>To Save Everything, Click Here</i> , Public Affairs	2014
10. Article	Anders Esmark	Rediscovering Technocracy, in <i>The New Technocracy</i> , Bristol University Press	2020
11. Article	Karen Douglas	Understanding Conspiracy Theories, in <i>Advances in Political Psychology</i> , Vo. 40, Suppl. 1	2019
12. Article	P. Rebughini	A Sociology of Anxiety: Western Modern Legacy and the Covid-19 Outbreak, in <i>International Sociology</i> , Vol. 36, No. 4	2021
13. Article	Brian Wynne	May the Sheep Safely Graze? A Reflexive View of the Expert-Lay Knowledge Divide, in <i>Risk, Environment, and Modernity</i> , Sage	1996
14. Article	J. Popay and G. William	Public Health Research and Lay Knowledge, in <i>Social Science &amp; Medicine</i> , Vol. 42, No. 5	1996
15. Article	Steven Epstein	Controversy, Credibility, and the Public Character of AIDS Research, in <i>Impure Science: AIDS Activism and the Politics of Knowledge</i> , University of California Press	1996
16. Article	B, Russell	Beyond Activism/Academia: Militant Research and the Radical Climate and Climate Justice Movement(s), in <i>Area</i> , Vol. 47, No. 3	2014
17. Article	K. Whyte	Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene, in <i>English Language Notes</i> , Vol. 55, No. 1-2	2017
18. Article	M. Zajko	Artificial Intelligence, Algorithms, and Social Inequality: Sociological Contributions to Contemporary Debates, in <i>Sociology Compass</i> , Vol. 18, No. 3	2022
19. Article	R Tutton	Wicked Futures: Meaning, Matter, and the Sociology of the Future, in <i>The Sociological Review</i> , Vol. 65, No. 3, pp. 478-492.	2019
20. Article	C. Selin	The Sociology of the Future: Tracing Stories of Technology and Time, in <i>Sociology Compass</i> , Vol. 2, No. 6	2008
21.			
22.			
23.			

**[COURSE]**

**University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form**

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**24.**

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**29.**

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**30.**

\***Type:** Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

Subject: Proposal for revision of Soc. 431 – Advanced Topics in Childhood and Family

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

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

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

2. Rationale for change: **Course required review**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the calendar description, five new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **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 \(UNDRIP\)](#). **This course has been revised and course content has a variety of indigenous content that contributes to the "indigenizing our academy."**

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

intentions to create opportunities for students to think critically about normative ways of thinking about “the family.” Through the application of both theory and empirical research, students will be able to better understand how social structures shape the family in complex and critical ways. Central to this understanding is a discussion of power and social inequality and the ability to reimagine society to make it more inclusive and therefore more friendly to a diversity of family forms.

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: **\$0-\$100**



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 431		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Advanced Topics in Childhood and Family <a href="#">Relations</a>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b>															
<p><del>This course provides students with the opportunity to explore special topics and issues of concern in the sociology of family and childhood. Topics will vary but will be limited to those which our library resources can support.</del></p> <p><del>Students explore special topics and issues of concern in the sociology of family and childhood. Topics will vary.</del></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		SOC 331 <del>and 60 credits, to include at least nine credits of sociology</del>													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>Yes</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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. Be aware of the sociologist's approach to the topic with particular emphasis on methods, theory and applications
2. Be aware of contemporary scholarly debates as they relate to the topic
1. Demonstrate how families, and the work that goes into accomplishing "the family" occurs within and is organized by broad social and historical forces
2. Explain how the sociological imagination informs and challenges contemporary understandings of the family
3. Assess, analyze, and reflect on how social forces shape and reshape a diversity of family forms
4. Demonstrate your sociological imagination by critically analyzing your family
5. Analyze how gender is an aspect of social organization, particularly in relation to the family

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

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

**Details:**

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

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

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

Methods will include lectures, assigned readings, and discussion groups. Particular emphasis is placed on student participation in seminars

**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. <a href="#">Textbook/Other</a>	<a href="#">Mayall, BerryRanson, G.</a>	<a href="#">Towards a Sociology for Childhood: Thinking from Children's Lives</a> Buckingham: Open University Press <a href="#">The Parents and Children Project: Raising Kids in</a> Canada Today. Rocks Mills Press	2002 2018
2. <a href="#">OER book/Other</a>	Course-pack of selected readings <a href="#">Ranson, G</a>	—— <a href="#">Fathering, Masculinity, and the Embodiment of Care.</a> London: Palgrave Macmillan	2015
3. <a href="#">[click to select]Article</a>	—— <a href="#">Corman, M.</a>	—— <a href="#">How mothers talk about placement of their child with autism outside the home.</a> <a href="#">Qualitative Health Research, 23(10), 1320-1332. DOI: 10.1177/1049732313505225</a>	2013
4. <a href="#">[click to select]Article</a>	—— <a href="#">Jerolmack, C.</a>	—— <a href="#">How Pigeons Became Rats: The Cultural-Spatial Logic of Problem Animals.</a> <a href="#">Social Problems, 55(1), 72-94. https://doi.org/10.1525/sp.2008.55.1.72</a>	2008
5. <a href="#">[click to select]Other</a>	—— <a href="#">Doucet, A.</a>	—— <a href="#">Do men mother?: fathering, care, and parental responsibilities (second ed).</a> University of Toronto Press	2018

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

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

**Course Content and Topics**

- Introduction: What is the New Sociology of Childhood?
- Traditional Conceptualizations of Children and Child Socialization
- Research Methods Used in Studying Children: Issues in Research
- The child As Agent: Human Beings or Human Becomings?
- Children's Identities in a Post-Modern World
- Children's Perspectives of Real-World Events
- Children and Peer Culture
- Children's Myths and Rituals
- Children in Adult Worlds: Children at Work



