



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING  
September 27, 2024 - 10:00 AM  
A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 8      **2.1. UEC draft minutes: August 29, 2024**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

9 - 21      **3.1. Computing**

Review with changes including prerequisites: COMP 155, COMP 486

Review with changes including title and prerequisites: COMP 386

MOTION: To approve the COMP course outlines as presented.

22 -      **3.2. Criminology and Criminal Justice**

30      Review with changes: CRIM 104, 105

MOTION: To approve the CRIM course outlines as presented.

31 -      **3.3. Graphic and Digital Design**

76      Review with changes: GD 101, 102, 157, 203, 204, 281, 303, 357, 450

MOTION: To approve the GD course outlines as presented.

77 -      **3.4. Interdisciplinary Studies**

81      Discontinuation: IDS 100, 200, 300, 400

MOTION: To discontinue IDS 100, 200, 300, and 400.

82 -      **3.5. Modern Languages**

104      Review with changes: LING 101, 110, 202

New course: LING 210

Page

MOTION: To approve the revised LING course outlines as presented,

MOTION: To approve the new LING 210 as presented.

105 -  
145

**3.6. Anthropology**

New course: ANTH 235, Intercultural Relations

Review with changes including title and prerequisites: ANTH 220/GDS 220,  
ANTH 301, ANTH 325/SOC 325, ANTH 375/MACS 375

Review with changes including prerequisites: ANTH 260/SOC 260

Review with changes: ANTH 367/ENGL 367

MOTION: To approve the new ANTH 235 as presented.

MOTION: To approve the revised ANTH course outlines as presented.

146 -  
188

**3.7. Media and Communication Studies**

New course: MACS 266, Screen Horrors: Monsters, Entities, and Slashers

New course: MACS 268, Media Franchises and Convergence Culture

New course: MACS 285, Screen Studies: Television and Digital Platforms

New course: MACS 324, Sport, Media, and Culture

New course: MACS 333, Media and Social Change

New course: MACS 364, Rules of Play: The Cultural Significance of Video Games

Review with changes including title: MACS 385/SOC 385

MOTION: To approve the new MACS courses as presented.

MOTION: To approve the revised MACS 385/SOC 385 course outline as presented.

189 -  
280

**3.8. Sociology**

Review with changes: SOC 205, 247, 299, 399, 435, 490

Review with changes including title: SOC 230, 280, 289, 348, 350, 430, 445, 493

Review with changes including title and prerequisites: SOC 245, 431

Review with changes including prerequisites: SOC 331, 346, 357, 475

Review with changes including discontinuation of cross-listing as GDS: SOC 250

Changes including prerequisites and discontinuation of cross-listing as POSC: SOC 352

MOTION: To approve the SOC course outlines as presented.

281 -  
320

**3.9. Psychology**

Review with changes: PSYC 202, 280, 306, 380

Page

Review with changes including title: PSYC 241

Review with changes including prerequisites: PSYC 343, 370, 375, 383, 385

MOTION: To approve the PSYC course outlines as presented.

321 -  
354

**3.10. History**

Review with changes including title: HIST 236

Review with changes: HIST 241, 264, 265, 397

New course: HIST 427, History of Tobacco and Alcohol in Indigenous Canada

Change to program requirements: History major and extended minor

MOTION: To approve the revised HIST course outlines as presented.

MOTION: To approve the new HIST 427 as presented.

MOTION: To approve the changes to the History major and extended minor as presented, effective January 2025.

355 -  
361

**3.11. Continuing Education**

Changes to entrance requirements: Medical Office Assistant certificate

MOTION: To recommend approval of the changes to the Medical Office Assistant certificate as presented, effective September 2025.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

362

**4.1. Learning Outcomes Guide**

[A guide for learning at UFV: Part A – Developing Learning Outcomes](#)

**4.2. Online Course Guidebook**

363 -  
365

**4.3. UEC subcommittee vacancies**

- Policy Subcommittee
- Pre-Check Subcommittee

**4.4. UEC Liaison reports**

**4.5. Policy Subcommittee report**

**4.6. APPC report**

**4.7. Senate report**

**4.8. Senate Teaching and Learning Committee report**

**5. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

August 29, 2024  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Afeef Alam, Michael Batu, Chris Campbell, Rhonda Colwell, Joy Enyinnaya, Samantha Hannah, Shirley Hardman, Bobby Jaswal, Amber Johnston, David Johnston, Allyson Jule, Carolyn MacLaren, Stan Manu, Lisa McMartin, Sylvie Murray, Susan Stoneson  
**ABSENT:** Cindy Schultz, Claire Hay, Dana Landry, David McGuire, Donna Alary, Pavandeep Judge, Selena Karli, Shel Stefan, Vlad Dvoracek  
**GUESTS:** Avril Alfred, Anna Cook, Delinah Marples, Catherin McLean, Sheryl McMath, Jessica Pulko, Lee-Anne Stephen, Greg St Hilaire, Zina Lee, Barbara Salingre, Brianna Strumm, Liz Wiebe  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. UEC CHAIR, 2024/25**

**3. APPROVAL OF UEC MINUTES**

3.1. UEC draft minutes: May 17, 2024

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**4. COURSES AND PROGRAMS**

**4.1. Culture, Media, and Society**

Discontinuation: WMST 201

**MOTION:**

To approve the discontinuation of WMST 201.

CARRIED

**4.2. Philosophy**

Review with changes: PHIL 230, 483, 491

**MOTION:**

To approve the PHIL course outlines as presented.

CARRIED

**4.3. Social Work and Human Services**

Review with changes including prerequisites: SOWK 495

**MOTION:**

To approve the SOWK 495 course outline as presented.

UEC Draft Minutes  
29 Aug 2024

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CARRIED

**4.4. Upgrading and University Preparation**

Changes including learning outcomes: PHYS 093

**MOTION:**

To approve the PHYS 093 course outline as presented.

CARRIED

**4.5. Criminology and Criminal Justice**

Review with changes: CRIM 100

Review with changes including title: CRIM 103

Review with changes: CRIM 104

Review with changes: CRIM 105

Review with changes including prerequisites: CRIM 135

It was noted that the course content and learning outcomes for CRIM 104 and 105 were relatively brief. Zina Lee (Director, School of Criminology and Criminal Justice) will take these two courses back to faculty for revision.

**MOTION:**

To approve the CRIM 100, 103, and 135 course outlines as amended:

- CRIM 103: course content #11 changed to "**Analysis of** policies, practices, and initiatives in policing, courts, and corrections to **address improve** the equitable and inclusive treatment of Indigenous, racialized, and marginalized people."

CARRIED

Changes to program requirements: Criminal Justice minor

Upcoming program revisions will include an Indigenous course requirement.

**MOTION:**

To approve the changes to the Criminal Justice minor as presented, effective September 2025.

**4.6. Education**

Changes to entrance requirements, program requirements, and program name:

Inclusive Education Assistant certificate (formerly School and Community Support Worker certificate)

Previously known as the Community Support Worker certificate, this program has recently been moved from Social Work to Education with a change of focus.

**MOTION:**

To recommend approval of the changes to the Inclusive Education Assistant certificate as presented, effective September 2025.

CARRIED; 1 OPPOSED

Changes including title, prerequisites, credits, total hours, and course code:

EDAS 131 (formerly HSER 131)

**UEC Draft Minutes  
29 Aug 2024**

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New course: EDAS 181, Supporting the Autonomy, Belonging, and Competence of Students with Complex Needs

New course: EDAS 182, Social Emotional Learning and Mental Health in Schools

Changes including title, prerequisites, and course code: EDAS 190 (formerly HSER 190)

Changes including title, prerequisites, and course code: EDAS 192 (formerly HSER 192)

Changes including title, prerequisites, and course code: EDAS 194 (formerly HSER 194)

The School of Education and School of Social Work and Human Services agree that the revised courses are materially the same as the former HSER versions. Revised course memos and outlines were circulated to committee members prior to the meeting.

**MOTION:**

To approve the new course code EDAS (Education Assistant).  
CARRIED

**MOTION:**

To approve the EDAS course outlines as presented.  
CARRIED; 1 OPPOSED

**4.7. Health Sciences**

Changes to entrance requirements: Health Care Assistant certificate

These changes were postponed.

Changes including title: HCA 110

Changes including title: HCA 111

Changes including title: HCA 112

Changes including title: HCA 113

Changes including title: HCA 114

Changes: HCA 115

Changes including title: HCA 120

Changes: HCA 130

Changes including prerequisites: HCA 131

Changes including prerequisites: HCA 132

**MOTION:**

To approve the HCA course outlines as presented.  
CARRIED

**4.8. Communication**

New program: Journalism minor

**MOTION:**

To recommend approval of the Journalism minor as presented.  
CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

UEC Draft Minutes  
29 Aug 2024

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**5.1. UEC Terms of Reference proposed draft**

Faculty representation from all areas was discussed. Additional changes to the membership composition can be considered in the coming year.

**MOTION:**

To recommend approval of the proposed changes to UEC's Terms of Reference.  
CARRIED

**5.2. UEC Subcommittees**

- Policy Subcommittee
- Pre-Check Subcommittee
- Admissions Subcommittee
- Transfer Credit Subcommittee

There is a vacancy for a UEC faculty member on both the UEC Policy Subcommittee and the UEC Pre-Check Subcommittee. Notice of the vacancies will be circulated to members in advance of the next meeting,

**5.3. UEC Liaison reports**

There were no reports.

**5.4. Policy Subcommittee report**

A summary of this subcommittee's activities is included in the annual report to Senate (item 6.1). Work is continuing on these policies, with the addition of policy 57 (Field Placement) which covers practicums, internships, etc.

**5.5. APPC report**

There was no report.

**5.6. Senate report**

There was no report.

**5.7. Senate Teaching and Learning Committee report**

The committee has recently discussed goals for the upcoming year. Work on a definition of "holistic assessment" is still in progress.

**6. INFORMATION ITEMS**

**6.1. UEC Annual Report to Senate, 2023/24**

**6.2. 2024/25 UEC membership and meeting schedule**

**6.3. Standing Committees of Senate Resources**

UEC Draft Minutes  
29 Aug 2024

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**6.4. Additional UEC Resources**

- [Approval processes and flowcharts](#)
- [Curriculum Quality Guidelines](#)
- [Course development](#)
- [Program changes](#)
- [Integrated Strategic Plan](#)

**6.5. Program suspensions and discontinuations**

Discontinued: Philosophy extended minor

**7. ADJOURNMENT**



**Memo for Course Changes**

To: UEC

From: Dr. Carl Janzen (Director, School of Computing) and Dr. Opeyemi Adesina

Date: September 28, 2023

**Subject: Proposal for revision of COMP 155: Object-oriented Programming**

*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 six-year review is long overdue as the last was approved on January 15, 2010. Besides, this is one of the foundational programming courses for our students in Computer Science and Computer Information System programs. Therefore, we deem it pertinent that this course be reviewed as often as possible to meet the ever-changing needs of our programs' high-level courses. In this review, we address these concerns while ensuring the course contents are consistent with the growing need for Information Technology skills and talents, particularly in our region.

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 \(ILOs\)](#): There are no substantial changes to the learning outcomes. We only made cosmetic changes to eliminate ambiguities and provide more examples of problems and techniques.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? The change we propose will strengthen delivery and improve the development capacities of students. We are aligning this with the current market demand to serve the growing need for tech development skills. We do not anticipate a negative impact but rather an improvement in meeting the needs, and the quality of content delivered to better serve the needs of these programs.

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 \(UNDRIP\)](#).
  - a) In Stó:lō culture, the practice of *tómiyeqw* represents the connections between the past, the current, and the future.<sup>1</sup> The concepts of *Inheritance* (representing ancestors and descendants through the notions of superclass and subclass respectively) and *Polymorphism* (which emphasizes adaptation and evolution) in object-oriented programming and design illustrate ways of preserving, adapting, and evolving foundational object elements to meet new challenges and opportunities to ensure continuity and relevance across times.
  - b) According to the Stó:lō people, the interconnection of all living life is a critical part of the traditional Stó:lō worldview. Students are introduced to the concept of *Unit Testing* as a way of ensuring each code unit behaves as expected ensures that a collection of healthy program units produce a healthy program.
  - c) In line with the principles of respect and responsibility for Indigenous traditions, *encapsulation* enforces these principles by introducing strategies for defining requisite boundaries and interfaces on what information is accessible, to whom the information is accessible, and how the information should be accessed respectfully – implementing respect and responsible engagements of program elements.
  - d) Students are encouraged to identify assignments and projects focused on Indigenous communities.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students will have opportunities to collaborate as teams for class activities, assignments, and projects. These course components and illustrative examples are designed to be drawn from different domains of applications (e.g., Government, Healthcare, Automotive). For projects, students would have opportunities to choose their topic(s) of interest – which is expected to be influenced by their lived experiences and passion. All these offer learners the opportunities to engage in quality interactions with diverse perspectives.
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): The latest edition of the suggested textbook: “*Data Structures: Abstraction and Design Using Java*” currently stands at CDN(\$)146.88.

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<sup>1</sup> UFV’s Strategic Enrolment Management Plan – “[https://www.ufv.ca/media/assets/institutional-research/planning/UFV-SEM-Plan---Final-\(Sept-15-2022\).pdf](https://www.ufv.ca/media/assets/institutional-research/planning/UFV-SEM-Plan---Final-(Sept-15-2022).pdf),” pg. 3



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> COMP 155                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Object-oriented Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Object-oriented Programming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Continues the systematic study of programming, focusing on object-oriented programming and design. Introduces large and complex collaborations of objects and covers important skills to design modern-day software systems.                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | C+ or better in one of COMP 150 or COMP 152.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>35</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>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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:

- Describe the fundamentals of object-oriented programming (abstraction, inheritance, encapsulation, and polymorphism).
- Develop classes that are maintainable and reusable.
- Document programs to improve readability and maintainability of source codes.
- Express class relationships using current modeling techniques (e.g., UML).
- Apply a library of classes (e.g., Swing, JDBC, I/O, JUnit) to develop object-oriented software systems.
- Write a program of collaborating objects that solves problems like simulations, data organization or structure, game development, accounting problems, etc.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Final exam:  | 35% | Quizzes/tests: | 30% | % |
| Assignments: | 20% | Lab work:      | 15% | % |

**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.)*

The course will be delivered in lecture-lab format, with numerous in-class demonstrations and hands-on activities. The lab portion gives students and the instructor the ability to view and interact with current projects.

Additionally, the following is a list of considerations that are encouraged for this course:

1. Established software development principles and practices (such as inheritance, encapsulation, polymorphism) will be emphasized in alignment with the practice of *tómiyeqw* in the Stó:lō culture which represents the connection between the past, present, and the future.
2. Students are introduced to unit testing to emphasize that a healthy program is a collaboration of healthy objects (a unit of reusable entity). This aligns with the Stó:lō worldview of any dysfunction on the reserve hurts not just a family but the whole village – everyone feels it.
3. Illustrative examples, case studies, assignments, and projects are encouraged to be drawn from diverse sectors of the economy and students encouraged to choose projects that are influenced or inspired by their lived experiences and passion.
4. Assignments and projects may encourage solving problems within the Indigenous communities.

**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 | Koffman, E.B. and Wolfgang, P.A.T. | Data Structures: Abstraction and Design Using Java; 4th Edition; John Wiley & Sons, Inc. | 2021 |
| 2.          |                                    |                                                                                          |      |
| 3.          |                                    |                                                                                          |      |

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

**Course Content and Topics**

- Classes and interfaces
- Abstractions and encapsulation
- Information/data hiding
- Inheritance and polymorphism
- Exception handling
- Generics
- Introduction to modeling (with UML - e.g., class and object diagrams)
- Packages (structuring subsystems)
- Collections and Iterators
- Graphical User Interfaces (GUIs)
- File processing
- Variables and methods (both class and static forms)

**Memo for Course Changes**

To: UEC

From: Dr. Carl Janzen (Director, School of Computing) and Dr. Opeyemi Adesina

Date: 5<sup>th</sup> September 2023

**Subject: Proposal for revision of CODING BEST PRACTICES (COMP 386)**

*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 restricted only to Coding Skills Associate Certificate program students. By eliminating this restriction, we promote access to students in our programs, particularly those specializing in Software Engineering.*
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 reliance of the world on technology, especially those controlled by software is ever-growing. Therefore, the proposed addition to the learning outcomes is aimed at introducing students to theoretically sound principles needed to design, analyze, and develop modern-day software systems but with an emphasis on complex (e.g., safety-critical) systems. This perfectly aligns with; "ILO-2. Analyze critically and imaginatively." Students will apply established mathematical principles to logically analyze and develop modern-day systems.*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? None.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*The delivery of this course will strengthen our relationship with Indigenous communities (Goal #1 of Continuity of Plan). Our top-level goal on this topic is to apply the knowledge acquired in this course to develop technological solutions that will transform the lives of people within their communities. We will invite guest speakers from these communities who are business owners and community leaders to collaboratively determine technology development opportunities that exist within these communities. This course has a project component where students would be encouraged to undertake projects from Indigenous communities.*

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

**Curriculum delivery:** Lectures will not only be teaching-oriented but also include presentations by industry experts – invited as guest lecturers to speak on how the knowledge students have acquired through the course can be applied within industrial settings. Concepts will be demonstrated in live sessions as part of the classes so as to engage students and enrich their learnings.

**Topic Selection:** Especially for projects, students are encouraged to select topics they are passionate about and those influenced by their lived experiences. Additionally, they will have opportunities to undertake not only implementation-based projects but also research-based activities.

**Assignment Design:** We will design assignments to reflect current realities of Canadian economy with focus on different industries (e.g., automotive, healthcare, agriculture) drawing case studies from these sectors. Where necessary, deadlines may be extended, and assignments modified to accommodate students who may need to be supported. Rubrics will be designed (with clarity in mind) and made available the same time assignments are posted to ensure every student have equal opportunity to succeed. As may be required, we will provide supplementary resources to allow students engage in diverse perspectives and complete their assignments successfully.

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): *Except for the course textbook: “Beyond Legacy Code: Nine Practices to Extend the Life (and Value) of Your Software” whose paperback version is estimated at CAD(\$ 50.74 (as listed on Amazon.ca), we do not anticipate any additional cost. Where necessary, we shall explore Open-Ed textbook offerings (if applicable), documentation of tools and technologies, and open-access research articles (conference proceedings and journals), especially those accessible through the University’s library.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> COMP 386                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Software Development Best Practices<br><b>Course Short Title:</b> Software Dev Best Practices                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department/School:</b> Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Provides students with experience using software development tools and workflows. The content will emphasize best practices, quality assurance strategies, style guidelines, and professionalism. Students will learn to select and evaluate emerging technologies for use in their software development workflows.                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | (COMP 359 or MATH 343) and (COMP 370 or COMP 371).                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Winter only</b><br>Maximum enrolment (for information only): <b>35</b> |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>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;">30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>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> November 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**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:

- Choose software development tools and workflows that are well-suited for a given software development project.
- Determine the specific need for software development tools and workflows in a given business environment.
- Evaluate the effectiveness of software development tools and workflows.
- Incorporate software development tools and workflows for software systems design.
- Apply best practices during software design and implementation.
- Apply theoretically sound practices to develop high-quality software systems.

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 40% | Project: | 60% |  | % |
|              | %   |          | %   |  | % |

**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.)*

Any combination of lecture or online instruction (with considerations of the following):

1. Invite guest speakers from Indigenous communities who are business owners and community leaders to determine and understand the technology development opportunities that exist within these communities.
2. Students will have opportunities to undertake not only implementation-based but also research-based projects.

**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 | Bernstein, D.S.       | Beyond Legacy Code: Nine Practices to Extend the Life (and Value) of Your Software, Pragmatic Programmers LLC | 2015 |
| 2.          |                       |                                                                                                               |      |
| 3.          |                       |                                                                                                               |      |
| 4.          |                       |                                                                                                               |      |
| 5.          |                       |                                                                                                               |      |

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

**Course Content and Topics**

- Dependency management systems
- Version control systems
- Continuous integration
- Unit testing
- Mocking frameworks
- Integration testing
- Acceptance testing
- Coding style guidelines
- Design style guidelines
- Collaboration and workflow systems
- Quality assurance
- Formal methods



**Memo for Course Changes**

To: UEC

From: Director, School of Computing and Dr. Opeyemi Adesina

Date: 5<sup>th</sup> September 2023

**Subject: Proposal for revision of PRACTICUM (COMP 486)**

*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 restricted only to Coding Skills Associate Certificate program students. By eliminating this restriction, we improve access to students in our programs, particularly those specializing in Software Engineering.*

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 are no changes to the learning outcomes.*

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 \(UNDRIP\)](#).