- ~~Multi-Cultural Constructions of Children~~
- ~~Children and War~~
- ~~Adult and Child Relationships: What Are Children's Rights?~~
- ~~Childhood and Consumer Society: The Relationship Between Children and Consumption~~
- ~~Intro to class – What is “social constructionism”~~
- ~~Social constructionism and the family – An introduction~~
- ~~The birth of families and tracing social constructs, Breastfeeding and Risk Society~~
- ~~Experiences of the Family~~
- ~~Caring for older children, Post partem depression and risk society~~
- ~~Looking back, Looking forward~~
- ~~Gender, Masculinity, and Fathering~~
- ~~The family and fathering, Breastfeeding as socially structured and organized~~
- ~~Fathering, embodiment, and discourse. The experience of fathering~~
- ~~Gender and parenting and what matters!~~
- ~~Moving the family forward~~

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 435 Sociology of Sexuality**

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

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

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

2. Rationale for change:

- The changes to the course description better reflects the course content.
- The change in prerequisites reflects that students take a variety of pathways to this course.
- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course with an emphasis on historical and cultural specificity.
- The change from a reader to the articles attached reflects an updating of the content.
- The changes to the evaluation methods reflect the addition of a portfolio/learning contract component that is central to the course and supports the diverse learning needs of students.

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

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of sexuality necessitates an emphasis on intersectionality.
- SOC 435 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Assess research within the area of sexuality studies (ILO- demonstrate

information competency, ILO- communicate effectively); 2) Formulate sociological arguments to engage with current issues related to intersectionality, sexual identity and behaviour (ILO- initiate inquiry and develop solutions to problems); 3) Review the consequences of laws, policies, and regulations related to sexuality for individuals and societies (ILO- analyze critically and imaginatively,); 4) Critique the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with sexual identity (ILO- contribute regionally and globally); 5) Apply theories and ideas connected to the sociological study of sexuality to practical examples (ILO- use knowledge and skills proficiently, ILO- pursue self-motivated and self-reflective learning).

- Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for SOC 435 make explicit the requirement that students understand how intersectionality informs understandings of sexuality.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - This course is not required for other programs.
  5. Which program areas have been consulted about the change(s)?
    - N/A
  6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
    - SOC 435 frames the course content, through the readings and other means, with explicit connections to how identity and associated intersectionality impacts understandings, practices and rituals associated with sexuality.
    - SOC 435 highlights the cultural and historical specificity of discussions of sexuality.
    - SOC 435 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exam. This course requires an integration of critically thinking with oral and written skills.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.

- The readings are available online providing greater accessibility with respect to font size and audio aids.
  - Course assignments can be modified for students who need accommodation.
  - The portfolio/learning contract assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course specifically and repeatedly connects the importance of understanding how place and identity impact understandings and experiences of sexuality supporting their ability to see themselves in the course content.
  - The readings and topics covered in the course require students to employ a critical lens to examine how research exploring sex and sexuality accounts for forces at the micro and macro levels of society. Students will think critically about how sexual identities are culturally and historically specific and shaped by political, economic, and social institutions in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
- There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Less than \$100 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 435		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Sociology of Sexuality															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies													
<b>Calendar Description:</b>															
<p><del>This course examines sexuality from a sociological perspective. It is designed to allow students to investigate the social, moral, and political controversies that surround sexuality, the loaded meanings attributed to sexual experiences, the varied social identities and social movements constructed around sexual practices, and how definitions of "normal" sexuality shift over time. The course will investigate a range of positivist and post-positivist theories which may include the social construction of sexuality and queer theory.</del></p> <p><del>Students Examine the social, moral, and political aspects of constructions of sexuality, the loaded meanings attributed to sexual experiences, the varied social identities and social movements associated with sexual practices, and how definitions of sexuality are culturally and historically specific.</del></p>															
Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		60 credits to include at least 9 credits of sociology ( <del>SOC 220 and SOC 335 recommended</del> ).													
<b>Corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>													
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <a href="#">[click to select]No</a> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%; text-align: center;">[click to select]</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td style="text-align: center;">[click to select]</td> <td></td> </tr> <tr> <td style="text-align: center;">[click to select]</td> <td></td> </tr> <tr> <td style="text-align: center;">[click to select]</td> <td></td> </tr> <tr> <td style="text-align: center;">[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>		[click to select]	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
[click to select]	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

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

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

- ~~1. Gain an in-depth understanding of sociological theories of sexuality~~
- ~~2. Consider and assess current research within the area of sexuality~~
- ~~3. Apply theories to specific topics~~
- ~~Assess the consequences of laws, policies, and regulations for individuals and societies.~~

- 1. Assess research within the area of sexuality studies;
- 2. Formulate sociological arguments to engage with current issues related to intersectionality, sexual identity and behaviour;
- 3. Review the consequences of various laws, policies, and regulations related to sexuality for individuals and societies;
- 4. Assess the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with sexual identity; and,
- 5. Apply theories and ideas connected to the sociological study of sexuality to practical examples.

4.  
-

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

Assignments:	6020%	Final exam:	40%	[click to select]	%
[click to select]	%	[click to select]Portfolio:	40%	[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.)*

Interactive lecture and seminar

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Stomler, M. et al.	Sex Matters: The Sexuality and Society Reader	2010
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

[See supplemental text document](#)

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

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

**Course Content and Topics**

- ~~Week 1: Course introduction~~
- ~~Week 2: The social construction of sexuality~~
- ~~Week 3: The Foucauldian revolution: History of sexuality~~
- ~~Week 4: Foucault continued~~
- ~~Week 5: Science, medicine, and the production of sexual subjects~~
- ~~Week 6: Identities and boundaries~~
- ~~Week 7: Sexual practices and performance~~
- ~~Week 8: Sexual morality and social control~~
- ~~Week 9: Sexualities, communities, and identity politics/movements~~
- ~~Week 10: Technologies of sex: Pornography, erotica, and the internet~~
- ~~Week 11: The political economy of sex: Consuming 'love' in capitalism~~
- ~~Week 12: The globalization of sexualities: Transnational identities and sex tourism~~
- ~~Week 13: Conclusion~~

- Social construction of sexuality
- History of sexuality
- Science, medicine, and the production of sexual subjects

- Identities and boundaries
- Sexual practices and performance
- Sexual morality and social control
- Sexualities, communities, and identity politics/movements
- Media and sexuality
- Sex, sexuality and education
- Political economy of sex: Consuming 'love' in capitalism
- Globalization of understandings of sex and sexualities



## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

<u>Type*</u>	<u>Author or description</u>	<u>Title and publication/access details</u>	<u>Year</u>
1.	Arimoro, A.E.	Interrogating the Criminalisation of Same-Sex Sexual Activity: A Study of Commonwealth Africa. <i>Liverpool Law Rev</i> <b>42</b> , 379–399	2021
2.	Jamie Chai Yun Liew	Denying Refugee Protection to LGBTQ and Marginalized Persons: A Retrospective Look at State Protection in Canadian Refugee Law. <i>Canadian Journal of Women &amp; the Law</i> , 29(2), 290–316. <a href="https://doi.org/10.3138/cjwl.29.2.290">https://doi.org/10.3138/cjwl.29.2.290</a>	2021
3.	Eimannsberger, A., & Ghodsee, K. R.	Politicized Representations of Love and Sex. <i>Groniek</i> , 226, 23–37. <a href="https://doi.org/10.21827/groniek.226.37901">https://doi.org/10.21827/groniek.226.37901</a>	2021
4.	Mehra, B., & Jaber, B. S.	“Don’t Say Gay” in Alabama: A taxonomic framework of LGBTQ+ information support services in public libraries—An exploratory website content analysis of critical resistance. <i>Journal of the Association for Information Science &amp; Technology</i> , 74(8), 954–970. <a href="https://doi.org/10.1002/asi.24768">https://doi.org/10.1002/asi.24768</a>	2023
5.	Golriz, G.	Does Religion Prevent LGBTQ Acceptance? A Case Study with Queer and Trans Muslims in Toronto, Canada. <i>Journal of Homosexuality</i> , 68(14), 2451–2475. <a href="https://doi.org/10.1080/00918369.2020.1809888">https://doi.org/10.1080/00918369.2020.1809888</a>	2021
6.	Perry, B., & Samuels-Wortley, K.	“We’re Not Where We Should Be”: Enhancing Law Enforcement Responses to Hate Crime. <i>Canadian Journal of Criminology &amp; Criminal Justice</i> , 63(2), 68–98. <a href="https://doi.org/10.3138/cjccj.2020-0057">https://doi.org/10.3138/cjccj.2020-0057</a>	2021
7.	Kelly, D. M., & Currie, D. H.	Beyond stereotype analysis in critical media literacy: case study of reading and writing gender in pop music videos. <i>Gender &amp; Education</i> , 33(6), 676–691. <a href="https://doi.org/10.1080/09540253.2020.1831443">https://doi.org/10.1080/09540253.2020.1831443</a>	2021
8.	Marr, G.	Crafting a Heteronormative Haven: Representations of Sexuality on the Canadian Margin. <i>Journal of Canadian Studies/Revue d’Etudes Canadiennes</i> , 54(2–3), 245–265. <a href="https://doi.org/10.3138/jcs-2019-0030">https://doi.org/10.3138/jcs-2019-0030</a>	2020
9.	Gewirtz-Meydan, A., Opuda, E., & Ayalon, L.	Sex and Love Among Older Adults in the Digital World: A Scoping Review. <i>Gerontologist</i> , 63(2), 218–230. <a href="https://doi.org/10.1093/geront/gnac093">https://doi.org/10.1093/geront/gnac093</a>	2023
10.	Pruchniewska, U.	“I Like That It’s My Choice a Couple Different Times”: Gender, Affordances, and User Experience on Bumble Dating. <i>International Journal of Communication (19328036)</i> , 14, 2422–2439.	2020
11.	Davies, A. W. J., Winkelman, S., Collicot, D., & Brennan, D. J.	“I wouldn’t say that I’m overly campy”: The socio-cultural subjugation of femininity within gay socio-sexual applications. <i>Canadian Journal of Human Sexuality</i> , 32(1), 85–100. <a href="https://doi.org/10.3138/cjhs.2022-0032">https://doi.org/10.3138/cjhs.2022-0032</a>	2023