*Student placements with Indigenous employers are sought when possible. The collaborative supervision of the students with Indigenous employers would increase their capacities and impact their communities. It will also strengthen our relationship with the Indigenous communities and businesses, thus giving us access to a wide range of employers who may need the services of our students while also acquiring and applying the knowledge to solving real-world problems.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - *Students are placed in cross-functional teams within an organization to collaborate with colleagues in delivering business values while solving real-world problems.*
  - *To effectively solve these problems – they will draw from knowledge and expertise from all they learnt during their studies (at different levels and courses). Additionally, they will acquire technical and soft skills required to excel in their career.*
  - *Students will meet regularly with their manager and academic supervisor for feedback and progress reporting. The blend of academic and industrial supervisors provides students with diverse perspectives to solving problems.*
  - *We will continuously review this course and implement feedback gathered from students and their employer(s) to ensure continued relevance, especially in a rapidly changing field of computing.*
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): *There are no expected costs for textbooks. We shall explore the Open-Ed textbooks and research articles (conference proceedings and journals) as may be needed to fulfill course objectives.*

**CWC comment and response:**

- The evaluation does not appear to be typical for a practicum course. Are these assessed by the field supervisor, or is this being done by a faculty member? (Field supervisors are not typically trained in this type of assessment.)
  - *The work undertaken by students for employers is often confidential, as evidenced by experiences from students who have worked with companies such as Amazon. As a result, faculty members may not have direct insight into the specific projects completed by students unless non-disclosure agreements (NDAs) are signed. This requirement could potentially limit students' participation in these transformative opportunities.*
  - *The attached evaluation rubric requires the field supervisor to assess students using a predefined scale that considers their engagement with technology, adherence to best practices, application of industry-standard methodologies, teamwork, and the nature of the solutions developed. Given their close involvement with the projects, we believe that field supervisors can offer valuable insights in these areas, which will contribute to determining the final grades (pass or fail).*
  - *The feedback we have received from this evaluation practice aligns closely with students' success, as it has resulted in return offers and high-paying positions in their professional careers.*

**Appendix – Final Report for Field Practicum**

**Full Name (Last Name, First Name):** .....

**Student Number:** .....

**Table 1: Field Practicum (COMP 486) Experience Evaluation Sheet.**

| Please rate by checking (or marking) column corresponding to the standard that the student has achieved for each of the learning outcomes. |      |      |           |           |             |                |                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----------|-----------|-------------|----------------|-----------------------------------------------------------------|
|                                                                                                                                            | Poor | Good | Very Good | Excellent | Exceptional | Not Applicable | <b>Student: use this section to record examples of practice</b> |
| Student used software development processes to maintain or create software systems.                                                        |      |      |           |           |             |                |                                                                 |
| Student applied design principles to software systems design.                                                                              |      |      |           |           |             |                |                                                                 |
| Student worked collaboratively with a team in a business environment.                                                                      |      |      |           |           |             |                |                                                                 |
| Student used industry best practices for writing and maintaining code.                                                                     |      |      |           |           |             |                |                                                                 |
| Student designed new solutions to programming problems in a business environment.                                                          |      |      |           |           |             |                |                                                                 |
| <b>Specific areas (or examples) of strength:</b>                                                                                           |      |      |           |           |             |                |                                                                 |
| <b>Opportunities for further development (or growth):</b>                                                                                  |      |      |           |           |             |                |                                                                 |
| <b>Additional comments (if any):</b>                                                                                                       |      |      |           |           |             |                |                                                                 |

**Student:** This is to certify that the information I have provided on this sheet (if any) is true and provided in agreement with my field supervisor.

**Signature/Date:** .....

**Field Supervisor:** This is to certify that the information provided on this sheet is true and my accurate assessment of the student’s practicum experience under my supervision.

**Name/Signature/Date:** .....



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> COMP 486                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Course Full Title:</b> Practicum<br><b>Course Short Title:</b> Practicum                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Business and Computing                                                                                                                                                                                                                                                                                                                                                                                                 |            | <b>Department/School:</b> Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Provides students with an opportunity to gain experience in the role of a junior software developer in a workplace setting. Students will receive feedback about their competencies in relation to the demands of the practicum setting.                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |            | COMP 359, COMP 370, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |            | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |            | COMP 386.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>35</b> |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Practicum</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Supervised online activities</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>115</b></td> </tr> </table> |            | Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100 | Supervised online activities | 15 |  |  |  |  | <b>Total hours</b> | <b>115</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is a practicum course |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                         | 100        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                      | 15         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>115</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                     |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Date of meeting:</b> November 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |                              |    |  |  |  |  |                    |            |                                                                                                                                          |  |

**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:

- Use software development processes to maintain or create software systems.
- Apply design principles to software systems design.
- Work collaboratively with a team in a business environment.
- Use industry best practices for writing and maintaining code.
- Design new solutions to programming problems in a business environment.

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

|                   |      |   |   |
|-------------------|------|---|---|
| Field experience: | 100% | % | % |
|                   | %    | % | % |

**Details:**

Typical assessment breakdown is as follows.

- Software development processes: 30%
- Design principles: 20%
- Effective collaboration: 20%
- Best practices (in writing and maintaining source codes): 20%
- Designed solution: 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.)*

Field placement, online supervised learning.

**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.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

**Course Content and Topics**

- Unit testing
- Continuous integration
- Web API development
- Data mining
- Mobile application development
- Content management systems

**Memo for Course Changes**

To: Linda Pardy, Chair, College of Arts Curriculum Committee  
Samantha Hannah, Chair, Undergraduate Education Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: June 21, 2024

**Subject: Proposal for revision of CRIM 104**

*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:

As part of its six-year review, minor changes have been made to the calendar description and learning outcomes to update the course and remove redundant terminology.

*Course outline has been further revised based on feedback received at the Aug. 29 UEC meeting.*

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

The learning outcomes have not been changed substantially. One new learning outcome has been added to address Indigenization.

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 \(UNDRIP\)](#).

In addition to including a specific learning outcome with respect to Indigenization, space is devoted to learning about Indigenous theories and a relevant reading is included. Throughout each week, the content addresses whether theoretical concepts and principles apply to Indigenous Peoples. In particular, the course content now includes an overview of Indigenous criminology.

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

As a whole and throughout each week, the course examines the strengths and weaknesses of sociological theories in explaining the criminal behaviour of racialized and marginalized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably.

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): Textbook costs range from \$75 to \$150.

#### **CWC comments and responses**

- Calendar Description: to align with the course memo, include, "overview of Indigenous criminology" into this description.  
*We've revised the calendar description to include Indigenous criminology so that the various examples provided are comprehensive.*
- In LO3, consider including, "with some focus on Indigenous experiences and perspectives." For intentional alignment with the Course Memo.  
*The focus of this learning outcome is to assess students' ability to apply various sociological theories, concepts, and principles to specific offenders or crimes. For example, students typically demonstrate this in the context of an assignment whereby they select an offender and analyze the offender's behaviour by applying appropriate sociological principles. The suggestion for learning outcome #3 is captured in learning outcome #2 (describe Indigenous sociological theories of criminal and deviant behaviour).*
- Will Indigenous content and perspective included anywhere before item 10 in the course content and topics?  
*The order of topics doesn't necessarily indicate the order that faculty/instructors will cover the topic. Faculty/instructors are responsible for when they introduce the topic and how they facilitate learning of the topic.*
- Recommendation (applies to all courses): Studying and learning Indigenous content and perspective first will help shape the remainder of the course and influence continuous inclusion of Indigenous content and two-eyed seeing throughout.  
*Thank you for the suggestion to introduce Indigenous content first. I will pass along this suggestion to faculty/sessionals who teach the course.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> CRIM 104                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Sociological Explanations of Criminal and Deviant Behaviour                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Soc Expln of Crim & Dev Behav                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> CRIM                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the sociological explanations of criminal and deviant behaviour that include ecological theories of crime and delinquency, conflict theories, control theories, symbolic interactionist theories, and Indigenous criminology.                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 16, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**Learning Outcomes**

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

1. Compare and contrast sociological explanations of criminal and deviant behaviour.
2. Describe how sociological theories of criminal and deviant behaviour are applied to Indigenous, racialized, and marginalized groups.
3. Apply sociological explanations of criminal and deviant behaviour to various laws, and criminal and deviant activities.
4. Critique the strengths and weaknesses of sociological explanations of deviance.
5. Articulate the origins, foundations, and context for sociological explanations of crime and deviance.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Quizzes/tests: | 50% | Assignments: | 50% | % |
|                | %   |              | %   | % |

**Details:**

Assignments may include term papers, critical analysis thought papers, annotated bibliographies, presentations, and in-class writing assignments.

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

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

Lectures and discussions, occasional films, individual group work.

**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 | Williams, F. P, & McShane, M. D                 | Criminological Theory / Pearson                   | 2018 |
| 2. Textbook | Inderbitzin, M., Bates, K. A., & Gaaney, R. R.  | Deviance and Social Control / Sage                | 2021 |
| 3. Textbook | Lanier, M. M., Henry, S., & Anastasia, D. J. M. | Essential Criminology / Routledge                 | 2015 |
| 4. Textbook | Cunneen, C., & Tauri, J.                        | Indigenous Criminology / Bristol University Press | 2016 |
| 5.          |                                                 |                                                   |      |

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

**Course Content and Topics**

- Introduction to course
- Theories of deviance
- Prescientific approaches to deviance; classical theories of deviance
- Positivist theories
- Chicago school; differential association; social learning theory
- Anomie; subcultural theories
- Labeling theories
- Functionalist and strain perspectives
- Gender-based theories
- Social control theories
- Conflict and critical theories
- Postmodern theories
- Indigenous criminological theories
- Integrated theories

**Memo for Course Changes**

To: Linda Parady, Chair, College of Arts Curriculum Committee  
Samantha Hannah, Chair, Undergraduate Education Committee

From: Zina Lee, Director, School of Criminology and Criminal Justice

Date: June 21, 2024

**Subject: Proposal for revision of CRIM 105**

*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:

As part of its six-year review, minor changes have been made to the calendar description and learning outcomes to update the course. The term psychophysiological has been removed from the calendar description as it is somewhat redundant and captured under the reference to biological theories. The learning outcomes have been revised to remove redundancy and better clarify the updated outcomes.

*Course outline has been further revised based on feedback received at the Aug. 29 UEC meeting.*

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

The learning outcomes have not been changed substantially. One new learning outcome has been added to address Indigenization and diversity.

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 \(UNDRIP\)](#).

In addition to including a specific learning outcome with respect to Indigenization, in covering each theory, concepts and principles are critiqued for their ability to explain the criminal behaviour of Indigenous, racialized, and marginalized groups.

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

As noted above, as a whole and throughout each week, the course examines the weaknesses of these theories in explaining the criminal behaviour of racialized and marginalized groups. Instructors also utilize a variety of assessment methods to engage diverse students and assess students fairly and equitably.

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): Textbook costs range from \$50 to \$100.

**CWC comments and responses:**

- Calendar Description: to align with Course Memo, consider including, "... with respect to cultural differences behaviour of Indigenous, racialized, and marginalized group.  
*Similar to our response for the other course outlines, we thought the calendar description should be a brief summary. The suggestion to add cultural differences in the behaviour of Indigenous, racialized, and marginalized groups is already noted in our learning outcomes section (learning outcome #2).*
- For LO4, there could be an inclusion of terms related to a specific focus on the effects caused by colonialism.  
*The focus of this outcome is to assess learners' ability to apply the various psychological theories, concepts, and principles they've learned throughout the course to specific offenders, types of offenders, or crime types. For example, an assignment may involve students selecting an offender and using psychological theories to explain this offender's behaviour. Colonialism is one factor that may be addressed across course content (e.g., developmental pathways; learning and situational factors).*
- Inclusion of content and discussions related to the Gladue case and other Gladue Reports in the course content and topics will help explain how certain elements affect Indigenous peoples' behaviours prior to an offence, during legal proceedings, while in prison, and recidivism rates.

- [Gladue Case | The Canadian Encyclopedia](#)
- [Gladue report - Wikipedia](#)

Perhaps intentional inclusion in the resources of case studies that include factors from:

- [Gladue principles | Aboriginal Legal Aid in BC](#)
- [Gladue principles and factors: What you need to know - Legal Aid Alberta](#)

*With respect to Gladue content and resources, this is more directly relevant to our CRIM 103 course.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> CRIM 105                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Psychological Explanations of Criminal and Deviant Behaviour<br><b>Course Short Title:</b> Psyc Explan of Crim & Dev Behv                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> CRIM                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Examines the causes of criminal and deviant behaviour through psychological theories, including psychoanalytic, behavioural, cognitive, and biological theories.                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> April 16, 2024</span>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**Learning Outcomes**

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

1. Compare and contrast psychological explanations for criminal and deviant behaviour.
2. Describe the strengths and weaknesses of psychological theories in explaining crime among Indigenous, racialized, and marginalized groups.
3. Critique the strengths and weaknesses of psychological explanations of crime.
4. Apply psychological explanations to specific types of crimes and criminals.
5. Articulate the origins, foundations, and context for psychological explanations of crime and deviance.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Quizzes/tests: | 50% | Assignments: | 50% |  | % |
|                | %   |              | %   |  | % |

**Details:**

Assignments may include a term paper, critical analysis thought papers, presentations, and in-class writing assignments..

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

**Typical Instructional Methods**

Lectures and discussions, occasional films, individual group work.

**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 | Lyon, D. R., & Welsh, A. | The Psychology of Criminal and Violent Behaviour,<br>Oxford University Press | 2017 |
| 2.          |                          |                                                                              |      |
| 3.          |                          |                                                                              |      |
| 4.          |                          |                                                                              |      |
| 5.          |                          |                                                                              |      |

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

**Course Content and Topics**

- Introduction to the course
- Origins of criminal behaviour
- Genetics and evolution
- Biology: biopsychological factors
- Developmental pathways
- Personality
- Learning and situational factors
- Social cognition
- Mental disorders and crime
- Substance abuse and crime
- Application of psychological theories to crime and antisocial behaviour (e.g., homicide; aggression; interpersonal violence; sexual assault)
- Application of psychological theories to Indigenous, racialized, and marginalized groups
- Application of psychological theories to the assessment and treatment of offenders

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

**Subject:** Proposal for revision of **GD101 Fundamentals of Design**

*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 revised as part of the six-year review process. The course description has been updated with clearer language, and the learning outcomes have been reduced and streamlined. Additional resources have been included in the Text and Resources area to reflect more current discourse and Indigenous themes.*

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 \(ILOs\)](#):

| Course Learning Outcomes                                                                        | Program Learning Outcomes                                            | Institutional Learning Outcomes                                                                   |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Demonstrate design process from problem identifying, ideation, analysis to critical evaluation. | Utilize processes, tools, and technology for graphic design practice | Use knowledge and skills proficiently<br><br>Initiate inquiries and develop solutions to problems |

|                                                                                                                                                                                                                          |                                                                                                                                                               |                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply design principles, colour and compositional theories for visual communication.<br><br>Identify the attributes and functions of formal elements, such as form, light, materials, and space in visual communication. | Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | Demonstrate information competency<br>Communicate effectively                                                                                                  |
| Apply design principles, colour and compositional theories for visual communication.                                                                                                                                     | Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems<br>Communicate effectively<br>Engage in collaborative leadership |
| Define graphic design discipline in Indigenous, historical, societal, and technological contexts.                                                                                                                        | Analyze visual communication problems using critical thinking skills                                                                                          | Analyze critically and imaginatively                                                                                                                           |
| Demonstrate design process from problem identifying, ideation, analysis to critical evaluation.                                                                                                                          | Develop strategies for planning, producing, and disseminating visual communications                                                                           | Initiate inquiries and develop solutions to problems                                                                                                           |
| Explain basic graphic design terminology and concepts                                                                                                                                                                    | Demonstrate a working knowledge of the creative industry                                                                                                      | Demonstrate information competency                                                                                                                             |
| Demonstrate ethical use of creative and generative assets.                                                                                                                                                               | Apply business practices, ethics, and self-promotional strategies for professional development                                                                | Engage in respectful and professional practices                                                                                                                |

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)?  
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 an introductory course centred on the visual language and design methods. We have designed*



*the learning outcomes to provide students with opportunities to experiment and explore different applications of design principles. We have updated learning outcome 1 to require students to define the practice and discipline through perspectives that include Indigenous, historical, societal, and technological contexts. Reading material by Sadie Red Wing, Lakota graphic designer and scholar, has been included to exemplify ways of communicating and advocating Indigenous history and culture with visual languages and graphic design.*

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

*This course asks students to critically reflect on the process of visual communication using their perspectives as a guide. In discussing image types and uses, generative tools and the biases inherent in the design process, students are encouraged to identify and question notions of equitable, representational, and inclusive outcomes. Their work centers on topics derived from their experiences.*

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:

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2000  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 101                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Course Full Title:</b> Fundamentals of Design<br><b>Course Short Title:</b> Fundamentals of Design                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Calendar Description:</b><br>Students use design fundamentals in visual communication practice. Through applied projects, students explore elements and principles of design, implement creative processes, apply compositional theories, and critically reflect on their designs.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 15 | Supervised laboratory hours (design lab) | 15 |  |  |  |  | <b>Total hours</b> | <b>60</b> |  |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                     |           | Transfer Credit (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                                    |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |  |  |

**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. Define graphic design practice and discipline through Indigenous, historical, societal, and historical contexts.
2. Demonstrate the design process from identifying the problem, ideation, and analysis to critical evaluation.
3. Apply design principles, colour and compositional theories for visual communication.
4. Identify the attributes and functions of formal elements, such as form, light, materials, and space in visual communication.
5. Explain basic graphic design terminology and concepts.
6. Demonstrate respectful use of creative and generative assets in visual communication and the ideation process.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

- Poster analysis (10%)
- Dot and line compositions (20%)
- Visual narratives (20%)
- Colour compositions (20%)
- Typography compositions (20%)
- Written or audio reflection (10%)

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

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

Lectures, workshops, applied project work, presentations, and 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        | Lupton, E. & Cole Phillips,      | Graphic Design The New Basics                                      | 2015 |
| 2. Textbook        | Ambrose, Gavin; and Harris, Paul | The fundamentals of graphic design                                 | 2009 |
| 3. Textbook        | Landa, Robin.                    | Graphic Design Solutions                                           | 2013 |
| 4. Online resource | Red Wing, Sadie.                 | Learning the Traditional Lakota Visual Language Through Shape Play | 2016 |
| 5. Textbook        | Klee, Paul                       | Pedagogical Sketchbook                                             | 2014 |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Define graphic design as a discipline in various contexts
- Formal elements: their attributes and functions
- Design principles, composition and colour theory
- Practice creative process of visual communication
- Present and evaluate design outcomes

**Memo for Course Changes**

To: Linda Pardy

From: Jennifer Deon

Date: February 27, 2024

**Subject: Proposal for revision of GD102 History of Graphic Design**

*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 description has been rewritten to provide an opportunity to be more inclusive of the many people and factors that have shaped the practice of graphic design globally. It also aims to decolonize graphic design history by showcasing people, events, and developments that were excluded from the 'canon' of design. The learning outcomes have been revised to reflect recent developments in graphic design discourse, equipping students with a broader understanding of the history of graphic design.*

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 streamlined and reduced from nine to eight to eliminate redundancies, opaque language, and strengthen the communication of learning needed to fulfill the program outcomes.*

| Course Learning Outcomes                                                                  | Program Learning Outcomes                                              | Institutional Learning Outcomes                                                                   |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Apply the use of period styles with knowledge and understanding of the history of design. | / Utilize processes, tools, and technology for graphic design practice | / Use knowledge and skills proficiently<br>/ Initiate inquiries and develop solutions to problems |

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify significant movements, designers, events, and contributions in both western and non-western context of graphic design as related to 19th and 20th century graphic design.<br><br>Describe the motivations and theories underlying the conceptual approaches employed by different designers. | / Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | / Demonstrate information competency<br>/ Communicate effectively                                                                                                      |
| Apply the use of period styles with knowledge and understanding of the history of design.                                                                                                                                                                                                             | / Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | / Use knowledge and skills proficiently<br>/ Initiate inquiries and develop solutions to problems<br>/ Communicate effectively<br>/ Engage in collaborative leadership |
| Critically reflect on visual media from different design movements.                                                                                                                                                                                                                                   | / Analyze visual communication problems using critical thinking skills                                                                                          | / Analyze critically and imaginatively                                                                                                                                 |
| Articulate the impact of social, political, economic, and technological developments on visual communication.                                                                                                                                                                                         | / Develop strategies for planning, producing, and disseminating visual communications                                                                           | / Initiate inquiries and develop solutions to problems                                                                                                                 |
| Compare formal elements of visual communication across major movements.                                                                                                                                                                                                                               | Demonstrate a working knowledge of the creative industry                                                                                                        | / Demonstrate information competency                                                                                                                                   |
| Articulate the impact of social, political, economic, and technological developments on visual communication.                                                                                                                                                                                         | Apply business practices, ethics, and self-promotional strategies for professional development                                                                  | / Engage in respectful and professional practices                                                                                                                      |

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 \(UNDRIP\)](#).

*This course supports students in examining, critiquing, and reflecting on movements found within the history of graphic design. Learning Outcome 1 has been updated to require students to identify Indigenous perspectives which align with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and principles of equity, diversity, and inclusion, recognize Indigenous and women's contributions, promote cultural diversity, gender equity, and empowers marginalized communities within the field.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The materials selected and used in this course to support a broader understanding of the history of graphic design and where students can reflect on their experiences which aligns with the principles of equity, diversity, and inclusion.*

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.