12.	Sanger, N.	“There’s Got to Be a Man in There”: Reading Intersections between Gender, Race and Sexuality in South African Magazines. <i>African Identities</i> , 6(3), 275–291. <a href="https://doi.org/10.1080/14725840802223598">https://doi.org/10.1080/14725840802223598</a>	2008
13.	Sorinmade, O., Keene, A. R., & Peisah, C.	Dementia, Sexuality, and the Law: The Case for Advance Decisions on Intimacy. <i>Gerontologist</i> , 61(7), 1001–1007. <a href="https://doi.org/10.1093/geront/gnaa139">https://doi.org/10.1093/geront/gnaa139</a>	2021
14.	Lam, A., Yau, M., Franklin, R. C., & Leggat, P. A.	Public Opinion on the Sexuality of People with Intellectual Disabilities: A Review of the Literature. <i>Sexuality &amp; Disability</i> , 39(2), 395–419. <a href="https://doi.org/10.1007/s11195-020-09674-9">https://doi.org/10.1007/s11195-020-09674-9</a>	2021
15.	Rosario, V.	Rise and Fall of the Medical Model. <i>The Gay &amp; Lesbian Review Worldwide (Periodical)</i> , 29(6), 20.	2022
16.	Campbell, P.	Making sense of the abortion pill: a sociotechnical analysis of RU486 in Canada. <i>Health Sociology Review</i> , 27(2), 121–135. <a href="https://doi.org/10.1080/14461242.2018.1426996">https://doi.org/10.1080/14461242.2018.1426996</a>	2018
17.	Dyck, E., & Lux, M.	Population Control in the “Global North”? Canada’s Response to Indigenous Reproductive Rights and Neo-Eugenics. <i>Canadian Historical Review</i> , 102(s3), s876–s902. <a href="https://doi.org/10.3138/chr-102-s3-015">https://doi.org/10.3138/chr-102-s3-015</a>	2021
18.	Kline, N. S., Griner, S. B., Neelamegam, M., Webb, N. J., Morales, J. J., & Rhodes, S. D.	Responding to “Don’t Say Gay” Laws in the US: Research Priorities and Considerations for Health Equity. <i>Sexuality Research and Social Policy</i> , 19(4), 1397. <a href="https://doi.org/10.1007/s13178-022-00773-0">https://doi.org/10.1007/s13178-022-00773-0</a>	2022
19.	Bible, J., Kaplan, A., Lieberman, L., & Goldfarb, E.	A retrospective analysis of sex education messages received by LGB youth. <i>Journal of LGBT Youth</i> , 19(3), 287–306. <a href="https://doi.org/10.1080/19361653.2020.1819509">https://doi.org/10.1080/19361653.2020.1819509</a>	2022
20.	STEELE, J. E.	Challenges to Children’s Picture Books with LGBTQ Themes: A 30-Year Review. <i>Children &amp; Libraries: The Journal of the Association for Library Service to Children</i> , 20(2), 3–9. <a href="https://doi.org/10.5860/cal.20.2.3">https://doi.org/10.5860/cal.20.2.3</a>	2022
21.	Walters, L., & Laverty, E.	Sexual health education and different learning experiences reported by youth across Canada. <i>Canadian Journal of Human Sexuality</i> , 31(1), 18–31. <a href="https://doi.org/10.3138/cjhs.2021-0060">https://doi.org/10.3138/cjhs.2021-0060</a>	2022
22.	Taylor, C. G., Meyer, E. J., Peter, T., Ristock, J., Short, D., & Campbell, C.	Gaps between beliefs, perceptions, and practices: The Every Teacher Project on LGBTQ-inclusive education in Canadian schools. <i>Journal of LGBT Youth</i> , 13(1–2), 112–140. <a href="https://doi.org/10.1080/19361653.2015.1087929">https://doi.org/10.1080/19361653.2015.1087929</a>	2016
23.	Beagan, B. L., Mohamed, T., Brooks, K., Waterfield, B., & Weinberg, M.	Microaggressions experienced by LGBTQ academics in Canada: “Just not fitting in... it does take a toll.” <i>International Journal of Qualitative Studies in Education</i> , 34(3), 197–212. <a href="https://doi.org/10.1080/09518398.2020.1735556">https://doi.org/10.1080/09518398.2020.1735556</a>	2021
24.	Perry, A.	Unleashing Hate in Our Schools: Florida’s “Don’t Say Gay” anti-LGBTQ+ bill is a chilling affront to teachers and students alike. <i>The Progressive</i> , 86(3), 32.	2022

**[COURSE]**

**University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form**

**Page 3 of 3**

**\*Type:** Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

**Memo for Course Changes**

To: Linda Parady, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 435 Sociology of Sexuality**

*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 change to the title better reflects the content of the course.
- The changes to the course description better reflects the course content.
- The change in prerequisites reflects that students take a variety of pathways to this course.
- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. While not required in the description of changes, the portfolio/learning contract encourages students to use their own intersectional lenses to apply the theories and concepts in the course.
- The use of this reader provides the opportunity to expose students to seminal works that have shaped the field as well as readings focused on specific forms of deviance and social control.
- The changes to the evaluation methods reflect the addition of a portfolio/learning contract component that is central to the course and supports the diverse learning needs of students.

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

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of deviance and social control necessitates an emphasis on both individual and social processes.
  - SOC 445 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Examine sociological theories of deviance and social control (ILO- demonstrate information competency, ILO- communicate effectively); 2) Assess current research within the area of deviance and social control (ILO- initiate inquiry and develop solutions to problems); 3) Examine current issues related to deviance and social control using sociological theories (ILO- analyze critically and imaginatively,); 4) Examine the historical, cultural and global forces that shape the construction of deviance and the mechanisms of social control (ILO- contribute regionally and globally, ILO- pursue self-motivated and self-reflective learning); 5) Assess the differential consequences of formal and informal mechanisms of social control on individuals and societies (ILO- use knowledge and skills proficiently).
  - Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for SOC 445 make explicit the requirement that students understand how intersectionality informs understandings of constructions of deviance and differential consequences of social control.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- SOC 445 frames the course content, through the readings and other means, with explicit connections to how identity and associated intersectionality shapes constructions of deviance and surveillance activities.
  - SOC 445 requires students to reflect on how historical and contemporary forces shape how constructions of deviance impact marginalized individuals and groups and how those same groups are more likely to be surveilled by formal structures of social control.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The course has a single timed exam; however, there is flexibility in how, where and in what format the exams are completed.
  - The reader is available online providing greater accessibility in formats available.
  - Course assignments can be modified for students who need accommodation.
  - The portfolio/learning contract assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course specifically and repeatedly connects the importance of understanding how place and identity impact constructions of deviance and their ability to relate to the course content.
  - The readings and topics covered in the course require students to employ a critical lens to examine the state of research in the area of deviance and social control. Students will think critically about how constructions of deviance are culturally and historically specific and shaped by political, economic, and social institutions in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
  - There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - Less than \$100 (textbook)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: December 2009  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 445		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> <del>Advanced Topics in Deviant Behaviour</del> <a href="#">Power, Deviance and Social Control</a>															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies													
<b>Calendar Description:</b> <p><del>The course will allow the s</del> Students to investigate a specific topic in the sociological study of deviance and social control. Topics covered will vary from semester to semester and may include, but are not limited to, the sociology of mental illness, stigma, sexual deviance, surveillance, and substance use, abuse and control.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		60 credits to include at least 9 credits of sociology ( <del>Soc 245 recommended</del> )													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b>		None													
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <del>[click to select]</del> <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )	
Lecture/seminar	60														
[click to select]															
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<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No															
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>		<b>Date of meeting:</b> <a href="#">April 5, 2024</a>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