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

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*

#### **CWC comments and responses:**

- If this course does not include lab hours and have the same structure as GD 101, should it still be 60 hours for a 3-credit course? (If students are using lab time to complete homework in a supervised setting, that should be reflected in the structure of hours.)

*The lab hours have been updated to reflect the time needed in class to supervise homework given on the applied portion of projects.*

- Additional supplies and materials section references "studio spaces"; is that accurate for this course?

*Yes. This course is delivered in our studio room environments to facilitate the instruction and supervision of applied design projects.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 102                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> History of Graphic Design<br><b>Course Short Title:</b> History of Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the evolution of graphic design through the lens of its social, political, economic, and technological backdrop. Students engage in practical projects to analyze the styles, aesthetics, and contexts of major design movements spanning from the 18th century to contemporary times.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">10</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 20 | Supervised laboratory hours (design lab) | 10 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify significant movements, designers, events, and contributions in Indigenous, western and non-western context of the history of graphic design.
2. Articulate the impact of social, political, economic, and technological developments on visual communication.
3. Compare formal elements of visual communication across major movements.
4. Apply the use of period styles with knowledge and understanding of the history of design.
5. Describe the motivations and theories underlying the conceptual approaches employed by different designers.
6. Reflect on visual media from different design movements.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

10 written or audio reflections, each accompanied by a designed cover that refers to the specific design movement being analyzed (10% each)

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

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

Class lectures, presentations, films, and workshops will explore the theories and techniques that underlay the major movements and developments that have led the field. Applied assignments strengthen the student's understanding of the material from the lectures and provide the opportunity to critically examine historical design style and the motivations and processes behind the field's development.

**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             | Drucker, Johanna, and Emily McVarish. | <i>Graphic Design History : A Critical Guide</i>    | 2013 |
| Other                   | Amanda Horton                         | "Incomplet Design History" Podcast                  | 2024 |
| 3. Indigenous knowledge | Sadie Red Wing                        | Design & Technology Cloud Salon with Sadie Red Wing |      |
| 4.                      |                                       |                                                     |      |
| 5.                      |                                       |                                                     |      |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Industrial revolution and wood-type posters
- The Beautiful Age (La Belle Époque) and Art Nouveau
- Arts and crafts and German posters
- WWI propaganda and European avant-garde
- Soviet revolution and De Stijl
- Bauhaus and New Bauhaus
- New typography, American modernism, and post-war optimism
- Postmodernism
- Corporate design
- The future of graphic design
- What does it mean to decolonize design?
- Danah Abdulla 'Transitions' 2020
- Design & Technology Cloud Salon with Sadie Red Wing



**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 11, 2024

**Subject:** Proposal for revision of **GD157 Digital Design Media 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: *This course is being revised as part of the review process and to stay relevant to the needs of graphic designers learning digital image making in the current technological landscape. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant and adaptable to new tools and techniques emerging at a rapid rate.*

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 meet the program learning outcomes more effectively. The chart below maps each new course learning outcome to the relevant PLOs and ILOs.*

| Course Learning Outcomes                                                 | Program Learning Outcomes                                              | Institutional Learning Outcomes                                                                       |
|--------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Develop basic responsive web pages using front-end editing tools.</b> | / Utilize processes, tools, and technology for graphic design practice | / Use knowledge and skills proficiently<br><br>/ Initiate inquiries and develop solutions to problems |

|                                                                                          |                                                                                                                                                                 |                                                                                                                                                                        |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apply digital imaging skills and technology for visual communication.</b>             | / Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | / Demonstrate information competency<br>/ Communicate effectively                                                                                                      |
| <b>Use optimal workflow for image management, enhancement, and application.</b>          | / Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | / Use knowledge and skills proficiently<br>/ Initiate inquiries and develop solutions to problems<br>/ Communicate effectively<br>/ Engage in collaborative leadership |
| <b>Describe the digital tools and their operation with industry-specific terminology</b> | / Analyze visual communication problems using critical thinking skills                                                                                          | / Analyze critically and imaginatively                                                                                                                                 |
| <b>Create raster and vector images with appropriate tools.</b>                           | / Develop strategies for planning, producing, and disseminating visual communications                                                                           | / Initiate inquiries and develop solutions to problems                                                                                                                 |
| <b>Identify the purpose of digital imaging in various visual communication contexts.</b> | Demonstrate a working knowledge of the creative industry                                                                                                        | / Demonstrate information competency                                                                                                                                   |
| <b>Demonstrate ethical use of creative and generative assets.</b>                        | <b>Apply business practices, ethics, and self-promotional strategies for professional development</b>                                                           | / Engage in respectful and professional practices                                                                                                                      |

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)? 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 an introductory skills-based course centred on the tools, techniques to create digital images. While the primary goal of the course is to teach students to use software and image making techniques, we have added a learning outcome that requires students to discuss cultural appropriation in image creation and have supplied an online resource to support the discussion outlined in the course Content and Topics section.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*Topics in this course are focused on skills training and the respectful use of imagery, reflected in learning outcome #6. Content and Topics have been updated to emphasis respectful image use and inclusive representation. Project work centers on topics derived by the student's own experiences.*
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:  
*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*

**CWC comments and responses:**

- The note in the calendar description section about “basic computer knowledge” should be removed.  
*We believe this is an important note for new students. Students without some computer skills are particularly challenged in this course. Since a prerequisite is not possible, we feel the need to alert potential students to the technical nature of the course to help them be successful.*
- Pre-Check was curious about the difference between the use of “ethical” and “respectful” in the department’s submitted documents (e.g. learning outcome #6). Can some additional information on this distinction be provided? This may be an worthwhile conversation for UEC.  
*Since ethics is not explicitly taught in this course, we believe respectful is a more accurate word to use. Faculty discuss copyright, ownership of imagery, and cultural appropriation, which can be explained as respectful. However, we welcome discussion to help us discern the appropriate terminology.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 157                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Digital Design Media I<br><b>Course Short Title:</b> Digital Design Media I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students are introduced to digital image-making with a foundation in creating and using digital imagery for various design-related outcomes. Students practice using industry-standard software, tools, and techniques while discerning the appropriate process for each task. Students engage in purposeful, content-driven projects and hands-on workshops designed to enhance their image creation and utilization skills, critical analysis of cultural appropriation, and respectful uses of imagery in visual communication.<br><br>Note: Basic computer knowledge is recommended.<br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: Choose an item. <b>Every semester</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</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 digital tools and their purpose using industry-standard terminology.
2. Identify the purpose of digital imaging in various visual communication contexts.
3. Create raster and vector images using industry-standard digital tools.
4. Apply digital imaging skills and technology for visual communication.
5. Use optimal workflow for image management, enhancement, and production for print and screen.
6. Demonstrate respectful use of creative and generative assets in digital image creation.
7. Discuss cultural appropriation in creating digital imagery.

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 60% | Project: | 40% |  | % |
|              | %   |          | %   |  | % |

**Details:**

In-class exercises 1-7 (50%)  
 Written reflection (10%)  
 Project 1 (20%)  
 Project 2 (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.)*

Lectures, demonstrations, workshops, tutorials, self-directed skill development.

**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. Online resource | Adobe Training Tutorials  | <a href="https://helpx.adobe.com/">https://helpx.adobe.com/</a>                                                                 | 2024 |
| 2. Online resource | <i>Asma-na-hi Antoine</i> | Pulling Together: A Guide for Curriculum Developers: Section 4: Incorporating Diverse Sources of Indigenous Knowledge           | 2024 |
| 3. Textbook        | Sherin, Aaris             | Design Elements, Using Images to Create Graphic Impact : A Graphic Style Manual for Effective Image Solutions in Graphic Design |      |
| 4. Online resource | Hall, Andrew              | Illustration                                                                                                                    | 2011 |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Selecting images and language that represent diversity, equity, inclusivity in graphic design.
- Respectful image use and inclusive representation.
- Learning about cultural appropriation of Indigenous themes and visual elements.
- Understanding available tools and styles of image creation.
- Discuss generative tools and their place in the creation and manipulation of imagery.
- The role of the designer in creating meaning through image making, including image types and classifications.
- Discussing image classifications.
- The different usage of Photoshop and Illustrator.
- What type of visual communication medium is used in the appropriate context.
- Understanding the differences between raster and vector image creation and using appropriate tools for each to achieve high quality and effective outcomes.
- Experimentation with vector illustration and production for screens and for print.
- Exploring techniques and processes in photo manipulation and enhancement for screens and print.

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

**Subject:** Proposal for revision of **GD203 Dynamic Media I: Motion Graphics**

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

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

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

2. Rationale for change:

*These revisions are part of the six-year review process and elevate the relevancy to the industry standards of graphic designers using motion graphics in visual communication. The streamlined course description and learning outcomes now respond more broadly to current and emerging technology used by the industry. We have added new reference texts, and the course content and topics are now more relevant and adaptable to new tools and techniques used by industry practitioners.*

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 \(ILOs\)](#):

| Course Learning Outcomes                                                             | Program Learning Outcomes                                            | Institutional Learning Outcomes                                                                   |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Describe the tools and concepts of dynamic media with industry specific terminology. | Utilize processes, tools, and technology for graphic design practice | Use knowledge and skills proficiently<br><br>Initiate inquiries and develop solutions to problems |

|                                                                                                       |                                                                                                                                                               |                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply design principles, animation principles, and basic cinematography to motion graphics.           | Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | Demonstrate information competency<br><br>Communicate effectively                                                                                                          |
| Identify appropriate media to communicate in a time-based environment.                                | Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | Use knowledge and skills proficiently<br><br>Initiate inquiries and develop solutions to problems<br><br>Communicate effectively<br><br>Engage in collaborative leadership |
| Develop creative content through storyboarding and animatics.                                         | Analyze visual communication problems using critical thinking skills                                                                                          | Analyze critically and imaginatively                                                                                                                                       |
| Develop creative content through storyboarding and animatics.                                         | Develop strategies for planning, producing, and disseminating visual communications                                                                           | Initiate inquiries and develop solutions to problems                                                                                                                       |
| Manage creative assets for motion graphics production.                                                | Demonstrate a working knowledge of the creative industry                                                                                                      | Demonstrate information competency                                                                                                                                         |
| Demonstrate technical and ethical knowledge in dynamic media production for moving images and sounds. | Apply business practices, ethics, and self-promotional strategies for professional development                                                                | Engage in respectful and professional practices                                                                                                                            |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?  
N/A

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

*This is an introductory skills-based course that teaches students how to use industry-specific motion*

*graphics tools. The primary focus is software training and learning best practices for developing animation to meet industry standards. We have included two Indigenous animators as online resources and refer to their work specifically in the content and topics area of the outline. Works by animators Christopher Auchter from Haida Gwaii and Alan Syliboy from Millbrook First Nation are part of the screening materials use to demonstrate motion design and storytelling. Topics of discussion include non-western perspectives on animation and storytelling with motion design; reflecting on the work of Indigenous animators in motion graphics.*

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

*Learning outcome #4 has been updated to requires students to be respectful and consider diverse audiences when choosing content and creating motion graphics. To support this, the topics have been updated to recommend discussion of representation and respectful design in an EDI context. Project work centers on topics derived from the student's experiences.*

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:  
*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> GD 203                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Dynamic Media I: Motion Graphics<br><b>Course Short Title:</b> Dynamic Media: Motion Graphics                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students learn dynamic media tools and processes that emphasize animation principles, technical skills, and storytelling. Students develop creative content and produce motion graphics using professional software.<br><br>Note: This course uses tools and technology that vary according to current industry practice.<br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>[No]</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>[May be offered in multiple delivery modes]</b><br>Expected frequency: Twice per year<br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                     |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 23, 2024</span>                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**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 tools and concepts of dynamic media with industry specific terminology.
2. Develop creative content through storyboarding and animatics.
3. Apply design and animation principles, and basic cinematography to motion graphics.
4. Identify appropriate media to communicate respectfully to diverse audiences in a time-based environment.
5. Demonstrate technical skills in dynamic media production for moving images and sounds.
6. Manage creative assets for motion graphics production.

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

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|          | %    | % | % |

**Details:**

Project 1: Frame to frame animation (20%)  
 Project 2: Animation principles (40%)  
 Project 3: Kinetic type (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.)*

Lab instruction, tutorials, examination of source files, projects and independent work, audio visual materials, guest speaker.

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

| Type               | Author or description | Title and publication/access details                                                                                                                | Year |
|--------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource | LinkedIn Learning     | <a href="https://www.linkedin.com/learning/search?keywords=motion%20graphic">https://www.linkedin.com/learning/search?keywords=motion%20graphic</a> |      |
| 2. Online resource | Adobe Training        | <a href="https://helpx.adobe.com/support/after-effects.html">https://helpx.adobe.com/support/after-effects.html</a>                                 |      |
| 3. Online resource | Christopher Auchter   | <a href="https://www.nfb.ca/directors/christopher-auchter/">https://www.nfb.ca/directors/christopher-auchter/</a>                                   | 2017 |
| 4. Online resource | Alan Syliboy          | <a href="https://www.nfb.ca/directors/alan-syliboy/">https://www.nfb.ca/directors/alan-syliboy/</a>                                                 | 2009 |
| 5.                 |                       |                                                                                                                                                     |      |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Exploring the genealogy of animation and motion graphics.
- Understanding design principles, psychology and physical factors informing our perception of motion.
- Non-western perspectives on animation and storytelling with motion design; reflecting on the work of Indigenous animators in motion graphics.
- Exploring diversity and employing inclusive practices for communicating with time-based visual communication.
- Animation principles: the imitation and exaggeration of physical features.
- Cinematography: camera language and storytelling. Planning and creating compositions for motion.
- Introductory software training using current professional-level applications for motion graphics.
- Project management and professional practice in the context of motion design for use in design projects.

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

**Subject:** Proposal for revision of **GD204 Interactive Design II: Web Development for Designers**

*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 revised as part of the review process and in response to the changing needs of graphic designers learning web design. The course supports the interactive stream of courses in our program and must employ suitable and current language in its description and learning outcomes to reflect evolving practices in the industry. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry in the web development processes. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant.*

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 meet the program learning outcomes more effectively. The chart below maps each new course learning outcome to the relevant PLOs and ILOs.*

| Course Learning Outcomes | Program Learning Outcomes | Institutional Learning Outcomes |
|--------------------------|---------------------------|---------------------------------|
|--------------------------|---------------------------|---------------------------------|

|                                                                                                                                                                        |                                                                                                                                                                 |                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Develop basic responsive web pages using front-end editing tools.</b>                                                                                               | / Utilize processes, tools, and technology for graphic design practice                                                                                          | / Use knowledge and skills proficiently<br><br>/ Initiate inquiries and develop solutions to problems                                                                              |
| <b>Use typography effectively for accessible and responsive interactive screens.</b><br><br><b>Describe best practices for developing user interfaces (UI).</b>        | / Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | / Demonstrate information competency<br><br>/ Communicate effectively                                                                                                              |
| <b>Create and launch a web page.</b>                                                                                                                                   | / Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | / Use knowledge and skills proficiently<br><br>/ Initiate inquiries and develop solutions to problems<br><br>/ Communicate effectively<br><br>/ Engage in collaborative leadership |
| <b>Evaluate open-source content management systems (CMS)</b>                                                                                                           | / Analyze visual communication problems using critical thinking skills                                                                                          | / Analyze critically and imaginatively                                                                                                                                             |
| <b>Implement appropriate user testing for web design.</b>                                                                                                              | / Develop strategies for planning, producing, and disseminating visual communications                                                                           | / Initiate inquiries and develop solutions to problems                                                                                                                             |
| <b>Apply current coding practices that meet web development standards</b>                                                                                              | Demonstrate a working knowledge of the creative industry                                                                                                        | / Demonstrate information competency                                                                                                                                               |
| <b>Employ best practices for inclusive and accessible web design and development for diverse audiences that include Indigenous and other non-western perspectives.</b> | <b>Apply business practices, ethics, and self-promotional strategies for professional development</b>                                                           | / Engage in respectful and professional practices                                                                                                                                  |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)? N/A
- In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

*This is a lower-level skills-based coding course for web design; its primary goal is to teach*

*students how to build websites using current industry tools, however the calendar description has been updated to indicate that this is done through a lens of inclusivity. The learning outcomes now reflect a more human-centred approach and with the update to learning outcome #6, students must employ best practices for inclusive and accessible web design and development for diverse audiences that include Indigenous and other non-western perspectives. Course topics and content recommend consideration of non-western users and questioning colonized protocols and practices in web interface design and production.*

5. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*The course reflects the principles of EDI through its updated learning outcomes #4 and #6 that require inclusive and accessible web design processes, a new text that targets inclusivity in the context of digital design has been added, and project work that centers on topics derived by the student's own experiences.*
6. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A)
7. Estimate of the typical costs for this course, including textbooks and other materials:  
*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*  
  
*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 204                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Interactive Design II: Web Development for Designers<br><b>Course Short Title:</b> Web Development for Designers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students use basic web coding to create responsive web pages that adhere to contemporary industry standards. Students also explore the designer's role in the evolving landscape of online content and best practices of interactive development for inclusivity.<br><br>Note: This course uses tools and technology that vary according to current industry practice.<br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: Choose an item. <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</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;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Tutorials/workshops | 10 | Supervised laboratory hours (design lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                        |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                               |

**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 current coding practices that meet web development standards.
2. Develop basic responsive web pages using front-end editing tools.
3. Describe best practices for developing user interfaces (UI).
4. Use typography effectively for accessible and responsive interactive screens.
5. Implement user testing for web design.
6. Employ best practices for inclusive and accessible web design and development for diverse audiences that include Indigenous and other non-western perspectives.
7. Evaluate open-source content management systems (CMS).
8. Create and launch a web page.

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 40% | Project: | 60% |  | % |
|              | %   |          | %   |  | % |

**Details:**

Weekly exercises (40%)  
 Project 1: website 1.0, HTML (15%)  
 Project 2: website 1.1, HTML and CSS (15%)  
 Project 3: website 2, CMS site (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.)*

Laboratory instruction, lecture, tutorials, examination of source files, project and independent study, audiovisual materials.

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

| Type        | Author or description | Title and publication/access details                                                                                          | Year |
|-------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Macaulay, Michael     | Introduction to Web Interaction Design With HTML and CSS                                                                      | 2017 |
| 2. Textbook | Frain, Ben            | Responsive Web Design with HTML5 and CSS : Develop Future-proof Responsive Websites Using the Latest HTML5 and CSS Techniques | 2020 |
| 3. Textbook | Lynch, Patrick        | Web Style Guide, 4th Edition : Foundations of User Experience Design                                                          | 2016 |
| 4. Textbook | Gilbert, Regine M.    | Inclusive Design for a Digital World: Designing with Accessibility in Mind                                                    |      |
| 5. Textbook | Duckett, John.        | Html & CSS : Design and Build Websites                                                                                        | 2011 |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Design, composition, and construction of interactive page design.
- What is inclusive web design? How planning, designing, and developing websites for accessibility benefit all users.
- Considering non-western users and questioning colonized protocols and practices in web interface design and production.
- Introduction to code editing tools and current best practices. Using web inspectors to debug and develop.
- Composing simple pages, considering colour type and sound components.
- Creating and modifying web layouts. Testing/debugging using web developer tools and other online resources in an iterative design process.
- How generative tools are changing web design and development. Understanding the role of the designer and using tools ethically and responsibly as part of a development workflow.
- Reflecting on personal experience, cultural heritage, and community practices to find relevant topics for web project development.
- Examining open-source content management systems (CMS) and their function in web development. Compare and contrast existing services and options. Learn about the benefits of web design with modular components and databases.
- Typography on the web; using text tools and modular grids to design for various screen ports. What are variable fonts? How does typographic choice and hierarchy enhance accessibility and flexibility for the user?

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

**Subject:** Proposal for revision of **GD281 Applied Photography and Video**

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

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

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

2. Rationale for change: *These revisions are part of the six-year review process and needed for the course to remain pertinent to the evolving needs of graphic designers in digital photography and image making. We've simplified the course description and learning objectives for clarity and updated them to align with current industry technology. Additionally, we've enriched the Text and Resources section with newer literature and restructured the course content to better accommodate emerging tools, techniques, and current discourse.*

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 \(ILOs\)](#):

| Course Learning Outcomes                                                                                                 | Program Learning Outcomes                                            | Institutional Learning Outcomes                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Use professional digital tools to manage, process, and render image files for cross-media applications and distributions | Utilize processes, tools, and technology for graphic design practice | Use knowledge and skills proficiently<br><br>Initiate inquiries and develop solutions to problems |



|                                                                                                                                                                      |                                                                                                                                                               |                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop visual storytelling through composition, lighting, framing, and digital manipulation.                                                                        | Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | Demonstrate information competency<br>Communicate effectively                                                                                                  |
| Employ art direction for photography and videography in studio and on location                                                                                       | Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems<br>Communicate effectively<br>Engage in collaborative leadership |
| Evaluate current discourse and development in photography and videography in relation to graphic design.                                                             | Analyze visual communication problems using critical thinking skills                                                                                          | Analyze critically and imaginatively                                                                                                                           |
| Manage the logistic, production, and output of photograph and video projects.                                                                                        | Develop strategies for planning, producing, and disseminating visual communications                                                                           | Initiate inquiries and develop solutions to problems                                                                                                           |
| Evaluate current discourse and development in photography and videography in relation to graphic design.                                                             | Demonstrate a working knowledge of the creative industry                                                                                                      | Demonstrate information competency                                                                                                                             |
| Demonstrate respectful use of creative and generative assets in photography and video for diverse audiences including Indigenous and other non-western perspectives. | Apply business practices, ethics, and self-promotional strategies for professional development                                                                | Engage in respectful and professional practices                                                                                                                |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?  
N/A
5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
*This class introduces the technical skills of photography and videography needed by designers*

*working in the industry so learning outcomes are primarily focused on teaching the skills needed to operate photographic and video equipment, and learning techniques employed by industry professionals. Learning outcome #5 now asks students to demonstrate respectful use of creative and generative assets in photography and video for diverse audiences including Indigenous and other non-western perspectives. Topics include examining the relationship between the lens and colonization and asks students to consider the role of the photographer in historical and current exploitation and cultural appropriation of Indigenous and non-western peoples for commercial use. Best practices when working with Indigenous partners to tell a visual story. A new online text "Colonization's Lasting Impact on Photography" by Jesse van't Hull And josué rivas has been added.*

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

*This course's topics are skills training and the ethical use of creative assets. In discussions of ethical image use, topics of representation, ownership, and respectful design allow discussion about creating inclusive outcomes. Project work centers on topics derived from the student's own experiences and aim to create personal and societal impact through storytelling and co-creation, especially with Indigenous communities.*

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:

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 281                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Applied Photography and Video<br><b>Course Short Title:</b> Applied Photography & Video                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>In this course students learn art direction in photography and videography. Students develop skills in camera operation, lighting techniques, composition, and project management and practice the basics of video production, editing, and post-production, with an emphasis on creating art-directed images for diverse media platforms.</p> <p>Note: This course uses tools and technology that vary according to current industry practice.<br/>                 Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | GD 157.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>twice per year</b><br>Maximum enrolment (for information only): <b>24</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>30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Employ art direction for photography and videography in studio and on location.
2. Develop visual storytelling through composition, lighting, framing, and digital manipulation.
3. Use professional digital tools to manage, process, and render image files for cross-media applications and distributions.
4. Evaluate current discourse and development in photography and videography in relation to graphic design.
5. Demonstrate respectful use of creative and generative assets in photography and video for diverse audiences including Indigenous and other non-western perspectives.
6. Manage the logistics, production, and output of photography and videography projects.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Projects: My life in pictures (10%)  
 Project 2: Tone of the movie (20%)  
 Project 3: Product photography (20%)  
 Project 4: Ad campaign (40%)  
 In-class video project (10%)

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

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

Lectures, workshops, software tutorials, field trips for on-location shoots, and guest lecturers (industry professionals).

**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. Online resource | Adobe training Tutorials        | <a href="https://helpx.adobe.com/ca/support.html">https://helpx.adobe.com/ca/support.html</a> | 2024 |
| 2. Textbook        | Fancher, Nick                   | Studio Anywhere: A Photographer's Guide to Shooting in Unconventional Locations               | 2015 |
| 3. Online resource | Meyer, Tim                      | Shaping Light: Use Light Modifiers to Create Professional Studio and Location Photographs     | 2014 |
| 4. Textbook        | Wheeler, Alina                  | Designing Brand Identity: An Essential Guide for the Whole Branding Team                      | 2012 |
| 5. Online resource | Rivas, Josué. Van't Hull, Jesse | Colonization's Lasting Impact on Photography                                                  | 2022 |

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

Studio spaces for this course provide access to Adobe CC, scanners, colour printing as well as DSLR Cameras, photography studio, and light kits. Students must use their own SD Card. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

**Course Content and Topics**

- Photography and video used in the creative industry and current fields of practice. How photography and video are used in brand collateral. The power of visual storytelling and meeting communications objectives for a project. The role of the art director, the client, and the design process – sketching, planning, and executing a photo shoot. Step-by-step.
- Examining the relationship between the lens and colonization. Consider the role of the photographer in historical and current exploitation and cultural appropriation of Indigenous and non-western peoples for commercial use. Best practices when working with Indigenous partners to tell a visual story.
- Product photography: Considerations for shooting for single image use versus shooting a series e.g. for a print catalogue or online ecommerce; portfolio; advertisement; corporate or editorial. Art directing still photography. Shooting in studio – lighting, camera settings, and perspective. Working smarter. Focusing on constraints – packaging, food, glass, garments, shoes, metal, and art. The rule of thirds.
- Best practices for colour correction, batch formatting, and file preparation using current industry tools (Photoshop, Lightroom). Creating a soft edge alpha channel selection suitable for catalog and web reproduction.
- Portrait Photography. Creating emotion and mood through light. Working with faces. Shooting inside and outside, using light and composition. Working with models, ethical practices, image use, permissions, and releases.
- Figure Photography: Shooting people. Art directing groups and single figures. Using lighting, camera settings, and perspective. Image enhancement techniques to convey mood and voice.

- Ethical considerations of generative tools and manipulating subjects.
- How photography and video is used in establishing brand essence. Visually narrating a concept and/or story using photography and/or video. Creating storyboards.
- The video production process. Producing and rendering a high-quality video in HDR and web format that meets the needs of the client. An introduction to basic editing using Adobe CC. Working with varying sources of media, including DSLR video files, musical files, found footage, written text, with an awareness of copyright issues.
- Shooting on location: Sketching ideas and compositions that consider different types of media (print and digital applications), typography, lighting, and unique client constraints. Planning and preparing for on location, including research, scouting locations, team tasks, props, safety, and permission. Working with constraints. Scheduling, coordinating, and participating in photography/videography of a large product, large set shoot in a team environment. Art directing on location and ensuring all image requirements are shot.

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 12, 2024

**Subject:** Proposal for revision of **GD303 Dynamic Media II: Storytelling**

*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 revised as part of the review process and to stay relevant to the needs of graphic designers learning digital image making in the current technological landscape. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant and adaptable to new tools and techniques emerging at a rapid rate.*

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 \(ILOs\)](#):

| Course Learning Outcomes                                               | Program Learning Outcomes                                            | Institutional Learning Outcomes                                                                   |
|------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Integrate 3D elements, coding, and video in motion graphic production. | Utilize processes, tools, and technology for graphic design practice | Use knowledge and skills proficiently<br><br>Initiate inquiries and develop solutions to problems |

|                                                                                                                     |                                                                                                                                                               |                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply character design and acting to motion graphics.                                                               | Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | Demonstrate information competency<br>Communicate effectively                                                                                                  |
| Identify appropriate art direction and rhetoric for communicating to diverse audiences in a time-based environment. | Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | Use knowledge and skills proficiently<br>Initiate inquiries and develop solutions to problems<br>Communicate effectively<br>Engage in collaborative leadership |
| Describe Indigenous ways of story expression in creative process.                                                   | Analyze visual communication problems using critical thinking skills                                                                                          | Analyze critically and imaginatively                                                                                                                           |
| Develop ideas through the interpretation and creation of script for motion graphic.                                 | Develop strategies for planning, producing, and disseminating visual communications                                                                           | Initiate inquiries and develop solutions to problems                                                                                                           |
| Identify appropriate art directions and rhetoric to communicate in a time-based environment.                        | Demonstrate a working knowledge of the creative industry                                                                                                      | Demonstrate information competency                                                                                                                             |
| Manage the production pipeline for dynamic media.                                                                   | Apply business practices, ethics, and self-promotional strategies for professional development                                                                | Engage in respectful and professional practices                                                                                                                |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?

N/A

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

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

*This course centres on developing technical skills in digital animation for motion graphics and uses Indigenous practitioners and reference material to help students understand storytelling with time-based digital media. Learning outcome #1 asks students to Describe Indigenous ways of story expression in creative process, and An Indigenous knowledge reference called “Storytelling: Its Many Forms” has been added to the text and resource area. As well, documentary film “na” featuring First Nations, Métis and Inuit educators, plays an integral role in the learning materials of GD 303 in exploring storytelling and how this tradition of imparting knowledge permeates indigenous cultures and world views.*

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

*The course explores diversity and appropriate means of communication for varied audiences through using Indigenous content and creators as primary learning tools. This is reflected in learning outcome 1 and 4. Project work centers on topics derived by the student’s experiences, and the topics for the course include Considering the audience: Incorporating ideas of equity, inclusion and diversity in content sourcing and creation of motion design.*

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:

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> GD 303                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Dynamic Media II: Storytelling<br><b>Course Short Title:</b> Dynamic Media: Storytelling                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Students explore design for motion with the emphasis on storytelling through script development, character design, and animation. Students also learn technical skills such as integration of 3D elements, coding, and live motion video with dynamic media.<br><br>Note: This course uses tools and technology that vary according to current industry practice.<br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | GD 203.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> February 23, 2024</span>                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                         |  |

**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 Indigenous ways of story expression in creative process.
2. Develop ideas through the interpretation and creation of scripts for motion graphics.
3. Apply character design and acting to motion graphics.
4. Identify appropriate art direction and rhetoric for communicating to diverse audiences in a time-based environment.
5. Integrate 3D elements, coding, and video in motion graphic production.
6. Manage the production pipeline for dynamic media.

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

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|          | %    | % | % |

**Details:**

- Project 1: Explainer video (40%)
- Project 2: Character design (30%)
- Project 3: Character animation (30%)

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

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

Lectures, demonstrations, lab time, individual research and production, 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. Online resource      | LinkedIn Learning            | <a href="https://www.linkedin.com/learning/search?keywords=motion%20graphic">https://www.linkedin.com/learning/search?keywords=motion%20graphic</a>                                               |      |
| 2. Online resource      | Adobe Training               | <a href="https://helpx.adobe.com/support/after-effects.html">https://helpx.adobe.com/support/after-effects.html</a>                                                                               |      |
| 3. Indigenous knowledge | Storytelling: Its Many Forms | <a href="https://empoweringthespirit.ca/wp-content/uploads/2014/12/storytelling_its_many_forms.pdf">https://empoweringthespirit.ca/wp-content/uploads/2014/12/storytelling_its_many_forms.pdf</a> | 2014 |
| 4.                      |                              |                                                                                                                                                                                                   |      |
| 5.                      |                              |                                                                                                                                                                                                   |      |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

**Course Content and Topics**

- Indigenous ways of story expression
- Script interpretation and development
- Considering the audience: Incorporating ideas of equity, inclusion and diversity in content sourcing and creation of motion design
- Preproduction: storyboard, style guide, and animatics creation
- Character design, acting, and body language
- Intermediate software training for motion graphics
- Production pipeline management and professional practice for motion graphics

**Memo for Course Changes**

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 12, 2024

**Subject:** Proposal for revision of **GD357 Digital Project Management for Creative Practitioners**

*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 revised as part of the six-year review process and to update learning outcomes for efficiency and better communication with students and instructors. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant.*

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 meet the program learning outcomes more effectively. The chart below maps each new course learning outcome to the relevant PLOs and ILOs.*

| Course Learning Outcomes                                                                         | Program Learning Outcomes                                              | Institutional Learning Outcomes                                                                       |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Identify the role of the designers and digital project managers in the creative industry.</b> | / Utilize processes, tools, and technology for graphic design practice | / Use knowledge and skills proficiently<br><br>/ Initiate inquiries and develop solutions to problems |

|                                                                                                                                                                                                                                |                                                                                                                                                                        |                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Design the schedule of digital projects and workflows efficiently using industry standard, digital project management tools.</b></p>                                                                                     | <p>/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems</p> | <p>/ Demonstrate information competency<br/>/ Communicate effectively</p>                                                                                                        |
| <p><b>Present effectively for client and team communication.</b></p>                                                                                                                                                           | <p>/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects</p>                      | <p>/ Use knowledge and skills proficiently<br/>/ Initiate inquiries and develop solutions to problems<br/>/ Communicate effectively<br/>/ Engage in collaborative leadership</p> |
| <p><b>Determine project requirements and scope for multifaceted deliverables using an effective discovery process.</b></p>                                                                                                     | <p>/ Analyze visual communication problems using critical thinking skills</p>                                                                                          | <p>/ Analyze critically and imaginatively</p>                                                                                                                                    |
| <p><b>Assign roles and tasks to the creative team using systems for accountability and mitigating issues.</b></p>                                                                                                              | <p>/ Develop strategies for planning, producing, and disseminating visual communications</p>                                                                           | <p>/ Initiate inquiries and develop solutions to problems</p>                                                                                                                    |
| <p><b>Implement industry standard, digital project management tools.</b></p>                                                                                                                                                   | <p>Demonstrate a working knowledge of the creative industry</p>                                                                                                        | <p>/ Demonstrate information competency</p>                                                                                                                                      |
| <p><b>Apply best practices for verbal and written communication and design.</b><br/><br/><b>Reflect on the perspectives and needs of Indigenous and diverse stakeholders in the context of digital project management.</b></p> | <p>Apply business practices, ethics, and self-promotional strategies for professional development</p>                                                                  | <p>/ Engage in respectful and professional practices</p>                                                                                                                         |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)? N/A
5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

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

*This is course teaches students about digital project management (DPM) practices in the graphic design industry. While the primary objectives are to learn DPM tools and current industry practices, learning outcome # 5 requires students to reflect on the perspectives and needs of Indigenous and diverse stakeholders in digital projects. Topics outline the need for discussing cultural diversity and non-western perspectives in team settings, and open learning, Indigenous reading resource has been added.*

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
*This course addresses cultural diversity and the need for empathetic and inclusive team management in its content and topics and added texts that address sustainable relationship building. Class projects are drawn from real-world scenarios and community initiatives, and students are asked to practice empathy and inclusion in their team formation and project.*
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:  
*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.*

**CWC comment and response:**

- Why does this course include 60 hours for 3 credits? This does not seem to match Policy 105.  
*All GDD program courses are 60 hours.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 357                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Digital Project Management for Creative Practitioners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Short Title:</b> Digital Project Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students manage digital design projects by applying Digital Project Management (DPM) strategies and tools. Students navigate multifaceted deliverables by defining team roles, employing best practices for client/stakeholder communication, executing efficient discovery processes, ensuring clear accountability, fostering networks, optimizing workflow systems, and implementing effective scheduling techniques.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | (GD 204 or CIS 145) and 12 additional credits of GD including 3 credits at the 300 level or higher.                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 40 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>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> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

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

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

1. Identify the role of designers and digital project managers in the creative industry.
2. Determine project requirements and scope for multifaceted deliverables using an effective discovery process.
3. Design the schedule of digital projects and workflows efficiently using industry standard, digital project management tools.
4. Assign roles and tasks to the creative team using systems for accountability and mitigating issues.
5. Reflect on the perspectives and needs of Indigenous and diverse stakeholders in the context of digital project management.
6. Apply best practices for verbal and written communication and design.
7. Present effectively for client and team communication.

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

|                |     |          |     |   |
|----------------|-----|----------|-----|---|
| Assignments:   | 50% | Project: | 40% | % |
| Quizzes/tests: | 10% |          | %   | % |

**Details:**

Assignments: in-class exercises (30%), individual assignments (20%)  
 Group project (40%)  
 Quizzes (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.)*

Guest lecturers, presentations with DPM professionals and online, on-site field trips and workshops.

**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. Online resource | Harned, Brett         | Project Management for Humans                                                    | 2017 |
| 2. Textbook        | Lyons, Nancy          | Interactive Project Management: Pixels, People, and Process (Voices That Matter) | 2012 |
| 3. Online resource | Asma-na-hi Antoine    | Pulling Together: A Guide for Curriculum Developers                              | 2019 |
| 4.                 |                       |                                                                                  |      |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook Pro but can access a Mac computer while on campus.

**Course Content and Topics**

- Digital project management (DPM) roles and systems: how designers, development freelancers, marketing directors, content creators and agency account managers use DPM in their practice.
- Assessing a project brief: review different project brief scenarios, understanding clients and the responsive design process, and breaking down the stages of the project.
- Automating the workflow: choosing an effective system using multiple platforms and determining what works for frequency in communicating within a design team.
- Communication strategies: how to organize and run a client meeting. Tools for continuous client feedback and streamlined implementation.
- Practicing empathy and inclusion: mitigating issues by practicing an empathetic, respectful process for communication.
- Understanding cultural diversity and non-western perspectives in team settings. Establishing respectful team and client management practices. Reflect on inherent biases and barriers in traditional project management processes to better project management projects with indigenous partners.
- Working with a project proposal: meeting the project objectives outlined in a project proposal. Case studies outlining different contexts.
- Agreements, protection, and payment: what should be included in a work agreement and contract for risk-management?
- Project planning: guidelines, tools and methods for implementing a project. Quality assurance, and client approval stages. Creating a slide deck for client presentation. How to bring the client on board as part of the team.
- Content, assets, the digital discovery process: working with a team on file management systems, content development, and digital assets.

**Memo for Course Changes**

To: Linda Pardy

From: Jennifer Deon

Date: February 10, 2024

**Subject: Proposal for revision of** GD450 Design Systems I: Experiential Graphic Design

*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 rewritten course description now clarifies the burgeoning practice of experiential graphic design (XGD) and aligns more relevantly with current industry requirements. We have revised the learning outcomes to meet changes in the field, equipping students with the relevant skills to prepare them for industry expectations better.*

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 \(ILOs\)](#): *Streamlining and reducing the learning outcomes from eleven to five eliminates redundancies, opaque language, and strengthens the communication of learning objectives.*

| Course Learning Outcomes                                          | Program Learning Outcomes                                              | Institutional Learning Outcomes                                                                   |
|-------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Develop basic responsive web pages using front-end editing tools. | / Utilize processes, tools, and technology for graphic design practice | / Use knowledge and skills proficiently<br>/ Initiate inquiries and develop solutions to problems |



|                                                                                          |                                                                                                                                                                 |                                                                                                                                                                        |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Apply digital imaging skills and technology for visual communication.</b>             | / Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems | / Demonstrate information competency<br>/ Communicate effectively                                                                                                      |
| <b>Use optimal workflow for image management, enhancement, and application.</b>          | / Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects                      | / Use knowledge and skills proficiently<br>/ Initiate inquiries and develop solutions to problems<br>/ Communicate effectively<br>/ Engage in collaborative leadership |
| <b>Describe the digital tools and their operation with industry-specific terminology</b> | / Analyze visual communication problems using critical thinking skills                                                                                          | / Analyze critically and imaginatively                                                                                                                                 |
| <b>Create raster and vector images with appropriate tools.</b>                           | / Develop strategies for planning, producing, and disseminating visual communications                                                                           | / Initiate inquiries and develop solutions to problems                                                                                                                 |
| <b>Identify the purpose of digital imaging in various visual communication contexts.</b> | Demonstrate a working knowledge of the creative industry                                                                                                        | / Demonstrate information competency                                                                                                                                   |
| <b>Demonstrate ethical use of creative and generative assets.</b>                        | <b>Apply business practices, ethics, and self-promotional strategies for professional development</b>                                                           | / Engage in respectful and professional practices                                                                                                                      |

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 \(UNDRIP\)](#).  
*We have added a focus on Indigenous perspectives as a requirement for evaluating principles and concepts, design systems in learning outcome 2. Inclusive design aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) principles by respecting diversity, involving*

*meaningful participation, promoting non-discrimination, and ensuring accessibility and equal participation in society for all individuals, including those from Indigenous communities.*

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

*The projects for this course prioritize and aim to normalize inclusive design practices within the realm of experiential design. By allowing students to choose topics and areas of research derived from their experience and interests, the course provides a safe space for expression and experimentation.*

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.

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

*Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.*

*The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> GD 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Design Systems I: Experiential Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Experiential Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Graphic and Digital Design                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore the dynamics of human interaction within physical and virtual spaces and objects to design personalized experiences for audiences within constructed environments. Through exploring case studies, fundamental principles, and methodologies, students learn the skills necessary to craft impactful and meaningful experiences.<br><br>Note: The differential tuition fee includes an Adobe CC subscription for the class duration at no additional cost. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | GD 317 and GD 374.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>24</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 23, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 8, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Discuss XGD, including its history, core principles, accessibility, various domains, and current importance from different perspectives.
2. Evaluate the underlying principles, concepts, and design systems for XGD, focusing on how design impacts experiences across diverse environments and personalized perspectives, including Indigenous perspectives.
3. Examine existing XGD case studies to guide future outcomes.
4. Use HCD and inclusive design principles.
5. Synthesize acquired knowledge into practical applications that enable and promote meaningful interactions.
6. Develop designs to enrich experiences for diverse audiences.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

- Developing context (20%)
- Project 1: defining, research, ideation (20%)
- Project 2: development, selection (20%)
- Project 3: implementation and testing (20%)
- Project 4: evaluation/reflection (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.)*

Lectures, field research, workshops, experiential learning, teamwork, design processes, indigenization, cross disciplinary collaboration, participatory design, ethnography, UCD user-centered design.