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

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

- ~~1. to gain an in-depth understanding of sociological theories of deviant behaviour~~
- ~~2. to consider and assess current research within the area of deviance~~
- ~~3. to apply theories to specific topics~~
- ~~1. to assess the consequences of laws, policies and regulations in regard to individuals and societies.~~
- 2. Examine sociological theories of deviance and social control;
- 3. Assess current research within the area of deviance and social control;
- 4. Examine current issues related to deviance and social control using sociological theories;
- 5. Examine the historical, cultural and global forces that shape the construction of deviance and the mechanisms of social control; and,
- 4.6. Assess the differential consequences of formal and informal mechanisms of social control on individuals and societies.

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

Project:	40%	Quizzes/tests:	20%	Final exam:	30/40%
Assignments:	10/20%	[click to select]Portfolio:	—%40%	[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.)

[Interactive lecture](#) —

**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	Gallagher, Bernard J.	The Sociology of Mental Illness, 4th Edition, New Jersey: Prentice Hall	2002
2. [click to select]	—Adler, P. & Adler, P.	—Constructions of deviance: Social power, context, and interaction (8 <sup>th</sup> edition)	2016
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

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

**Course Content and Topics**

- Week 1: Course Introduction: What is Mental Illness?
- Week 2: Sociological Perspectives: Symbolic-Interactionist Theory
- Week 3: Social Constructionist Theory
- Week 4: Social Stress and its Affects on Mental Illness
- Week 5: Anxiety and Mental Illness
- Week 6: Mid-term Exam
- Week 7: Family and Mental Illness
- Week 8: Social Class, Race and Religion
- Week 9: Personality Disorders
- Week 10: Schizophrenia
- Week 11: The Experience of the Mental Patient
- Week 12: Becoming an Ex-Patient
- Week 13: Conclusion

- [Historical and cultural specificity of deviance](#)



- [Theories of deviance and social control](#)
- [Informal and formal control](#)
- [Methodological approaches to studying deviance and social control](#)
- [Surveillance and differential social power](#)
- [Identity and intersectionality](#)
- [Individual, group, organizational deviance](#)
- [Stigma management](#)
- [Technology, deviance, and social control](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for revision of Communities, Difference, and Belonging**

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

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
2. Rationale for change: **Course required review**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the course title and the calendar description, two new learning outcomes have been set and three existing learning outcomes revised. These learning objectives match the re-designed focus of the course. The revised title and calendar description is fitting with SCMSs and SOC's commitment to social justice and inclusion.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **The course contributes to Indigenization because Indigenous perspectives and knowledges will be integrated into three specific weeks of the course (week 2, 4, 10). It is understood that Indigenous knowledges will be used as a point of contrast to deconstruct the Eurocentrism of some early theorizing on community in sociology.**

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The course is designed with the intention to create opportunities for students to engage with communities that matter to them through research with them. Thus, students' inclusion in community/ties becomes activated within the very design of this course. Equity and diversity principles are embedded in the setting of the weekly curriculum.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2011  
 REVISED COURSE IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2020  
 Course outline form version: 06/18/2021

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

<b>Course Code and Number:</b> SOC 475		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>											
<b>Course Full Title:</b> Communities, Difference, and Belonging <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)													
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Social, Cultural and Media Studies											
<b>Calendar Description:</b> <p><del>This course explores the relationship between diversity and communities. For this course, diversity is broadly defined to include all sorts of social differences, but there will be special attention paid to minority groups and alternative subcultures (e.g. ethnic, religious, LGBT, the deaf, etc.). The course will primarily focus on internal and inter-group/ community relations. There will only be a minor focus on policy and government structures. Topics covered include: normativity and belonging, internal group/community dynamics (e.g. formal structures and organization, social cohesion, the role of communication, and common experience), and external pressures on communities (e.g. cross-cultural tensions, misunderstandings, power relations within society). Students conduct their own qualitative research project as a major portion of their coursework.</del></p> <p><del>Students General focus will be on explore community as a social ideal, the production or collapse of community, and the experience of community. Central to the course will be students' community engagement through qualitative participatory action research. Exploration of the conceptualization of community, the relationship between community and society, citizenship, social ties and connections, social inequality, and social inclusion/ exclusion are integral. Specific topics include types of communities (e.g. ethnic, Indigenous peoples, 2slgbtqia+, religion, cyber, etc.), community organization, urban-rural differences, nationalism, and globalization.</del></p> <p>Note: Students with credit for <b>SOC 399F</b> cannot take this course for further credit.</p>													
<b>Prerequisites (or NONE):</b>		60 45 university-level credits, including one of e at least 9 credits of Sociology; SOC 255/ANTH 255/MACS 255 (formerly SCMS 255), ***** (list all other social science methods courses) is highly recommended. SOC 265 is recommended. ANTH 255, 355, 356, CRIM 220, 320, 321, GEOG 252, IPK 344, POSC 300, PSYC 202, 301, 311, MACS 255, 355, 356, or SOC 255, 355, 356.											
<b>Corequisites (if applicable, or NONE):</b>		None											
<b>Pre/corequisites (if applicable, or NONE):</b>		<a href="#">None</a>											
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: <b>SOC 399F</b> Cross-listed with: Equivalent course(s): <b>SOC 399F</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <a href="#">[click to select]</a> <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <a href="#">[click to select]</a> <b>Yes; 3 repeats for credit</b> Grading System: <b>Letter Grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): 25											
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> <b>PLAR is available for this course.</b>											
<table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> <tr> <td><a href="#">[click to select]</a></td> <td></td> </tr> </table>		Lecture/seminar	60	<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>		<a href="#">[click to select]</a>			
Lecture/seminar	60												
<a href="#">[click to select]</a>													
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<a href="#">[click to select]</a>													