**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              | O'Rourke, Karen                                                | Walking and Mapping: Artists as Cartographers. A Form of Perception or a Form of Art.             | 2011         |
| 2. Indigenous knowledge | <i>Sovereign Words: Indigenous Art, Curation and Criticism</i> | <i>Hiding in Plain Sight: Decolonizing Public Memory.</i>                                         | 2018         |
| 3. Textbook             | Association of Registered Graphic Designers (RGD)              | Access Ability: A Practical Handbook on Accessible Graphic Design                                 | 2010<br>2021 |
| 4. Textbook             | Calori, Chris and Vanden-Eynden, David                         | Signage and Wayfinding Design: A Complete Guide to Creating Environmental Graphic Design Systems. | 2015         |
| 5. Textbook             | White, Jason                                                   | Experiential Design: Creating the New Visual Experience                                           | 2019         |

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

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

**Course Content and Topics**

- Background: What are Experience Graphic Design (EGD) and Experience Graphic Design (XGD)?
- Developing context:
  - Examination of the significance of physical and virtual experiences
  - Substantiation of responses by considering meaning, message, impact, innovation, and path within XGD domains
- Design process (defining, research, and ideation for XGD)
- Three-point signage methodology
- Design process (development and selection)
- Design process (implementation and testing)
- Design process (evaluation/reflection)

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Linday Pardy, College of the Arts

Date: May 30, 2024

**Subject: Proposal for Discontinuation of IDS 100**

*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: **IDS 100 was part of a pilot project that did not yield the enrollments that were hoped. It was last offered in WINTER 2020 with an average enrollment of 59%. It was created to support a team-teaching pilot project that again did not work as well as envisioned. This course will not be used going forward and 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**

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Lindsay Pardy, College of the Arts

Date: May 30, 2024

**Subject: Proposal for Discontinuation of IDS 200**

*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: **IDS 200 was part of a pilot project that did not yield the enrollments that were hoped. It has never successfully ran (zero enrollement). It was created to support a team-teaching pilot project that again did not work as well as envisioned. This course will not be used going forward and 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**

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Lindsay Pardy, College of the Arts

Date: May 30, 2024

**Subject: Proposal for Discontinuation of IDS 300**

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

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
  
2. Rationale for change: **IDS 300 was part of a pilot project that did not yield the enrollments that were hoped. It was last offered in Winter 2022, and it's average overall enrollment was 36%. It was created to support a team-teaching pilot project that again did not work as well as envisioned. This course will not be used going forward and 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**

**Memo for Course Changes**

To: Undergraduate Education Committee

From: Lindsay Pardy, College of the Arts

Date: May 30, 2024

**Subject: Proposal for Discontinuation of IDS 400**

*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: **IDS 400 was part of a pilot project that did not yield the enrollments that were hoped. As a result of the one IDS 400 course that achieved consistent successful enrolment, a regular course SOCA 301: Race, Place, and Space: Creative Tools for Navigating Turbulent Times was created. IDS 400 was created to support a team-teaching pilot project that again did not work as well as envisioned. It was last offered in Winter 2019. This course will not be used going forward and 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**





**MEMO**

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: IDS 100, 200, 300, AND 400, COLLEGE OF  
**Date:** ARTS JUNE 3, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of implications of the proposed discontinuation of the courses **IDS 100, 200, 300, and 400**, and I approve the discontinuation of these courses. The included courses were part of a pilot project that did not yield the enrollments that were hoped for. Each course is outlined below with its last term run. As they have not been offered in recent terms, discontinuing the courses presents no financial impact to the current or future course plans.

IDS100 - last ran in Winter 2020 with a 59% enrollment.  
IDS200 - never successfully ran due to low enrollment.  
IDS300 - last ran in Winter 2022 with an average enrollment of 36%.  
IDS400 - last ran in Winter 2019, which SOCA 301 was created from.

Thank you,

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

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

**Memo for Course Changes**

To: CACC

From: Alan Cameron, Department Head of Modern Languages (MOLA)

Date: March 26, 2024

**Subject: Proposal for revision of LING 101 - An Introduction to Language**

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

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

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

2. Rationale for change:

The last revision of LING 101 was done in 2016. The calendar description and evaluation methods have been updated to reflect current practices. The outcomes have been revised substantially (see below), and the course content 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 \(ILOs\)](#):

| Course Learning Outcomes                                                            | Alignment with UFV ILOs                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify the diversity and intrinsic similarities of language systems.           | Aligns with ILOs 1 (Demonstrate information competency) and 2 (Analyze critically and imaginatively) by requiring students to gather and synthesize linguistic information and apply critical analysis to language systems.                                                                                 |
| 2. Apply linguistic theories and concepts to analyze real-world language phenomena. | Aligns with ILOs 1 (Demonstrate information competency), 2 (Analyzing critically and imaginatively), 3 (Using knowledge and skills proficiently), and 9 (Contribute regionally and globally). By applying theoretical knowledge to real-world language data and analyzing language phenomena critically and |

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                 | proficiently, students develop the skills necessary to contribute regionally and globally by understanding and addressing language-related challenges in diverse contexts.                                                                                                                                                                                                                    |
| 3. Analyze grammatical phenomena based on linguistic data.                                                                                      | Contributes to ILOs 2 (Analyze critically and imaginatively) and 3 (Using knowledge and skills proficiently) by fostering critical analysis and application of linguistic knowledge and skills to analyze grammatical phenomena.                                                                                                                                                              |
| 4. Describe the impact of power structures and intercultural understanding on languages, cultures, and histories of local and global societies. | Aligns with ILOs 2 (Analyze critically and imaginatively), 4 (Initiate inquiries and develop solutions to problems), 7 (Engage in collaborative leadership), and 9 (Contribute regionally and globally) by encouraging students to critically examine power structures in language and promote intercultural understanding and leadership in addressing language issues locally and globally. |
| 5. Discuss language issues critically and in an informed manner.                                                                                | Supports ILOs 2 (Analyze critically and imaginatively), 5 (Communicate effectively), 6 (Pursue self-motivated and self-reflective learning), and 8 (Engage in respectful and professional practices) by fostering critical discussion, effective communication, self-reflection, and respectful engagement with diverse linguistic perspectives.                                              |

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

LING 101 is a mandatory course for French majors. The changes have no impact on the program.

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

The French program is aware of the course revision since the course is now part of MOLA.

English, as this course was previously part of this department. ENGL had no comments.

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 \(UNDRIP\)](#).

As a part of the Ling 101 course, we use examples from Indigenous languages to better understand how language works, and we also address specific examples that demonstrate the richness of linguistic diversity. One such example could be the Pirahã language, which originates from the Amazon. It provides valuable insights into the limits and variability of linguistic structures, challenging some fundamental theories of universal grammar. It also prompts a reevaluation of language cognition across different cultures. Another example is the Hopi language, which provides

us with valuable insights into linguistic relativism. The Hopi language's relationship with the perception of colour suggests that language influences its speakers' perception and categorization of the world rather than determining them outright. However, there is also a specific section that focuses on reviewing Indigenous languages in Canada to give students a deeper understanding of their status and importance locally and globally. The course also explores the challenges and perspectives involved in maintaining and revitalizing these languages and looks at the efforts being made to preserve them, such as the (Upriver) Halq'eméylem program at UFV.

This course is designed to teach and assess students in a culturally sensitive way by incorporating indigenous ways of teaching and learning. The course offers diverse assessment methods that align with indigenous pedagogies, including self-evaluations of learning contributions, visual essays, infographics, or podcasts, and allows both individual and collaborative work for final projects. The course also fosters a collaborative learning environment and prioritizes community-building activities to emphasize the significance of relationships and interconnectedness among students as integral components of the learning process.

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

This course has been designed to accommodate a variety of learning styles by incorporating universal design principles and Indigenous pedagogies. It offers assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. The course encourages active participation in hands-on language activities and employs technology to support different learning needs. Additionally, it integrates knowledge from various disciplines to provide a comprehensive understanding of world languages.

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

NA

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

The cost of textbooks will be below \$100 or available as OER in addition to tuition.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1998  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
 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> LING 101                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> An Introduction to Language<br><b>Course Short Title:</b> Intro to Language                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn about the scientific study of language by exploring its nature and how humans use it to communicate meaning. The course covers topics such as sound patterns, word structure, sentence structure, meaning, language acquisition, the relationship between language and the brain, and the sociology of language.                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>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;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> April 19, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify the diversity and intrinsic similarities of language systems.
2. Apply linguistic theories and concepts to analyze real-world language phenomena.
3. Analyze grammatical phenomena based on linguistic data.
4. Describe the impact of power structures and intercultural understanding on languages, cultures, and histories of local and global societies.
5. Discuss language issues critically and in an informed manner.

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

|                      |     |              |     |   |
|----------------------|-----|--------------|-----|---|
| Holistic assessment: | 10% | Assignments: | 15% | % |
| Quizzes/tests:       | 35% | Project:     | 40% | % |

**Details:**

Holistic assessment: learning contribution and self-evaluation (10%)

Assignments: micro-themes + 1-3 min. video or Infographic (15%)

Final project: outline (10%), research project delivered via essay, video essay, or Podcast (25%), summary (5%)

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

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

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work, and personal exploration of language use. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

**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 | Yule, G.                                                                                         | The Study of Language, 8 <sup>th</sup> edition     | 2023 |
| 2. Textbook | Anderson, C., Bjorkman, B., Denis, D.,<br>Doner, J., Grant, M., Sanders, N. and<br>Taniguchi, A. | Essentials of Linguistics, 2 <sup>nd</sup> edition | 2022 |
| 3.          |                                                                                                  |                                                    |      |
| 4.          |                                                                                                  |                                                    |      |
| 5.          |                                                                                                  |                                                    |      |

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

Stó:lō Upriver Halq'eméylem Language Program websites Stoloshxweli.org and [www.FirstVoices.com](http://www.FirstVoices.com).

**Course Content and Topics**

- The origins and evolution of language
- Animal communication and human language
- The sounds of language and the sound patterns of language
- Morphology and word formation
- Syntax and different grammars
- Semantics and pragmatics
- Language and the brain
- First language acquisition
- Second language acquisition
- Gestures and sign languages
- Written language systems
- Language history, evolution, and change
- Language and society
- Language, diversity, and culture
- Indigenous languages in Canada
  - Special reference to the local language, Upriver Halq'eméylem

**Memo for Course Changes**

To: CACC

From: Alan Cameron, Department Head of Modern Languages (MOLA)

Date: March 26, 2024

**Subject: Proposal for revision of LING 110 - An Introduction to Phonology**

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

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

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

2. Rationale for change:

The last revision of LING 110 was done in 2004. These changes update the course to the current disciplinary expectations. LING 101 will now be a required prerequisite rather than recommended.

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 \(ILOs\)](#):

| <b>Course Learning Outcomes</b>                                        | <b>Alignment with UFV ILOs</b>                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify a wide variety of sounds for the world's languages.        | Aligns with ILOs 1 (Demonstrate information competency) and 2 (Analyze critically and imaginatively) by requiring students to gather and synthesize linguistic information and apply critical analysis to language systems.                                                                                                                                                                                                |
| 2. Analyze speech sounds and know what they are and how they are made. | Aligns with ILOs 1 (Demonstrate information competency), 2 (Analyzing critically and imaginatively), 3 (Using knowledge and skills proficiently), and 9 (Contribute regionally and globally). By applying theoretical knowledge to real-world language data and analyzing language phenomena critically and proficiently, students develop the skills necessary to contribute regionally and globally by understanding and |

|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             | addressing language-related challenges in diverse contexts.                                                                                                                                                                                                                                                                                                                                   |
| 3. demonstrate a thorough knowledge of the speech organs and air mechanisms used in speech.<br>4. transcribe sounds heard, with accuracy using IPA symbols. | Contributes to ILOs 2 (Analyze critically and imaginatively) and 3 (Using knowledge and skills proficiently) by fostering critical analysis and application of linguistic knowledge and skills to analyze grammatical phenomena.                                                                                                                                                              |
| 5. produce any human speech sound on seeing the IPA symbols for those sounds.                                                                               | Aligns with ILOs 2 (Analyze critically and imaginatively), 4 (Initiate inquiries and develop solutions to problems), 7 (Engage in collaborative leadership), and 9 (Contribute regionally and globally) by encouraging students to critically examine power structures in language and promote intercultural understanding and leadership in addressing language issues locally and globally. |
|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |

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

LING 110 is a recommended course for French majors and Spanish minors, as well as other language students. The changes have no impact on the program.

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

MOLA.

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

As a part of the Ling 110 course, we use examples from Indigenous languages to better understand how language works, and we also address specific examples that demonstrate the richness of linguistic diversity. We will take examples from Halq'eméylem and other Indigenous languages, which can provide valuable insights into the limits and variability of linguistic structures. However, there is also a specific section that focuses on reinvigorating Indigenous languages in Canada to give students a deeper understanding of their status and importance locally and globally. The course also explores the challenges and perspectives involved in maintaining and revitalizing these languages and looks at the efforts being made to preserve them, such as the Halq'eméylem program at UFV. This course is designed to teach and assess students in a culturally sensitive way by incorporating indigenous ways of teaching and learning. The course offers diverse assessment methods that align with indigenous pedagogies, including self-evaluations of learning contributions, visual essays, infographics, or podcasts, and allows both individual and collaborative work for final projects. and interconnectedness among students as integral components of the learning process.



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

This course has been designed to accommodate a variety of learning styles by incorporating universal design principles and Indigenous pedagogies. It offers assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. The course encourages active participation in hands-on language activities and employs technology to support different learning needs. Additionally, it integrates knowledge from various disciplines to provide a comprehensive understanding of world languages.

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

NA

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

The cost of textbooks will be below \$100 or available as OER in addition to tuition.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1998  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
 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> LING 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> An Introduction to Phonology<br><b>Course Short Title:</b> Intro to Phonology                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A practical introduction to human speech sounds. Students learn to recognize, analyze and describe, symbolize using the IPA and other phonetic alphabets, and produce the speech sounds of a great many world languages. The course will include segmental sounds, tone, intonation, stress, and duration.                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | LING 101 is recommended. Note: As of September 2025, prerequisites will change to require LING 101.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>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;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | Tutorials/workshops | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 19, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify a wide variety of sounds for the world's languages.
2. Analyze speech sounds and know what they are and how they are made.
3. Demonstrate a thorough knowledge of the speech organs and air mechanisms used in speech.
4. Transcribe sounds heard, with accuracy, using IPA symbols.
5. Produce any human speech sound on seeing the IPA symbols for those sounds.

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

|                |     |          |     |  |   |
|----------------|-----|----------|-----|--|---|
| Assignments:   | 25% | Project: | 40% |  | % |
| Quizzes/tests: | 35% |          | %   |  | % |

**Details:**

Assignments: micro-themes + 1-3 min. video or infographic (25%)

Final project: research project (40%)

Quizzes and exams (35%)

**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 engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work, and personal exploration of language use. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

**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 | Henry Rogers          | The Sounds of Language: An introduction to Phonetics, Rutledge   | 2023 |
| 2. Textbook | Peter Ladefoged       | A Course in Phonetics, 7 <sup>th</sup> edition, Cengage Learning | 2014 |
| 3.          |                       |                                                                  |      |
| 4.          |                       |                                                                  |      |
| 5.          |                       |                                                                  |      |

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

**Course content and topics**

- Vocal organs, stops (plosives), aspiration, points of articulation, articulators, voice
- Face diagrams, technical names, flat fricatives
- Nasal stops, laterals, pitch, stress
- Vowels, rounding
- Grooved fricatives (sibilants), released/unreleased consonants
- Affricates, lateral affricates, modifications of vowels: nazalization, voicelessness
- Air mechanisms, egressive pharynx air sounds (glottalized), glottal stop
- Length, pitch, tone, intonation, vowel and consonant clusters
- Fronted, backed velars; dental and retroflexed alveolar stops, fricatives and affricates
- Ingressive pharynx air sounds, flaps and trills (vibrants)
- Modified consonant sounds: labialized, palatalized, velarized, pharyngealized; fortis & lenis
- Clicks; double stops and nasals; semi-vowels; syllabic consonants
- Speech styles: whisper, breathy, voiced aspirated; stress timing, syllable timing

**Memo for Course Changes**

To: CACC

From: Alan Cameron, Department Head of Modern Languages (MOLA)

Date: March 26, 2024

**Subject: Proposal for revision of LING 202 – Language Acquisition**

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

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

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

2. Rationale for change:

The last revision of LING 202 was done in 2016.

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 \(ILOs\)](#):

| Course Learning Outcomes                                                                                                      | Alignment with UFV ILOs                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Analyze theoretical principles of child, bi/multilingual, and second language acquisition                                  | Aligns with ILOs 1 (Demonstrate information competency) and 2 (Analyze critically and imaginatively) by requiring students to gather and critically analyze information on language acquisition theories.                                                                                                |
| 2. Evaluate factors influencing language acquisition: age, environment, cognition, social context, motivation, and attitudes. | Supports ILOs 1 (Demonstrate information competency), 2 (Analyze critically and imaginatively), and 4 (Initiate inquiries and develop solutions to problems) by encouraging students to critically examine various factors influencing language acquisition and propose solutions to address challenges. |

|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Apply knowledge of language acquisition theories to real-world scenarios.</p>                                           | <p>Contributes to ILOs 1, (Demonstrate information competency), 2 (Analyze critically and imaginatively), and 3 (Use knowledge and skills proficiently) by applying theoretical knowledge to practical language acquisition scenarios and demonstrating proficiency in understanding and applying language acquisition theories.</p>                                                                              |
| <p>4. Compare and contrast language acquisition processes across different contexts.</p>                                      | <p>Contributes to ILOs 1, (Demonstrate information competency), 2 (Analyze critically and imaginatively), and 3 (Use knowledge and skills proficiently) and 4 (Initiate inquiries and develop solutions to problems) by fostering critical analysis, application of knowledge, and comparison of language acquisition processes in different contexts.</p>                                                        |
| <p>5. Create strategies for effective language instruction based on the understanding of language acquisition principles.</p> | <p>Supports ILOs 3 (Use knowledge and skills proficiently), 5 (Communicate effectively), 6 (Pursue self-motivated and self-reflective learning), and 7 (Engage in collaborative leadership) by requiring students to communicate effectively, reflect on their learning, and collaborate to create effective language instruction strategies based on their understanding of language acquisition principles.</p> |

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 \(UNDRIP\)](#).

LING 202 is a course that aligns with the TRC Calls to Action. This course integrates content that addresses Call to Action #16 which emphasizes the need for indigenous language preservation and revitalization efforts. It provides students with the opportunity to explore case studies or research projects focused on Indigenous language revitalization initiatives. As a good example, the course discusses the impact that the Halq'eméylem certificate program at UFV will have in promoting, acquiring, and preserving the language in the region. Special attention will be paid to Upriver Halq'eméylem. Through such topics, students engage directly with the TRC's recommendations, contributing to the broader goal of reconciliation and supporting Indigenous language rights, reclamation and maintenance.

Additionally, this course is designed to teach and assess students in a culturally sensitive way by incorporating indigenous ways of teaching and learning. The course offers diverse assessment methods that align with indigenous pedagogies, including self-evaluations of learning contributions, visual essays, infographics, or podcasts, and allows both individual and collaborative work for final projects. The course also fosters a collaborative learning environment and prioritizes community-building activities to emphasize the significance of relationships and interconnectedness among students as integral components of the learning process.

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

This course has been designed to accommodate a variety of learning styles by incorporating universal design principles and Indigenous pedagogies. It offers assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. The course encourages active participation in hands-on language activities and employs technology to support different learning needs. Additionally, it integrates knowledge from various disciplines to provide a comprehensive understanding of world languages.

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

NA

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

The textbook will be below \$100 or available as OER in addition to tuition.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
 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> LING 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Language Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Language Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores theoretical principles of child, bi/multilingual, and second language acquisition. Students engage in discussions, case studies, and hands-on activities to analyze factors shaping language acquisition: age, environment, cognition, social context, motivation, and attitudes. Emphasis on real-world applications.                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | LING 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number: <b>None</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>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;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 19, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Analyze theoretical principles of child, bi/multilingual, and second language acquisition.
2. Evaluate factors influencing language acquisition: age, environment, cognition, social context, motivation, and attitudes.
3. Apply knowledge of language acquisition theories to real-world scenarios.
4. Compare and contrast language acquisition processes across different contexts.
5. Create strategies for effective language instruction based on the understanding of language acquisition principles.

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

|                      |     |                |     |   |
|----------------------|-----|----------------|-----|---|
| Holistic assessment: | 10% | Quizzes/tests: | 30% | % |
| Assignments:         | 20% | Project:       | 40% | % |

**Details:**

Holistic assessment: learning contribution reflective self-evaluation (10%)

Assignments: micro-themes + 1-3 min. video or infographic (20%)

Quizzes: 5x6%

Final project: outline (10%), research project delivered via essay, video essay, or podcast (25%), summary (5%)

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

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

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work. This class sometimes employs a "flipped classroom" teaching method with group work, exercises, and workshops.

**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 | Meisel, J.            | <i>First and Second Language Acquisition</i> | 2012 |
| 2. Textbook | Ibbotson, P.          | <i>Language Acquisition</i>                  | 2022 |
| 3. Textbook | Lightbrown & Spada    | <i>How Languages are Learned</i>             | 2021 |

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

**Course Content and Topics**

- Biological bases of language development
  - Exploring the human language faculty
- First language acquisition
  - Universal grammar and the language acquisition device
  - Principles and parameters
  - Theories of first language acquisition
  - Milestones of first language development
  - Phonological, syntactic, and lexical development
  - The role of social interaction and input
  - Critical period hypothesis
  - Incomplete language acquisition
    - Heritage language acquisition
  - Language development in special populations
- Second language learning, teaching and bilingualism
  - Theories of second language acquisition
  - Second language acquisition process
  - Phonological, syntactic and lexical development
  - Interlanguage grammars
  - External factors affecting second language acquisition
  - Bilingualism and bilingual education
  - Individual differences
  - L2 learning and the sociocultural dimension
- Similarities and differences between first and second language acquisition



**Memo for New Course**

To: CACC

From: Alan Cameron, Department Head of Modern Languages (MOLA)

Date: March 26, 2024

**Subject: Proposal for new course Language, Culture and Society (LING 210)**

*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):

Linguistics courses are now part of the Modern Languages (MOLA) department, and we are integrating these courses into our curriculum to offer students a richer understanding of language studies. This new course specifically addresses the intersection of language, culture, and society, setting it apart from other linguistics offerings that do not cover these critical topics. By focusing on how language shapes and reflects social identities, power structures, and cultural dynamics, this course fills an important gap in our current curriculum.

The course provides students with the opportunity to explore language beyond grammar and vocabulary, emphasizing its role as a social and cultural force. This is particularly relevant within Canada's multicultural and multilingual context, equipping students with the tools to understand how language intersects with factors such as race, ethnicity, class, gender, sexual orientation, and religion. By offering this course, the Modern Languages department aims to blend language studies with critical social analysis, preparing students to engage thoughtfully in diverse communities.

Students will critically reflect on how language shapes identities in diverse communities, including Indigenous groups and migrants, and explore societal dynamics that foster critical awareness of power structures. These insights align with broader institutional goals of promoting intercultural understanding and inclusivity, making the course valuable not only for Modern Languages students and those across various disciplines.

Although there is currently no dedicated Linguistics program, this course supports the development of a planned Certificate in Language and Language Studies, which will serve as a foundational component. Additionally, it is being considered for inclusion in the proposed Intercultural Essentials Associate Certificate, appealing to a wide range of students interested in understanding language as a key factor in intercultural communication.

For the Spanish Language and Culture Minor, this course (offered in English) will be proposed as one of the choices for fulfilling the 200-level course requirements. This approach follows a common trend in our discipline at other universities, where courses taught in English are included to provide broader access to students. This strategy enhances the minor's flexibility and aligns with best practices observed in similar programs.

This course will also be available as an elective, open to students from English, AIS, SCMS, and other programs, providing an interdisciplinary approach to language and society. Its broad applicability makes it an asset for students across multiple fields who wish to deepen their understanding of the complex interactions between language and societal issues.

Introducing this course does not require additional budgetary resources, as existing faculty members will teach it within the Modern Languages department. This approach leverages the expertise of current faculty, ensuring the course is a sustainable addition without incurring extra costs.

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

| Course Learning Outcomes                                                                        | Alignment with UFV ILOs                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify fundamental concepts of an interdisciplinary field exploring cultures and language. | Contributes to ILOs 1 (Demonstrate information competency), 2 (Analyze critically and imaginatively), 3 (Use knowledge and skills proficiently) and 9 (Contribute regionally and globally) through understanding foundational concepts in culture and language studies and recognizing how these concepts apply both locally and globally.                                                                 |
| 2. Discuss the impact of social differentiation on world cultures and societies.                | Aligns with ILOs 2 (Analyze critically and imaginatively), 5 (Communicate effectively), 8 (Engage in respectful and professional practices) and 9 (Contribute regionally and globally) by fostering critical analysis and effective communication on societal issues related to social differentiation and how this affects communities worldwide, contributing to their awareness of global perspectives. |
| 3. Investigate how humans use language in various speech communities globally and locally.      | Supports ILOs 1 (Demonstrate information competency), 2 (Analyze critically and imaginatively), 3 (Use knowledge and skills proficiently) and 9 (Contribute regionally and globally) through researching and analyzing language usage in diverse communities, and comparing and contrasting language use across different regions, contributing to their understanding of global linguistic diversity.     |
| 4. Analyze one or more major social events intertwining language, culture, and society.         | Aligns with ILOs 2 (Analyze critically and imaginatively), 4 (Initiate inquiries and develop solutions to problems), and 5 (Communicate effectively) by encouraging critical analysis and problem-solving skills in understanding the impact of social events on language and culture.                                                                                                                     |
| 5. Apply critical reading, writing, thinking, and oral communication concerning significant     | Contributes to ILOs 2 (Analyze critically and imaginatively), 5 (Communicate effectively), 6 (Pursue self-motivated and self-reflective learning), 7 (Engage in                                                                                                                                                                                                                                            |

|                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| contemporary issues related to language, culture, and society.                                                                                                             | collaborative leadership) and 9 (Contribute regionally and globally). It aims to foster critical thinking, communication skills, self-reflection, collaboration, and awareness of global issues on a regional and global scale.                                                                                                           |
| 6. Appreciate the significance of diverse languages and cultures in shaping personal and communal identities, fostering empathy and understanding across global societies. | Aligns with ILOs 2 (Analyze critically and imaginatively), 6 (Pursue self-motivated and self-reflective learning), 8 (Engage in respectful and professional practices) and 9 (Contribute regionally and globally) by promoting self-reflection, understanding of cultural diversity, and respectful engagement with diverse perspectives. |

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

N/A

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

TLC and AIS.

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

NA

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

The course supports UFV's Indigenization efforts by promoting Indigenous perspectives, knowledge, and experiences. It covers topics such as Indigenous languages, land-based languages, cultural resilience, and the impact of colonization on indigenous communities, helping students understand the challenges faced by Indigenous peoples. The course creates an inclusive learning environment where diverse linguistic and cultural backgrounds are valued and respected, equipping students with the tools to navigate linguistic diversity and engage thoughtfully with Indigenous issues. Ultimately, it supports UFV's efforts towards reconciliation, decolonization, and the advancement of Indigenous ways of knowing within the university community.

Additionally, this course is designed to teach and assess students in a culturally sensitive way by incorporating Indigenous ways of teaching and learning. The course offers diverse assessment methods that align with Indigenous pedagogies, including self-evaluations of learning contributions, visual essays, infographics, or podcasts, and allows both individual and collaborative work for final projects. The course also fosters a collaborative learning environment and prioritizes community-building activities to emphasize the significance of

relationships and interconnectedness among students as integral components of the learning process.

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

This course has been designed to accommodate a variety of learning styles by incorporating universal design principles and Indigenous pedagogies. It offers assessment options and methods to accommodate individual preferences and needs, enabling students to demonstrate their research and knowledge in diverse ways. The course encourages active participation in hands-on language activities and employs technology to support different learning needs. Additionally, it integrates knowledge from various disciplines to provide a comprehensive understanding of world languages.

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

NA

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

The cost of textbooks will be below \$200 or available as OER in addition to tuition.



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: LING 210, MODERN LANGUAGES, COLLEGE OF ARTS  
**Date:** MAY 15, 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 **LING 210**. It will be incorporated in our course plan going forward. I approve its submission to CACC and UEC for curriculum review. The financial impact related to this new course offering would result in an increase in the number of overall LING sections offered through MOLA, increasing by 1 section per year, totaling 3 LING courses.

Thank you,

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

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
 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> LING 210                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Language, Culture, and Society                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Course Short Title:</b> Language, Culture & Society                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> MOLA                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students reflect on how language shapes identities in diverse communities, including Indigenous groups and migrants, and explore societal dynamics related to gender, ethnicity, class, sexual orientation, and religion, fostering critical awareness of power structures.                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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><br>Former course code/number: <b>None</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): ANTH 209/LING 209<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 19, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</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. Identify fundamental concepts of an interdisciplinary field exploring cultures and language.
2. Discuss the impact of social differentiation, such as race, ethnicity, class, gender, language, sexual orientation, and beliefs, on world cultures and societies.
3. Investigate how humans use language in various speech communities globally and locally.
4. Analyze one or more major social events that intertwine language, culture, and society.
5. Apply critical reading, writing, thinking, and oral communication concerning significant contemporary issues related to language, culture, and society.
6. Articulate the significance of diverse languages and cultures in shaping personal and communal identities, fostering empathy, and understanding across global societies.

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

|                      |     |          |     |  |   |
|----------------------|-----|----------|-----|--|---|
| Holistic assessment: | 10% | Project: | 45% |  | % |
| Assignments:         | 45% |          | %   |  | % |

**Details:**

Holistic assessment: learning contribution self-evaluation (10%)

Assignments: critical reaction (2x10% = 20%), leading a class discussion (collaborative assignment) (15%), infographic (10%)

Final project: outline (5%), breaking barriers project delivered via poster, video essay, or podcast (30%), reflective summary (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.)*

Students will engage in various modes of learning, such as presentations, lectures, guest speakers, hands-on activities, digital media, collaborative and self-directed work, and personal exploration of history, place, community, and worldviews.

**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 | Blum, S.D.            | Making Sense of Language: Reading in Culture and Communication. | 2016 |
| 2. Textbook | Danesi, M.            | Language, Society, and Culture.                                 | 2015 |
| 3. Textbook | Kramsch, C.           | Language and Culture                                            | 2009 |
| 4.          |                       |                                                                 |      |
| 5.          |                       |                                                                 |      |

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

Students will be assigned podcasts, videos, online resources, and other resources that expand on or contextualize the examples addressed in class content (e.g., guest speakers, presentations, activities).

**Course Content and Topics**

- Language foundations
  - Prelinguistic communication
  - Linguistics basics
  - Myths concerning languages
  - Language and culture
  - The linguistic relativity debate
- Language, society, and identity
  - The intersection of language with social factors such as region, race and class
  - Language and the construction and negotiation of individual and group identities
  - Ethnicity and social networks
  - Linguistic practices of resistance and identity assertion within marginalized communities
- Language, culture, gender, and sexual orientation
  - Language and gender vs sexual orientation in language
    - Hegemony, power and ideology
    - Does grammatical gender affect how we think?
  - Youth, ethnicity, gender, and language
- Perspectives on language ideology and attitudes in cross-cultural environments
  - Language and globalization

- Language choice in multilingual communities
- Standard vs vernacular language
  - Language and belonging
  - Land based languages (environment and place)
- Language policy and planning
  - Linguistic rights
  - Language and power dynamics
  - Is multiculturalism a synonym of bilingualism in Canada?
- Indigenous languages and cultural resilience
  - Indigenous languages and cultural heritage
  - The impact of colonization on Indigenous languages
  - Indigenous languages, representation, and community empowerment
- Language and migration
  - Language through time and cultures
    - Language variation
  - Languages in contact
    - Linguistic diversity
    - Language change
- Endangered languages, language death and revitalization
  - Histories of language extinction
  - Histories of language revitalization
- Language and cultural practices
  - Language in digital spaces
    - New linguistic phenomena in online communities and social platforms
  - Linguistic landscapes



**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 mapped the PLO's and new ILO's to the course LOs below:**

**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**  
**PLO # 4, 5**  
**New ILO # 1, 5, 7**
2. **Holistically reflect on and articulate how one's own beliefs, practices, personal interactional style and positionality shape cultural experiences and intercultural relations.**

- PLO # 1, 3, 6
  - New ILO # 2, 6, 7, 8
- 3. Explain key concepts related to cultural relativism (e.g. culture, humanism, diversity, multiculturalism, inclusion, pluralism, intercultural dialogue, interpersonal relations).
  - PLO # 4
  - New ILO # 1, 3, 7
- 4. Identify positive outcomes that arise from strong intercultural relations
  - PLO # 2
  - New ILO # 4, 6, 7
- 5. Articulate anthropological principles and practices for fostering supportive intercultural and cross-cultural relations
  - PLO # 3, 5
  - New ILO # 1, 2, 5
- 5. Describe the anthropological foundations within intercultural communications and intercultural relations scholarship
  - PLO # 4
  - New ILO # 1, 3
- 7. Assess how worldviews, practices, values, norms and socio-cultural contexts impact intercultural relations
  - PLO # 3, 6
  - New ILO # 1, 4, 7, 8
- 6. Navigate intercultural contexts effectively
  - PLO # 1, 2, 3, 5
  - New ILO # 1, 2, 3, 4, 6, 7, 8

As reference, the proposed PLOs for the Intercultural Essentials Associate Certificate are the following:

1. Demonstrate familiarity with behavioral norms, conventions, values, cultural logics and languages beyond their own lived experience, including Indigenous and non-Eurocentric ones.
2. Identify positive outcomes that arise from strong intercultural relations
3. Recognize foundations, sources and impacts of ethnocentrism.
4. Identify, define and discuss key concepts related to culture, social difference, inclusion/exclusion and diversity.
5. Employ principles and practices for fostering supportive intercultural and cross-cultural relations
6. Reflect on the personal lenses, approaches and practices we each bring to our intercultural encounters.

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)**

**CWC comment and response:**

- The calendar description talks about an “anthropological lens”, but learning outcome #1 includes “intercultural lens” with no reference to anthropology. Pre-Check recommends some revision to the learning outcomes to make it very clear that this is an anthropology course. The calendar description may also benefit from some revision to further clarify “intercultural competence” in this context.

*LO #1 has been modified to make explicit mention of anthropology in relation to “intercultural lens”. LO#2 focuses on holistic reflection, with “holistic” being in reference to an anthropological approach. As such, the anthropological lens is also implicit in LO#2. Anthropology is also explicitly mentioned in LO #5 and 6, and implicit within #7 (via the word “worldviews,” which is strongly associated with anthropology). Intercultural relations, intercultural competence, and intercultural dialogue are all mentioned in the course description. We feel there is a lot of cross-referencing between anthropology and intercultural terms already such that no more are necessary.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Intercultural Relations                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>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.                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>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>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</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 apply an anthropologically-grounded intercultural lens to real-world cases.
2. Reflect holistically 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% | % | % |
| Project:     | 50% | % | % |

**Details:**

Assignments: reflections (5x5% = 25%), group media case study (25%)  
 Project: proposal (10%), 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.)*

**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

**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 pre-requisites have been changed from recommended to required. This is to ensure that students have enough familiarity with the types of concepts and situations discussed in the course that they will be able to engage with course content at a second-year level.
- 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: February 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Globalization and Development                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Globalization & Development                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as ANTH 220 and GDS 220. Students may take only one of these for credit.                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | None. Note: As of September 2025, prerequisites will change to ANTH 102 or GDS 100/GEOG 109.                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number:<br>Cross-listed with: <b>GDS 220</b><br>Equivalent course(s): <b>GDS 220</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

|              |     |             |     |   |
|--------------|-----|-------------|-----|---|
| Assignments: | 35% | Final exam: | 25% | % |
| Project:     | 30% | Portfolio:  | 10% | % |

**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 | Manfred Steger        | Globalization: A Very Short Introduction            | 2017 |
| 2. Textbook | Ian Goldin            | Development: A Very Short Introduction              | 2018 |
| 3. Textbook | Vandana Shiva         | India Divided: Democracy and Diversity Under Attack | 2003 |
| 4. Other    | Mooney, Nicola, ed.   | (Blackboard Coursepack)                             | 2022 |
| 5.          |                       |                                                     |      |

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

**Course Content and Topics**

- Key contexts: anthropology as approach
- Key concepts: globalization and development
- Encountering the west: colonialism, dependency, and underdevelopment
- The "discovery" of poverty and inequality
- The development fix? Humanitarianism and 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



ORIGINAL COURSE IMPLEMENTATION DATE: February 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Globalization and Development                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                     |                    |
| <b>Course Short Title:</b> Globalization & Development                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                     |                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                               |                    |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 220</b> for the official course outline.                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                     |                    |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as ANTH 220 and GDS 220. Students may take only one of these for credit.                                                                                    |  |                                                                                                                                                                                                                                     |                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | None. Note: As of September 2025, prerequisites will change to ANTH 102 or GDS 100/GEOG 109.                                                                                                                                        |                    |
| <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> )<br>Former course code/number:<br>Cross-listed with: <b>ANTH 220</b><br>Equivalent course(s): <b>ANTH 220</b><br><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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |                    |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Date approved:</b>                                                                                                                                                                                                               | April 5, 2024      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date approved:</b>                                                                                                                                                                                                               | May 3, 2024        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b>                                                                                                                                                                                                             | September 27, 2024 |

**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 by adding the option of needing only to have completed 18 credits. Students who have not taken Anth 102 or Soc 101 can still take the course, as long as they have 18 credits. As SOC 101 does not necessarily cover ethnography or a cross-cultural perspective (and, if it does, covers it only briefly), this expanded pre-requisite option does not actually represent a change to how the course will be taught.
- 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. The holistic assessment reflects the
- 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.

**CWC comments and responses:**

- Given that the calendar description refers to an “ethnographic and cross-cultural perspective”, the current prerequisite makes sense to give students some concept of ethnographic study.

Eliminating any discipline-specific background without changes to the course requires explanation. (Will students with 18 credits in another area understand ethnographic and cross-cultural perspectives?)

*As it currently exists, ANTH 102 and SOC 101 are listed as alternative pre-reqs. As SOC 101 does not necessarily cover ethnography or a cross-cultural perspective (and, if it does, covers it only briefly), this does not actually represent a change to how the course will be taught.*

- It's unclear how the ethnographic approach mentioned in the calendar description is reflected in the learning outcomes. Can this be more explicitly stated to be clear for students, or should the calendar description be updated to remove "ethnographic"?

*Ethnographic literature is a very distinct style of writing that differs considerably from , say, quantitative research papers or interview reports. It is a very holistic approach, containing detail-rich descriptions. Learning Outcome #7 explicitly lists holism as something students need to understand so as to be able to explain in relation to food practices. As such, they are being asked to understand and appreciate the importance of ethnographic approaches to the course content. This type of holistic approach is also reflected in the assessments, where 15% of the assessment will be holistic. While the word "ethnographic" does not appear in the LOs or Assessments, it is present through these references to holism. We would thus like to keep the term in the description. If nothing else, it's presence gives sociology students some warning that this course will perhaps be different than other sociology courses they have taken (sociology tends to be much more reductionistic).*

- What is the 15% holistic assessment? (Is this is for participation, as on the previous course outline? UEC typically requires additional explanation when participation is greater than 10%.)

*This is not for participation. It is assessment consistent with an ethnographic approach.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Food, Culture & Society                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as ANTH 260 and SOC 260. Students may take only one of these for credit.                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | One of ANTH 102, SOC 101, or 18 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number: <b>SCMS 230</b><br>Cross-listed with: <b>SOC 260</b><br>Equivalent course(s): <b>SOC 260</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Describe the major 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. Discuss 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).

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

|                |     |              |     |                      |     |
|----------------|-----|--------------|-----|----------------------|-----|
| Quizzes/tests: | 15% | Assignments: | 45% | Holistic assessment: | 15% |
| Final exam:    | 25% |              | %   |                      | %   |

**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.)*

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 | Carole Counihan, Penny Van Esterik, and Alice Julier, eds. | Food and Culture: A Reader, 4E (Routledge) | 2018 |
| 2.          |                                                            |                                            |      |
| 3.          |                                                            |                                            |      |
| 4.          |                                                            |                                            |      |
| 5.          |                                                            |                                            |      |

**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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Food, Culture & Society                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                       |                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                 |                    |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 260</b> for the official course outline.                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                       |                    |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as ANTH 260 and SOC 260. Students may take only one of these for credit.                                                             |  |                                                                                                                                                                                                                                                                       |                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |  | One of ANTH 102, SOC 101, or 18 university-level credits.                                                                                                                                                                                                             |                    |
| <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> )<br>Former course code/number: <b>SCMS 230</b><br>Cross-listed with: <b>ANTH 260</b><br>Equivalent course(s): <b>ANTH 260</b><br>( <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> ( <i>See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |                    |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |  | <b>Date approved:</b>                                                                                                                                                                                                                                                 | April 5, 2024      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Date approved:</b>                                                                                                                                                                                                                                                 | May 3, 2024        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                               | September 27, 2024 |

**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 keep the course accessible (with the hope of supporting ANTH program enrolments) while also ensuring that students taking the course have enough anthropological background that they can work at the conceptual and theoretical level required by this course. This course is serving as the only upper-level required course for all anthropology programs, including the Sociology-Anthropology Major. In the past, the pre-requisites were opened up to make this course more accessible. However, Anthropology faculty have found that students taking this course do not have the background they need to be ready for this course. As a result, they would like to keep the number of ANTH credits consistent with the previous version but change the level from 100 or higher to 200- or higher. This will ensure that students in the course are more prepared for the anthropological materials than they are at present, without needing students to take additional ANTH credits to be able to get into the course. (Students can get into any 200-level ANTH course if they have taken ANTH 102).

- 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 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> ANTH 301                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Thinking Through Culture<br><b>Course Short Title:</b> Thinking Through Culture                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>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.                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           | 45 university-level credits including ANTH 102 and 3 additional credits of ANTH.<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including ANTH 102 and 3 credits of ANTH at the 200-level or higher.                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                       | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**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. Utilize a strong working vocabulary of key theoretical concepts relating to the study of culture.
2. Articulate key ideas relevant to major theoretical discussions in anthropology (and related fields).
3. Critique the historical development of anthropological ideas using post-colonial and decolonizing approaches.
4. Apply key theoretical ideas to ethnographic research and inquiry.
5. Demonstrate reasoning and argumentation skills appropriate to the course disciplines.
6. Interpret theory critically.