	<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			Transfer credit already exists: <b>No</b>
			Submit outline for (re)articulation: <b>Yes</b> (If yes, fill in <a href="#">transfer credit form</a> .)
<b>Department approval</b> <a href="#">Chantelle Marlor, Director</a>			<b>Date of meeting:</b> <a href="#">April 5, 2024</a>
<b>Faculty Council approval</b>			<b>Date of meeting:</b>
<b>Undergraduate Education Committee (UEC) approval</b>			<b>Date of meeting:</b>

**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:

- ~~Describe the relationship between communities, diversity, and minority group dynamics~~
- 1. Describe the social needs met by communities
- 2. ~~Explain theoretical ideas developed and used by sociologists to discuss communities, diversity, and belonging~~
- 3. Describe benefits and tensions of social ties and connections created through communities
- 4. ~~Articulate complexities around belonging, social inclusion, and exclusion~~
- ~~Describe key tensions and issues that emerge within and around communities, multiculturalism, cross-cultural understanding, and sub-culture/minority and majority group relations~~
- 5. Use Sociological terms to discuss belonging, communities, and pluralism
- 6. Apply course-related theories to a case study or ethnographic research data collected by the student in partnership with a community organization
- 7. Critically discuss similarities and differences between different types of communities (e.g. religious, cyber, neighbourhood, gay, etc.)

**Institutional Learning Outcomes**

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

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

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

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

Assignments:	100%	[click to select]	<del>100%</del> <u>%30%</u>	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

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

- ~~Discussion leader 15%~~
- ~~Data submission #1 (transcriptions from two interviews) 15%~~
- ~~Data submission #5 (field notes from additional course of data) 10%~~
- ~~Presentation 5%~~
- ~~Feedback on others' presentations 5%~~
- ~~Preliminary analysis 10%~~
- ~~Research report 30%~~
- ~~Reflection paper on diversity and communities 10%~~

- Reflexive Paper 25%
- Presentation 25%
- Research report 40%
- In class activities 10%

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

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

Type	Author or description	Title and publication/access details	Year
1. Textbook	Paul Hoggett (ed) Bell, C., & Newby, H.	Contested Communities: Experiences, Struggles, Policies Community Studies: An Introduction to the Sociology of Local Community	1997 2021
2. Textbook	John G. Bruhn Bell, C., & Newby, H.	The Sociology of Community: A Collection of Readings Connections	2012 05
3. Textbook Article	Graham Day Romero, M.	Community and Everyday Life Sociology engaged in social justice. American Sociological Review	2020 06
4. Textbook	Jennifer Jackson Prteece	Minority Rights: Between Diversity and Community	2005
5. Textbook	Philip Alperson	Diversity and Community: An Interdisciplinary Reader	2002

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

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

**Course Content and Topics**

- Week 1: Overview of course and assignments, including research project
- Week 2: Defining key concepts and some initial exploring of the relationship amongst these concepts
- Week 3: Legal frameworks and other macro-structures that contribute to the formation of minority groups, communities, and diversity
- Week 4: Who belongs? "Normality" and other mechanisms of inclusion and exclusion
- Week 5: Classical and contemporary theories about groups, communities, and inter-group relations
- Week 6: Connections and clashes — shared and opposed interests, understandings, and practices
- Weeks 7-8: Conditions under which communities form and grow (funding, formal organizations, leadership, demographic pressures, tensions within communities, institutionalized privileges, etc.)
- Week 9: Power relations within and across communities, minority groups, and society
- Week 10: Space, place, and events — where communities come together (or not)
- Week 11: The role of mass media and technology in fostering or undermining communities and the dynamics of minority groups
- Week 12-13: Research presentations
- [Week 1 Introduction to Sociology of Communities](#)
- [Week 2 Conceptualizing Community](#)
- [Week 3 Sociological Theorizing on Community](#)
- [Week 4 Citizenship and Belonging](#)
- [Week 5 Producing Community: Social Ties and Connections](#)
- [Week 6 Urban-Rural Differences](#)
- [Week 7 Midterm](#)
- [Week 8 Nationalism](#)
- [Week 9 Globalization](#)
- [Week 10 Communities of Belonging in Focus: First Peoples, Ethnicity, and Culture](#)
- [Week 11 Communities of Belonging in Focus: 2SLGBTQIA](#)
- [Week 12 Social Exclusion](#)
- [Week 13 Social Inclusion](#)

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 490 Directed Studies in Sociology**

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

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

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

2. Rationale for change:

- Six-year review of a directed studies course. Changes reflect changed expectations for learning outcomes at UFV.