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

|            |     |              |     |             |     |
|------------|-----|--------------|-----|-------------|-----|
| Portfolio: | 25% | Assignments: | 50% | Final exam: | 25% |
|            | %   |              | %   |             | %   |

**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        | A. Lynn Bolles, Ruth Gomberg-Muñoz, Bernard C. Perley and Keri Vacanti Brondo | Anthropological Theory for the Twenty-First Century: A Critical Approach                                                                                                             | 2022 |
| 2. Article         | Nader, Laura                                                                  | "Ethnography as Theory"                                                                                                                                                              | 2011 |
| 3. Article         | Simpson, Audra                                                                | "On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship"                                                                                                             | 2007 |
| 4. Online resource | McGranahan, Carole and Uzma Z. Rizvi, eds                                     | Decolonizing Anthropology ( <a href="https://savageminds.org/2016/04/19/decolonizing-anthropology/">https://savageminds.org/2016/04/19/decolonizing-anthropology/</a> )              | 2016 |
| 5. Online resource | Thomas, Deborah A. and Kamari Maxine Clarke                                   | Can Anthropology be Decolonized? ( <a href="https://www.sapiens.org/culture/can-anthropology-be-decolonized/">https://www.sapiens.org/culture/can-anthropology-be-decolonized/</a> ) | 2023 |

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

**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
- 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

**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 Indigenities, 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). This activity will occur during the regularly-scheduled class time.

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.

**CWC comment and response:**

- If the field trip will be outside of class time, a note to this effect should be added to the calendar description. Also, the field trip does not appear to be reflected in the learning outcomes.

*The fieldtrip is within the regularly-scheduled class time. Learning from the field trip supports LOs #2, 3, and 4.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> ANTH 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Course Full Title:</b> Cities and Culture<br><b>Course Short Title:</b> Cities & Culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                            |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Calendar Description:</b><br>Examines how anthropologists, sociologists, and others have explored urban life, urban forms, and cities as objects of inquiry. Issues explored include urbanization, the built environment, and similarities and differences in the experience of urban life in a range of local and global contexts.<br><br>Note: This course is offered as ANTH 325 and SOC 325. Students may take only one of these for credit.                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 university-level credits including (ANTH 102 or SOC 101) and (3 credits of ANTH or SOC-at the 200 level or higher).                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <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><br>Former course code/number: <b>SCMS 325</b><br>Cross-listed with: <b>SOC 325</b><br>Equivalent course(s): <b>SOC 325</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>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;">56</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">4</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                  | 56 | Experiential (field trip) | 4 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><br><b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 56                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                            |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |   |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                         |

**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. 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. Be able to apply select ideas, concepts, and issues related to cities and urban life as discussed in anthropology, sociology, and other relevant disciplines to concrete situations and examples.
3. Articulate similarities and differences in the experience of urban life in a range of local and global contexts.
4. Evaluate urban issues and the urban built environment.
5. Apply a critical lens to readings about cities in anthropology, sociology, and beyond.

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

|            |     |              |     |             |     |
|------------|-----|--------------|-----|-------------|-----|
| Portfolio: | 25% | Assignments: | 50% | Final exam: | 25% |
|            | %   |              | %   |             | %   |

**Details:**

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 | Björkman, Lisa, ed.                   | Bombay Brokers                       | 2021 |
| 2. Textbook | Brablec, Dana and Andrew Canesa, eds. | Urban Indigeneities                  | 2023 |
| 3. Other    | Mooney, Nicola, ed.                   | Blackboard Coursepack                | 2023 |
| 4.          |                                       |                                      |      |
| 5.          |                                       |                                      |      |

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

**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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Cities and Culture<br><b>Course Short Title:</b> Cities & Culture                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                      |                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                |                    |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 325</b> for the official course outline.                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                      |                    |
| <b>Calendar Description:</b><br>Examines how anthropologists, sociologists, and others have explored urban life, urban forms, and cities as objects of inquiry. Issues explored include urbanization, the built environment, and similarities and differences in the experience of urban life in a range of local and global contexts.<br><br>Note: This course is offered as ANTH 325 and SOC 325. Students may take only one of these for credit. |  |                                                                                                                                                                                                                                      |                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |  | 45 university-level credits including (ANTH 102 or SOC 101) and (3 credits of ANTH or SOC-at the 200 level or higher).                                                                                                               |                    |
| <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> )<br>Former course code/number: <b>SCMS 325</b><br>Cross-listed with: <b>ANTH 325</b><br>Equivalent course(s): <b>ANTH 325</b><br><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> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                    |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Date approved:</b>                                                                                                                                                                                                                | April 5, 2024      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date approved:</b>                                                                                                                                                                                                                | May 3, 2024        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b>                                                                                                                                                                                                              | September 27, 2024 |

**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.

**CWC comment and response:**

- What is the 15% holistic assessment?

*It is not participation. "Holistic assessment" reflects that it is an assessment that is consistent with the ethnographic gaze. Specifics of what this will be, however, are left open to the instructor.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Culture & Theory of Diaspora                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>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.<br><br>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 credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with: <b>ENGL 367</b><br>Equivalent course(s): <b>ENGL 367</b><br><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

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

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

|              |     |                      |     |          |     |
|--------------|-----|----------------------|-----|----------|-----|
| Assignments: | 40% | Final exam:          | 20% | Project: | 10% |
| Portfolio:   | 15% | Holistic assessment: | 15% |          | %   |

**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.)*

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 | Robin Cohen                    | Global Diasporas, 3E                                                 | 2023 |
| 2. Other    | Avtar Brah                     | Excerpts, <i>Cartographies of Diaspora</i>                           | 1996 |
| 3. Other    | Ato Quayson & Girish Daswani   | Excerpts, <i>A Companion to Diaspora and Transnationalism</i>        | 2013 |
| 4. Textbook | Shyam Selvadurai, ed.          | Story-Wallah: Short Fiction from South Asian Writers                 | 2005 |
| 5. 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.)*

**Course Content and Topics**

- Migration, diaspora, and the diasporic imaginary
- Diaspora theory: key works and key words
- Homes and homescapes
- Indigeneities 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



ORIGINAL COURSE IMPLEMENTATION DATE: January 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> Culture & Theory of Diaspora                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                     |                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                               |                    |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 367</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                     |                    |
| <b>Calendar Description:</b><br>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.<br><br>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 credits.                                                                                                                                                                                                        |                    |
| <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> )<br>Former course code/number:<br>Cross-listed with: <b>ANTH 367</b><br>Equivalent course(s): <b>ANTH 367</b><br><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> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                    |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date approved:</b>                                                                                                                                                                                                               | April 5, 2024      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Date approved:</b>                                                                                                                                                                                                               | May 3, 2024        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Date of meeting:</b>                                                                                                                                                                                                             | September 27, 2024 |

**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.

**CWC comments and responses:**

- This appears to be a new course rather than a course revision. Should students with credit for the previous version of the course be able to take this version for additional credit? If so, a new course number should be chosen, and ANTH 375/MACS 375 discontinued.

*In terms of its conceptual and theoretical underpinnings, this remains the same course. The difference is that it is no longer specific to Indian media. This is an attempt to decolonize this course (having Anthropology courses that are region-specific is considered colonialistic). It is also being done to make the course more flexible in terms of its delivery, so that more instructors can teach it. It not, however, a different course; students who took ANTH /MACS 375 previously should not be permitted to take this course for a second time.*

- What is the 15% holistic assessment?

*It is not participation. "Holistic assessment" reflects that it is an assessment that is consistent with the ethnographic gaze. Specifics of what this will be, however, are left open to the instructor.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2010  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Global Mediascapes<br><b>Course Short Title:</b> Global Mediascapes                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>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 contexts.<br><br>Note: This course is offered as ANTH 375 and MACS 375. Students may take only one of these for credit.      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including one of ANTH 102, MACS 110, or SOC 101.<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including ANTH 102 or MACS 110.                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <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><br>Former course code/number:<br>Cross-listed with: <b>MACS 375</b><br>Equivalent course(s): <b>MACS 375</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> XNo <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                      |  |

**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 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. Reflect critically on the ways that mediascapes shape our intercultural understandings.
6. Analyze a particular mediascape, imaginary, or set of representations/images.

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

|                      |     |             |     |            |     |
|----------------------|-----|-------------|-----|------------|-----|
| Assignments:         | 50% | Final exam: | 20% | Portfolio: | 15% |
| Holistic assessment: | 15% |             | %   |            | %   |

**Details:**

Assignments: research paper proposal (10%), film review (10%), presentation (10%), 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.)*

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. Other    | Arjun Appadurai       | "Disjuncture and Difference in the Global Political Economy"                               | 1996 |
| 2. Other    | Benedict Anderson     | Excerpt, <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> | 1991 |
| 3. Textbook | Charles Taylor        | Modern Social Imaginaries                                                                  | 2003 |
| 4. Other    | Edward Said           | Excerpt, <i>Orientalism</i>                                                                | 1980 |
| 5. Textbook | Mark Allen Peterson   | Anthropology and Mass Communication: Media and Myth in the New Millennium                  | 2008 |

Note: Concurrent readings will be available through the learning management system on Blackboard.

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

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





ORIGINAL COURSE IMPLEMENTATION DATE: September 2010  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Global Mediascapes                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                      |                    |
| <b>Course Short Title:</b> Global Mediascapes                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                      |                    |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                |                    |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ANTH 375</b> for the official course outline.                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                      |                    |
| <b>Calendar Description:</b><br>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 contexts.<br><br>Note: This course is offered as ANTH 375 and MACS 375. Students may take only one of these for credit.        |  |                                                                                                                                                                                                                                                                      |                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | 45 university-level credits including one of ANTH 102, MACS 110, or SOC 101.<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including ANTH 102 or MACS 110.                                                                 |                    |
| <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> )<br>Former course code/number:<br>Cross-listed with: <b>ANTH 375</b><br>Equivalent course(s): <b>ANTH 375</b><br><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> ( <i>See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |                    |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Date approved:</b>                                                                                                                                                                                                                                                | April 5, 2024      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  | <b>Date approved:</b>                                                                                                                                                                                                                                                | May 3, 2024        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |  | <b>Date of meeting:</b>                                                                                                                                                                                                                                              | September 27, 2024 |

**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)

**CWC comments and responses:**

**General comment (this and following MACS courses):**

- This seems like a lot of new MACS courses. What is the bigger picture here? For UEC, it will be helpful to have some additional context for how these courses fit with the academic plan.

*These may appear to be new courses, but in they are only the regularization of courses that have always been offered. I believe this is covered in their memos. Historically MACS offers 2-4 special topics courses a semester and we asked them to make regular courses and to stop offering special topics courses as frequently as they currently do. The courses they are proposing "as new" fit into their enrolment plan and Mark has reviewed both enrolment and budget. We have been working with MACS for the past five years to accomplish this work and*

*the work has full support of the dean's office. Going forward MACS will not be offering so many sections of random special topics. This work was done with careful consideration and under the guide of the CoA Curriculum Facilitators project.*

**MACS 266:**

- The proposed course title makes this look like a Film Studies course. Has the School of Creative Studies been consulted on this course? Pre-Check recommends revising the title to better connect to the MACS discipline/approach.

*From Linda Pardy: MACS and MEDA do work together. Chantelle and the two new MACS hires will be working on further collaborations. Chantelle can confirm they have consulted with MEDA. Please keep in mind that like with English and Theatre draw on similar books, films, and plays - so does MACS and MEDA using film. MACS uses film (like books) to explore critical theory, communication/media theory and culture (Cultural and Media Studies – using film). MEDA uses film to explore production, design, lighting, and aesthetic decisions in film creation. (Film Studies – using film). There will benefit to both MEDA and MACS students to draw on the curriculum from each area.*

*From Chantelle Marlor: In addition to what Linda wrote (which is super important, as MACS and MEDA are quite different in their orientation to media), I add the following: I am in the process of consulting with MEDA/SOCA. That said, strictly speaking, this is not a FILM course as it is about both TV and movies (“screen” being much more broadly defined than film, alone). Plus, based on previous discussions with SOCA (with Heather Davis Fische corresponding with/representing MEDA and SOCA), SOCA is open to a more flexible arrangement in relation to FILM/MACS overlaps.*

- Learning outcome #5: “recognize” should be changed to a more measurable verb.

*From Linda Pardy: CACC discussed this and felt recognize was measurable in the context of the course. However, if UEC would the course designer use identify Chantelle will consult with them.*

*From Chantelle Marlor: We would like to keep the word “recognize”, because it means that students need to be able to show they can actually apply what they have learned in relation to seeing it in media content (e.g. “You can see how X is visible in the opening scene of the W tv show in that....”).*



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: MACS 266, SCHOOL OF CULTURE, MEDIA, SOCIETY, COLLEGE OF ARTS

**Date:** APRIL 16, 2024

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implication of the proposed new course MACS 266. 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



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> 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<br><b>Course Short Title:</b> Screen Horrors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Calendar Description:</b><br>Students will 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 will interrogate how the horror genre, and its frightening creatures, reflect larger cultural anxieties, challenge social norms, and thrill audiences.<br><br>Note: Students with credit for MACS 299D 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><br>Former course code/number: <b>MACS 299D</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 36 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><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 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><br><b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                        |

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

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

1. Identify 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. Map 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. Analyze critically how 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% |                | %   |          | %   |

**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.          |                                                           |                                                             |      |
| 3.          |                                                           |                                                             |      |
| 4.          |                                                           |                                                             |      |
| 5.          |                                                           |                                                             |      |

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

**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 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 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)



**MEMO**

---

**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: MACS 268, SCHOOL OF CULTURE, MEDIA, & SOCIETY, COLLEGE OF ARTS  
**Date:** APRIL 11, 2024

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implication of the proposed new course MACS 268. 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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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<br><b>Course Short Title:</b> Media Franchises & Convergence                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Modern media converges across different platforms, with the same stories and characters taking place over film, television, books, video games, and more. Students will explore how franchises adapt to meet the demands of different mediums and audiences.<br><br>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 3 credits of 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><br>Former course code/number: <b>MACS 299G/MACS 299H</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                    |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Define franchises' role in globalization.
4. Analyze representations of race, class, gender, sexuality, and disability in franchises.
5. Articulate how media franchises interface with colonialism, decolonization, and Indigenization.
6. 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% |
|              | %   |          | %   |                      | %   |

**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.)*

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.          |                       |                                                             |      |
| 4.          |                       |                                                             |      |
| 5.          |                       |                                                             |      |

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

**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 Pardy, 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)

**CWC comment and response:**

- As with MACS 266, the proposed title sounds like a Film course. Has SOCA been consulted? Although the learning outcomes do not read like a Film Studies course, the calendar description may benefit from some revision to better align with the outcomes. For example, the description could be flipped to begin with “Students will interrogate the ways in which the production, distribution, and consumption of content mediates our collective experiences.”

*This course is about TV and streaming programs. While movies and films may be discussed, they are not the content area of this course. I think the confusion here is due to the word “screen” being used in different ways. We have screens (and monitors) everywhere in our lives today (e.g. we arguably have too much “screen time”). Moreover, the term “television” is quickly becoming antiquated in relation to*



*media programs; having a course called “TV Studies” signifies we are outdated. This course is about media programming that has historically been classified as “television programming,” but is extended to include its present-day equivalents (e.g. Netflix, Disney+, Prime, etc). As such, I see no real need to consult with SOCA over this course, any more than they would consult with MACS for every new course they create. (There is a stronger rationale for consulting with MEDA/SOCA in relation to MACS 266, as films/movies are explicitly included in MACS 266. Even here, though, the approach taken to studying them is distinct—see below and Linda’s comments to MACS 266).*

*At the heart of the discipline, Media and Communications Studies (MACS) examines media, especially that which is conveyed through screens (broadly defined). Film is just one form of media (and screens) within this. As Linda pointed out, the major difference between MEDA and MACS is in how each discipline approaches media. MEDA focuses on the production side of media. MACS, on the other hand, focuses on the critical analysis of media. This course, as designed, is about the latter.*

*I think the course description is well aligned with the Learning Outcomes. Again, I think the issue is more about needing a better understanding of MACS as a discipline to be able to see how these are aligned.*



**MEMO**

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: MACS 285, SCHOOL OF CULTURE, MEDIA, SOCIETY, COLLEGE OF ARTS  
**Date:** APRIL 16, 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 **MACS 285**. 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



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> 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> Screen Studies: TV & Digital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students will examine screen-based media from classic television to modern digital streaming platforms. This course looks at and beyond the screen to interrogate the ways in which the production, distribution, and consumption of content mediates our collective experiences.<br><br>Note: Students with credit for MACS 299J cannot take this course for further credit.                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of MACS 110, MACS 130, or 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <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><br>Former course code/number: <b>MACS 299J</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 36 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><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 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b><br><br><b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Analyze television programming critically.
2. Map the history of early television through to digital platforms and streaming services.
3. Describe 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% |                | %   |          | %   |

**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.          |                                 |                                                                |      |
| 3.          |                                 |                                                                |      |
| 4.          |                                 |                                                                |      |
| 5.          |                                 |                                                                |      |

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

**Course Content and Topics**

- The study of television
- The language of television
- Television narrative
- Television Histories
- Television Industries
- Genres and Formats
- Programming by and for minority groups (e.g. APTN)
- Streaming Platforms
- Television Production
- Television Audiences
- Representation and Identity
- Global screen cultures
- Quality television
- Beyond broadcast television

**Memo for New Course**

To: Linda Pardy, 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)

**CWC comments and responses:****Applies to MACS 324, 333, and 364:**

- New courses are typically established at 3 credits, unless there is a specific and demonstrated need for it to be 4 credits. UEC will require additional rationale for why this should be a 4-credit course.

*We would like to keep the MACS upper-level courses at 4 credits, at least for now. The rationale is that MACS courses often require the additional contact*

*hours that the 4 credits provide. MACS courses often incorporate a lot of media viewing/interacting within class time as a means to demonstrate and work through the media analysis that is being discussed. MACS faculty have voiced a concern that reducing the contact hours will not provide them with enough time to sufficiently explain what they are talking about within the class period.*

**MACS 324:**

- Learning outcome #6: Pre-Check suggests changing “illustrate” to “explain”, “discuss”, or similar.

*This was discussed at CACC pre-check. If UEC is thinking of illustrate to simply mean draw I can understand the comment. However, at a higher level the CACC pre-check team felt illustrate includes being able to explain, discuss, connect, and demonstrate, all into one higher level verb. Explain and discuss are low level taxonomy learning outcome verbs – especially for an upper-level course.*

- Learning outcome #7: how will students demonstrate this?

*There is excellent secondary research on this topic. Students will be able to draw on this research to write an essay, do a presentation, or create a podcast etc. The International Sociology of Sport Association (ISSA) has a good example <https://www.issa1965.org/useful-info/what-is-the-sociology-of-sport/> about how this learning outcomes is framed and from there it should be easy to see a variety of ways the outcome could be demonstrated.*





## MEMO

---

**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: MACS 324, SCHOOL OF CULTURE, MEDIA, SOCIETY, COLLEGE OF ARTS

**Date:** APRIL 16, 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 **MACS 324**. 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



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> MACS 324                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Sport, Media, and Culture<br><b>Course Short Title:</b> Sport, Media & Culture                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students will critically examine the intersection of sport, media, and culture in North America and globally. From newspapers to radio to television to digital streaming platforms, sports has 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.<br><br>Note: Students with credit for MACS 299F or SOC 299Q cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 45 university-level credits including 6 credits of MACS and/or SOC.                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number: <b>MACS 299F/SOC 299Q</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 36 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b>                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Map the historical relationship between sports 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, including the presence, absence and roles played by Indigenous peoples.
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. 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% |                | %   |          | %   |

**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.)*

**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)

**CWC comment and responses:**

- There appears to be some similarity between this course and CMNS 360 (revision to that course have recently been submitted to CWC). This course may be of interest to Communications.