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 expanded from 4 to 6, in keeping with current UFV expectations.
- Included PLOs and related ILOs: PLO1 – ILO1-5; PLO2 – ILO1-6; PLO3 – ILO1-6; PLO4 – ILO2-9; PLO6 – ILO1-9; PLO7 – ILO1-9

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

- No/NA

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

- SCMS

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 \(UNDRIP\)](#).

- It is incumbent on the supervising faculty member to ensure that each instance of this course includes a central focus on issues of social inequality, hierarchy, and exploitation. This will incorporate a focus on indigeneity, but also a focus on social class, racialization, colonialism/imperialism, gender, sexuality and other areas of social differentiation.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - See #6, above.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
    - N/A
  9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
    - Textbooks – less than \$100; primary research may incur additional costs



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 490		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Directed Studies in Sociology															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> SCMS													
<b>Calendar Description:</b> Directed studies in a selected area under the direction of a single faculty member. The course will allow students to continue research in areas begun in other courses, or to explore in depth the literature relating to specific issues or sub-fields of the discipline. A major paper will be required. Details of the course will be specified in an individual learning contract.  Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		60 credits, to include at least 9 credits of sociology and/or anthropology, plus permission from the supervising faculty member, the department head, and the Dean													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>Yes; 3-repeats-for-creditYes; no limit on repeats</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Infrequent</b> Maximum enrolment (for information only): <del>_____</del> <b>6</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>[click to select]</td><td style="text-align: right;">60-70</td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td style="text-align: right;"><b>Total hours</b></td><td style="text-align: right;"><b>60-70</b></td></tr> </table>		[click to select]	60-70	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60-70</b>		
[click to select]	60-70														
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[click to select]															
<b>Total hours</b>	<b>60-70</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>NoYes</b> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**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. Access and evaluate the themes, methodologies, and theories associated with the selected topic at an advanced level
2. Apply theories and/or methods relevant to the issue being studied
3. Articulate and present advanced knowledge of the topic orally and in writing
4. Analyze and explain the social context, origins, and implications of the issue under investigation
5. ~~Critically evaluate cultures, power, and privilege in order to advance equity and social justice~~
- 4-6. ~~apply decolonizing and Indigenizing lenses to sociological analysis~~

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

Assignments:	50/100%	Project:	50%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

~~Assignments:~~ Annotated bibliography 30%;  
 Weekly discussions 20%  
 Project: Project and Paper 50%

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

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

Students will work on their own in consultation with and under the direction of a faculty member. The nature and number of meetings between student and faculty will be determined by the supervising faculty member.

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

Type	Author or description	Title and publication/access details	Year
1. [click to select]	<del>_____</del> <u>To be determined by student and faculty member</u>		
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

~~Above to be determined by the student and faculty member.~~

**Course Content and Topics**

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

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, Social, Cultural & Media Studies

Date: April 5, 2024

**Subject: Proposal for revision of Soc 493 Advanced Research Project**

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

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

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

**2. Rationale for change: Course required review**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Revised calendar description, learning outcomes and assignments. With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular are encouraged.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required outside of the SOC program.
5. Which program areas have been consulted about the change(s)? n/a
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course is intended to be the final step in the sociology research concentration and therefore the content is determined by the students in consultation with the supervisor. Because of this there are no specific readings that would address this commitment.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **See above.**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> SOC 493	<b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> <del>Directed</del> Advanced Research Project		
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)		
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> SCMS	
<b>Calendar Description:</b>		
<p><i>Intended to be the final step in the sociology research concentration, the student will complete a final research project. Students demonstrate advanced library and data collection skills, and interpretation and written analysis of primary data in a particular sociological subject area. Intended to be the final step of a student's research concentration in the sociology major, this course is devoted to the completion of a final research project. This course is intended as a vehicle by which a student will demonstrate advanced library and data collection skills, and interpretation and written analysis of primary data in a particular sociological subject area.</i></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>		
<b>Prerequisites (or NONE):</b>	SOC 255/ <del>ANTH 255</del> /MACS 255; and SOC 355/ <del>ANTH 355</del> /MACS 355; and SOC 356/ <del>ANTH 356</del> /MACS 356	
<b>Corequisites (if applicable, or NONE):</b>	<u>None</u>	
<b>Pre/corequisites (if applicable, or NONE):</b>	<u>None</u>	
<p><b>Antirequisite Courses</b> (<i>Cannot be taken for additional credit.</i>)</p> <p>Former course code/number:</p> <p>Cross-listed with:</p> <p>Equivalent course(s):</p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<p><b>Course Details</b></p> <p>Special Topics course: <del>click to select</del><u>No</u>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <del>click to select</del><u>Yes; cannot be repeated for credit</u>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b><u>Every semester</u></p> <p>Maximum enrolment (for information only): <b>6</b></p>	
<b>Typical Structure of Instructional Hours</b>		
Supervised laboratory hours (design lab)	20	
<del>Experiential (cultural/elder learning or participation)</del> Experiential (field trip)	25	
<del>Experiential (work-integrated learning)</del> Tutorials/workshops	15	
Supervised directed learning (directed studies only)	15	
[click to select]		
<b>Total hours</b>	<b>75</b>	
<b>Scheduled Laboratory Hours</b>		<p><b>Prior Learning Assessment and Recognition (PLAR)</b></p> <p>PLAR cannot be awarded for this course because:</p> <p><b>This course builds on a unique and original research project designed in consultation with a Type B faculty UFV sociology instructor, and therefore it is not feasible to award PLAR.</b></p>
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <small>[JOB]</small> <input type="checkbox"/> <small>[JOB]</small> Yes		<p><b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a>.)</p> <p>Transfer credit already exists: <del>No</del><u>Yes</u></p> <p>Submit outline for (re)articulation: <del>Yes</del><u>No</u>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>
<b>Department approval</b> <u>Chantelle Marlor, Director</u>		<b>Date of meeting:</b> <u>April 5, 2024</u>
<b>Faculty Council approval</b>		<b>Date of meeting:</b>

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:**

**Learning Outcomes**

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

1. Demonstrate research and data collection skills in an advanced topic in sociology.
2. Apply information techniques and skill sets to develop an individual research project.
3. ~~Demonstrate a higher level of interpretation and analysis, as well as written discussion, of sociological materials than would be expected for the completion of a BA without a research concentration~~Gather data appropriate for an advanced research project.
4. ~~Evaluate topics in a given sociological subject area so as to better prepare oneself for graduate and/or professional work.~~Exhibit a high level of interpretation, analysis, and written discussion of a research topic.
- 4-5. Evaluate topics in a given sociological subject area so as to better prepare oneself for graduate and/or professional work.

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

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

**Details:**

1. Research Proposal (10%)
2. Literature Review (20%)
3. Data Collection (including surveys, focus groups and interviews) (20%)
4. First Draft Report (20%)
- Final Report (30%)Literature review, to be completed, revised, and included in final project –25%
- Data collection (such as surveys, interviews, or focus groups) —————20%
- Compilation and analysis of research findings in a written paper —————50%

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

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

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

Type	Author or description	Title and publication/access details	Year
1. Other	Each student, in consultation with their supervisor, will devise an appropriate reading list needed to further pursue their research project. The contents of the reading list will be dependent upon the student's research topic.		
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

Depending on the nature of the research project, students may need to use data collection equipment belonging to the Department of Social, Cultural and Media Studies.

**Course Content and Topics**

Course content varies by research project. The requirements of the individual project will be devised in consultation with the student's Sociology supervisor.



**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for Discontinuation of WMST 201 - Intro to Women's Studies II**

*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: **WMST 201 - Intro to Women's Studies II was last reviewed 2/25/1997 and was last offered in 1/1/2018. The average enrollment is 25%. It is being discontinued as part of curriculum housekeeping.**
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
  
5. Which program areas have been consulted about the change(s)? **NA**
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
  
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
  
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**

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

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for discontinuation of SOC 385: Television and Social Values: The Simpsons**

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

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

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

2. Rationale for change:

- This course is currently housed in Sociology and is cross-listed into MACS. This course really needs to be housed in MACS, not SOC. A new course proposal for MACS\_SOC 385 will be created.

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 \(ILOs\)](#):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)?
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 \(UNDRIP\)](#).
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

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

Date: April 5, 2024

**Subject: Proposal for Discontinuation of Soc 492 – Directed Studies in Social, Cultural and Media Studies**

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

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
  
2. Rationale for change: **Soc 492 was last reviewed in September of 2010 and was last offered in 2018. It is being discontinued as part of curriculum housekeeping. The sociology department already has their own directed studies course (Soc 490).**
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
  
5. Which program areas have been consulted about the change(s)? **NA**
  
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
  
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**

**Memo for Course Changes**

To: Linda Parly, CACC Members, EUC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 396 Canada Internship**

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

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

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

2. Rationale for change:

- Course no longer needed. Will be replaced by a Sociology-specific practicum course.

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

- N/A

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

- N/A

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

- N/A

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

- N/A

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - N/A
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  - N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - N/A



**Memo for Course Changes**

To: Linda Pardy, CACC Members, UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of SOC 398 International Internship**

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

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

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

2. Rationale for change:

- Course no longer needed. Will be replaced by a Sociology-specific practicum course.

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

- N/A

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

- N/A

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

- N/A

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

- N/A

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - N/A
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  - N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
  - N/A

**Memo for Program Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department and Alessandro Tarsia, HIST 427 course designer.

Date: February 28, 2024

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

1. Summary of changes (select all the apply):
  - Program revision that requires new resources
  - Addition of new course options or deletion or substitution of a required course
  - Change to the majority of courses in an approved program
  - Change to the duration, philosophy, or direction of a program
  - Addition of a new field of specialization, such as a concentration
  - Change in requirements for admission
  - Change in requirements for residency or continuance
  - Change in admission quotas
  - Change which triggers an external review
  - Deletion of a program not included in the Program Discontinuance policy
  - Other – Please specify:
2. Rationale for change(s): One new course is being added to expand the departmental offerings. The course title is HIST 427 Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcome will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum?

The entire course contributes to Indigenizing the curriculum, both in its content and in its pedagogical approach. Students will orally evaluate colonial and Indigenous primary and secondary sources. They will evaluate diverse intersecting points of view across ethnicity, nationality, gender, sexual orientation, religion, spirituality, and class.
5. Will additional resources be required? If so, how will these costs be covered? No
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.). Scheduling of the course in the program will be adjusted accordingly.

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. No budgetary implications.

HISTORY  
[ufv.ca/history](http://ufv.ca/history)

## History major

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

### Indigenous history requirement

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

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

HIST 426	Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century	4
<u>HIST 427</u>	<u>Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison</u>	<u>4</u>
HIST 458/ LAS 458	History of Indigenous Peoples in Latin America	4

## History extended minor

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

### Indigenous history requirement

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

Course	Title	Credits
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HIST 103	Stó:lō History	3
HIST 161/ LAS 161	Aztecs, Mayas, and Spaniards	3
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	4
HIST 396O	The History of Residential Schools	
HIST 426	Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century	4
<u>HIST 427</u>	<u>Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison</u>	<u>4</u>
HIST 458/ LAS 458	History of Indigenous Peoples in Latin America	4



## MEMO

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**To:** Linda Pardy  
**From:** Sylvie Murray  
**Cc:** Tara Kaszonyi, Mark Fischer  
**Subject:** Program Changes Budget Approval: History Major and Extended Minor, History, College of Arts  
**Date:** MARCH 14, 2024

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Dear Linda,

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

Thank you,

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

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