*From Linda Parady: Thanks for pointing this out. I can see the benefit for a student who has taken MACS 333 taking CMNS 360. CMNS 360 is a writing course that would be useful for students wanting to writing proposals or grants that will help bring about social change or that advocate for justice or change. CMNS 360 would be a good course for CRIM students too. The MACS course is not about how to write or communicate strategies. It examines social movements and the power and politics of social movements as depicted by the media, government and*

*corporatization etc. Chantelle can connect with CMNS and Academic Advising to promote the use of the two courses to students.*

*From Chantelle Marlor: To support what Linda already wrote, MACS 333 is a critical assessment of the role of media in relation to social change. It takes a social science approach to studying this topic. CMNS 360, on the other hand, is about how to communicate in a way that persuades and helps bring about social change. These can be interconnected (as some critical scholars like to do), but this is not a necessity. These courses are substantially different in content and approach, despite both being related to social change.*



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: MACS 333, SCHOOL OF CULTURE, MEDIA, & SOCIETY, COLLEGE OF ARTS

**Date:** APRIL 11, 2024

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implication of the proposed new course, MACS 333. 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



ORIGINAL COURSE IMPLEMENTATION DATE: January 2025  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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 and Social Change<br><b>Course Short Title:</b> Media & Social Change                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students will examine the potential and limitations of traditional and new media to educate and engage audiences with various social movements. Students will analyze the roles and competing interests of governments, corporations, artists, activists, and general audiences in communicating social change.<br><br>Note: Students with credit for MACS 299K or SOC 299T cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | 45 university-level credits including at 3 credits of 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><br>Former course code/number: <b>MACS 299K/SOC 299T</b><br>Cross-listed with:<br>Equivalent course(s):<br><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                         | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |



**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% |
|              | %   |          | %   |                      | %   |

**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.)*

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.          |                                   |                                                                               |      |
| 4.          |                                   |                                                                               |      |
| 5.          |                                   |                                                                               |      |

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

**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, LGBTQIA2S+, 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)



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** NEW COURSE BUDGET APPROVAL: MACS 364, SCHOOL OF CULTURE, MEDIA, SOCIETY, COLLEGE OF ARTS

**Date:** APRIL 16, 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 **MACS 364**. 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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Cult. Significance Video Games                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will 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.<br><br>Note: Students with credit for MACS 399C cannot take this course for further credit.                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits including 3 credits of 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><br>Former course code/number: <b>MACS 399C</b><br>Cross-listed with:<br>Equivalent course(s):<br><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 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. Respond critically 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% |
|              | %   |          | %   |                      | %   |

**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 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.         |                                       |                                                                                                                                                                               |      |

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

**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 Course Changes**

To: Linda Parady, CACC Members, and UEC Members

From: Chantelle Marlor, Director, SCMS

Date: April 5, 2024

**Subject: Proposal for revision of: MACS/SOC 385 Television and Social Values (new title to be: Television and Social Values)**

*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 (dropping “The Simpsons”)
- 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:

- Needs updating, including LOs and calendar description, so as to match current formatting preferences and pedagogical approaches.
- Title change: 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.
- This course previously had its home in SOC and was cross-listed as MACS. This is being changed so that the main course outline will be MACS 385 and the cross-listed outline will be SOC 385.

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 \(ILOs\)](#):

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.

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)? **MACS, SOC, and ANTH.**
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 beauty of this course is that it 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.

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 a 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 (excluding tuition): **\$100 for textbooks.**



ORIGINAL COURSE IMPLEMENTATION DATE: May 2010  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 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> MACS 385                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Television and Social Values<br><b>Course Short Title:</b> Television & Social Values                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as MACS 385 and SOC 385. Students may take only one of these for credit.                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits including 6 credits of MACS and/or SOC.                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <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><br>Former course code/number: <b>SOC 399C</b><br>Cross-listed with: <b>SOC 385</b><br>Equivalent course(s): <b>SOC 385</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 25 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                   |  |

**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. 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 television conventions through various genres including but not limited to sitcoms, dramas, reality TV, or horror.
5. Examine television portrayals of race, ethnicity, Indigeneity, 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: | 40% | Final exam: | 30% | Project: | 30% |
|              | %   |             | %   |          | %   |

**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.          |                        |                                                                               |      |
| 3.          |                        |                                                                               |      |
| 4.          |                        |                                                                               |      |
| 5.          |                        |                                                                               |      |

**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 looks 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



ORIGINAL COURSE IMPLEMENTATION DATE: May 2010  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Television & Social Values                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                      |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MACS 385</b> for the official course outline.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                            |
| <b>Calendar Description:</b><br>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.<br><br>Note: This course is offered as MACS 385 and SOC 385. Students may take only one of these for credit.                                         |                                                                                                                                                                                                                                                            |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 university-level credits including 6 credits of MACS and/or SOC.                                                                                                                                                                                        |
| <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> )<br>Former course code/number: <b>SOC 399C</b><br>Cross-listed with: <b>MACS 385</b><br>Equivalent course(s): <b>MACS 385</b><br><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="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> April 5, 2024                                                                                                                                                                                                                        |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                        |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                 |

**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 (textbook)

**CWC comments and responses:**

- Learning outcome #1: “demonstrate understanding” should be replaced with a more measurable verb, such as “describe” or “explain”.  
*We would prefer "demonstrate," as it is more appropriate to case-study types of assessments.*
- Learning outcome #5: Pre-Check recommends removing “using case studies”, as this appears to be a method of instruction/assessment rather than an outcome.  
*We would like to keep the case studies component, as this is a "comparative" course, and comparison of case studies is central to what the course is about.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 205                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Comparative Societies<br><b>Course Short Title:</b> Comparative Societies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Social, Cultural, and Media Studies                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Students apply sociological analysis 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 learn more about their own society and what makes it distinct. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None. Note: As of September 2025, prerequisites will change to SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                     |  |

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

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

1. Demonstrate understanding of theoretical and methodological debates in comparative sociology.
2. Analyze the variations and similarities between their own and other societies.
3. Critically examine social factors and institutions – such as colonialism, religion, gender, race, and politics – in a range of different societies.
4. Analyze how different societies connect to each other in a globalized world.
5. Reflect critically using case-studies on how local and global histories shape contemporary societies.

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

|                |     |             |     |              |     |
|----------------|-----|-------------|-----|--------------|-----|
| Quizzes/tests: | 25% | Final exam: | 30% | Assignments: | 25% |
| Project:       | 20% |             | %   |              | %   |

**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.)*

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 | Elijah Anderson                      | The White Space, in <i>Sociology of Race and Ethnicity</i> , Vol. 1, No. 1                                         | 2015 |
| 2. Article | Nira Yuval-Davis                     | The Religious Question: The Sacred, the Cultural, and the Political, in <i>The Politics of Belonging</i> , Sage    | 2011 |
| 3. Article | P. Paxton, S. Kunovich and M. Hughes | Gender in Politics, in <i>Annual Review of Sociology</i> , Vol. 33, No. 1                                          | 2007 |
| 4. 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 |
| 5. Article | Richard Sandbrook                    | Social Democracy in the Periphery, in <i>Social Democracy in the Global Periphery</i> , Cambridge University Press | 2006 |

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

**Course Content and Topics**

- Methodological debates in comparative sociology
- The global legacies of colonialism
- The state in comparative perspective
- Nationalism
- Race, identity, and inequality
- Religion, identity, and politics
- Gender
- Class and inequality
- Democracy and democratization
- Welfare systems and “development”
- Cultural change
- Globalization



**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 be more inclusive, recognizing that there is more than one kind of individual
  - 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 \(ILOs\)](#): The changes to the LOs bring the LOs more in-line with current pedagogical phrasing preferences for LOs.
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)

**CWC comment and response:**

- Learning outcomes #1 and #3: "demonstrate a basic understanding" should be replaced with a more measurable verb, such as "describe" or "explain". #1 can be "explain." LO #3 should stay as-is. This is because "describe" and "explain" are not adequate verbs. Demonstrate is a more fulsome activity. It means you can apply what you understand in a manner that shows both an understanding and an ability to apply that understanding correctly. (If you have an alternative suggestion to this, I am happy to hear).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1976  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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 230                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Individuals and Society<br><b>Course Short Title:</b> Individuals & Society                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>An introduction to sociological social psychology and symbolic interactionism. Topics include identity formation, impression management, meaning-making, emotions and social life, everyday rituals, group dynamics, social constructionism, and status hierarchy formation, social order, and deviance.                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                               |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**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 several sociological social psychology theories.
2. Articulate how socialization occurs, including processes of identity formation.
3. Demonstrate a basic understanding of meaning-making and social constructionism.
4. Apply theories from the course to better understand one's own identities, emotions and enactments of status.
5. Analyze interpersonal and group dynamics using a critical, decolonizing lens.
6. Articulate the relationship between individual actions and the social order.

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

|              |     |             |     |                |   |
|--------------|-----|-------------|-----|----------------|---|
| Assignments: | 65% | Final exam: | 35% | Quizzes/tests: | % |
|              | %   |             | %   |                | % |

**Details:**

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 | Crawford, L and K Novak                           | Individuals and Society: Sociological Social Psychology                                                                                        | 2018 |
| 2. Other    | Sandstrom, K., K. Lively, D. Martin and G.A. Fine | Symbols, Selves and Social Reality                                                                                                             | 2013 |
| 3. Article  | Gonzales, A and J. Kertesz                        | "Colonialism and the Racialization of Indigenous Identity", in The Oxford Handbook of Indigenous Sociology. Maggie Walter et al (eds), Oxford. | 2022 |
| 4.          |                                                   |                                                                                                                                                |      |
| 5.          |                                                   |                                                                                                                                                |      |

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

**Course Content and Topics**

- Historical overview, and orientations within sociological social psychology
- Everyday rituals and the social construction of experience
- What is meaning-making?
- Self as process
- Socialization
- Identity
- Decolonizing social psychological approaches
- Status hierarchy formation, social structure, and social control
- Social facts understood as interpersonal interactions and group dynamics
- Social order and deviance
- The postmodern self in society

**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 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 for textbook



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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 245                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Deviance and Social Control                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Deviance & Social Control                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore deviant behaviour and identity through an examination of its social construction, explanation, commission, and mechanisms of control.                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists:<br>Submit outline for (re)articulation:<br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



**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 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: | 40% | Quizzes/tests: | 30% | Final exam: | 30% |
|              | %   |                | %   |             | %   |

**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.)*

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 (6 <sup>th</sup> Edition) | 2022 |
| 2. Textbook | Goffman               | Stigma: Notes on the Management of Spoiled Identity                | 1963 |
| 3.          |                       |                                                                    |      |
| 4.          |                       |                                                                    |      |
| 5.          |                       |                                                                    |      |

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

**Course Content and Topics**

- 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 (textbook).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 247                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Culture of Capitalism<br><b>Course Short Title:</b> Culture of Capitalism                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Examines the components that make up the culture of capitalism. Students will participate in case studies on emergent problems from the culture of capitalism, such as environmental impacts and hunger in low-income countries. The course also considers different types of resistance, along with their purpose and potential for changing the culture of capitalism.          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number: <b>SOC 299J</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Analyze the key features of capitalism as an economic and social system
2. Describe the historical development of capitalism at a global level
3. Critically reflect on how capitalism has shaped and transformed processes of production and consumption, and how these have impacted the lives of people around the world
4. Illustrate how capitalist growth contributes to inequality, exploitation, and ecological degradation
5. Explain processes of resistance and change under capitalism using case studies

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

|              |     |                |     |          |     |
|--------------|-----|----------------|-----|----------|-----|
| Final exam:  | 25% | Quizzes/tests: | 25% | Project: | 35% |
| Assignments: | 15% |                | %   |          | %   |

**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.)*

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 | Robbins, R & Dowty, R | <i>Global Problems and the Culture of Capitalism</i> 7 <sup>th</sup> Ed Boston, Pearson                                | 2019 |
| 2. Article  | Stanford, Jim         | Capitalism, in <i>Economics for Everyone</i> , Pluto Press                                                             | 2007 |
| 3. Textbook | Scott, Bruce          | <i>The Concept of Capitalism</i> . Dordrecht: Springer                                                                 | 2009 |
| 4. Article  | Ritzer, George        | McJobs: McDonaldization and its Relationship to the Labor Process, In <i>McDonaldization: The Reader</i> , Sage        | 2006 |
| 5. Article  | Frank, Andre G        | The Development of Underdevelopment, in <i>The Political Economy of Development and Underdevelopment</i> , McGraw-Hill | 1988 |
| 6. Textbook | Frase, Peter          | <i>Four Futures: Life After Capitalism</i> , Verso                                                                     | 2017 |
| 7. Textbook | Wright, Erik Olin     | <i>Envisioning Real Utopias</i> , Verso                                                                                | 2010 |

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

N/A

**Course Content and Topics**

- Money and the economy
- The consumer
- The worker
- The capitalist
- The state
- Capitalism and population growth
- Hunger, poverty, and economic development
- The environment and consumption
- Anit-systemic protest
- Social movement and activism for change
- The future of capitalism

**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. 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. 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.**

The cross-listing as GDS 250 is being discontinued. This was at the request of GDS and has been acknowledged by SOC. This course will continue only as SOC 250.

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<br><b>Course Short Title:</b> Soc of Develop: Global South                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students take 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.<br>Note: Students with credit for GDS 250 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>GDS 250</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca.</a>)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |



**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. Articulate 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. Reflect critically 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.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Project:     | 20% | Quizzes/tests: | 25% | Final exam: | 30% |
| Assignments: | 25% |                | %   |             | %   |

**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.)*

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 | Arturo Escobar        | Encountering Development: The Making and Unmaking of the Third World (2nd Edition)                       | 2011 |
| 2. Textbook | James Mahoney         | Comparative-Historical Analysis and Development Studies, <i>Sociology of Development</i> , Vol. 1, No. 1 | 2015 |
| 3. Textbook | Mike Davis            | The Origins of the Third World, in <i>Late Victorian Holocausts</i> , Verso                              | 2001 |
| 4. Textbook | James Ferguson        | Give a Man a Fish: Reflections on the New Politics of Distribution                                       | 2014 |
| 5. Textbook | Stephan Haggard       | Developmental States                                                                                     | 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
- Neoimperialism and Neoliberalism
- 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

**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 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 (textbook)**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Sociology of Health and Illness<br><b>Course Short Title:</b> Sociology of Health & Illness                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students examine the complex interface between health, illness, and society. Topics may include theory, epidemiology, social determinants of health, social inequality, illness experience, social construction of medical knowledge and practice, medicalization, health professions education, and social organization in Canada, with a specific focus of those on the frontline of health care (doctors, nurses, paramedics, etc.). |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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><br>Former course code/number: <b>SOC 299I</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

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

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

1. Identify 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: | 20% | Final exam: | 30% | Assignments: | 50% |
|                | %   |             | %   |              | %   |

**Details:**

Assignments include take-home essay "exam" (2 x 20% = 40%) and discussion forum (10%)

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

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

Lectures, discussion, examples, and exercises.

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

| Type               | Author or description                    | Title and publication/access details                                                                                                    | Year |
|--------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Clarke, Juanne                           | Health, Illness, and Medicine in Canada (8th ed) Don Mills Ontario: Oxford University Press                                             | 2021 |
| 2. Textbook        | Alexander Segall and Christopher J Fries | Pursuing Health and Wellness: Health Societies, Health People, Second Edition                                                           | 2017 |
| 3. OER book        | Corman, M.                               | Paramedics on and off the streets: Emergency Medical Services in the Age of Technological Governance                                    | 2017 |
| 4. OER book        | Rankin, M. & Cambell, M                  | Managing to nurse: Inside Canada's health care reform                                                                                   | 2006 |
| 5. Online resource |                                          | <a href="https://unnaturalcauses.org/video_clips_detail.php?res_id=70">https://unnaturalcauses.org/video_clips_detail.php?res_id=70</a> |      |

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

**Course Content and Topics**

- 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 SOC 289: 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 SOCs 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 (textbook).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2010  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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 289                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Sociology of Human-Animal Relations<br><b>Course Short Title:</b> Sociology of Animal Relations                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Focuses on the relationships humans have with non-human animals and their implications for society. Students explore the nature-society dichotomy and the question whether sociology needs to decenter humans. Students also engage with Indigenous cosmologies, feminisms, cultural values and norms, social inequalities, and justice and rights. Possible topics range from the exploitation of non-human animals by humans to humans' affective relationships with pets.                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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> )<br>Former course code/number: <b>SOC 299F</b><br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes</b> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Transfer Credit</b> ( <i>See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |



**Learning Outcomes**

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

1. Identify key concepts related to the study of human-animal relations.
2. Explain taken-for-granted ideas about animals and their place in society.
3. 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. Discuss the diverse social issues surrounding human-animal relations.

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

|                |     |              |     |             |     |
|----------------|-----|--------------|-----|-------------|-----|
| Quizzes/tests: | 25% | Assignments: | 50% | Final exam: | 25% |
|                | %   |              | %   |             | %   |

**Details:**

Assignments: case study of animals in the news (20%), case study of animals in institutions (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 | Dean, J., Ingram, D., Sethna, C. (eds) | Animal Metropolis: Histories of Human-Animal Relations in Urban Canada                     | 2017 |
| 2. Textbook | DeMello, M.                            | Animals and Society: An Introduction to Human-Animal Studies                               | 2012 |
| 3. Textbook | Sorenson, J.                           | Critical Animal Studies: Thinking the Unthinkable                                          | 2014 |
| 4. Textbook | Montford, KS, & Taylor, C.             | Colonialism and Non-Human Animality: Anti-Colonial Perspectives in Critical Animal Studies | 2020 |
| 5.          |                                        |                                                                                            |      |

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

**Course Content and Topics**

- Introduction to human-animal relations
- Sociology's relationship with non-human animals
- Interdisciplinary concepts, relations
- Indigenous perspectives
- Intersectionality and feminism
- Speciesism
- Animal rights
- Affect and pets
- Animals and human health
- 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:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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<br><b>Course Short Title:</b> Special Topics in Sociology I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>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, drugs and society, and sociology of disability.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br><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><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b><br><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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><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 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Transfer Credit</b> <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**Learning Outcomes**

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

1. Identify themes and debates deemed essential to an understanding of the topic.
2. Apply the related sociological concepts in an analysis of social realities.
3. Identify relevant 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.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 50% | Quizzes/tests: | 25% | Final exam: | 25% |
|              | %   |                | %   |             | %   |

**Details:**

Possible assignments: public sociology project proposal (30%), sociologically-grounded op-ed essay (20%)

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

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

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

| Type        | Author or description                                    | Title and publication/access details                     | Year |
|-------------|----------------------------------------------------------|----------------------------------------------------------|------|
| 1. Textbook | Burawoy, Michael                                         | Public Sociology                                         | 2021 |
| 2. Textbook | Nyden, Philip, Leslie Hossfeld, Gwendolyn Nyden, eds.    | Public Sociology: Research, Action, and Change           | 2012 |
| 3. Textbook | Hanemaayer, Ariane, Christopher J.Schneider, eds.        | The Public Sociology Debate                              | 2015 |
| 4. Textbook | Bifulco, Lavinia, Vando Borghi, eds.                     | Research Handbook on Public Sociology                    | 2023 |
| 5. Textbook | Hossfeld, Leslie, E.Brooke Kelly, Cassius Hossfeld, eds. | The Routledge International Handbook of Public Sociology | 2021 |

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

**Course Content and Topics**

Example for Public Sociology:

- 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

**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
  - 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 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)**

**CWC comment and response:**

- Memo does not include information about the prerequisite change noted on the course outline. Why are the prerequisites being changed to require SOC 101 rather than 45 credits including 6 credits of SOC? This appears to be a heavy course for a second-semester student. Pre-Check recommends that this instead be changed to “45 university-level credits including SOC 101”, or possibly “30 university-level credits including SOC 101”.  
*Yes, you can change it to your suggested modification of 45 university credits.*



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 331                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Sociology of Families<br><b>Course Short Title:</b> Sociology of Families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department/School:</b> Social, Cultural, and Media Studies                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 university-level credits including (SOC 101 or 6 credits of SOC). Note: As of September 2025, prerequisites will change to 45 university-level credits including 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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</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. Analyze “the family” from a variety of different sociological perspectives and issues.
2. Explain how the sociological study of families provides 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. Apply a nourishing of your sociological imagination through critical reflection.
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% |
|             | %   |                | %   |              | %   |

**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.)*

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 | Albanese, P           | Canadian Families Today: New Perspectives (4th ed)                     | 2018 |
| 2. Textbook | Mitchell, B           | Family Matters: an Introduction to Family Sociology in Canada (4th ed) | 2021 |
| 3.          |                       |                                                                        |      |
| 4.          |                       |                                                                        |      |

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

**Course Content and Topics**

- 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 Pardy, 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
  - 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: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Environmental Justice                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Introduces students to the study of environmental justice through theory and case study, and covers 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.                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including 6 credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <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><br>Former course code/number: <b>SOC 399G</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: Yes<br>Submit outline for (re)articulation: No<br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Yes                                                                                                                                                                                                                                                |           | <b>Department approval</b> <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                             |  |

**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. 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. Prepare an effective environmental justice case study.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 30% | Quizzes/tests: | 20% | Assignments: | 50% |
|             | %   |                | %   |              | %   |

**Details:**

Assignments: paper proposal (10%), paper presentation (10%), research paper (20%), 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. Schlater | An Invitation to Environmental Sociology, Sixth Edition. Sage.                                                              | 2020 |
| 2. Textbook | D. Pellow and R. Brulle, eds        | Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement. Cambridge: MIT Press.      | 2005 |
| 3. Textbook | D. Faber                            | Capitalizing on Environmental Justice: the polluter industrial complex in the age of globalization. Rowman and Littlefield. | 2008 |
| 4. Textbook | M. Mascarenhas                      | Lessons in Environmental Justice. From Civil Rights to Black Lives Matter and Idle No More                                  | 2020 |
| 5.          |                                     |                                                                                                                             |      |

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

**Course Content and Topics**

- 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 \(ILOs\)](#): These 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: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Protest and Social Movements                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Protest & Social Movements                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine protests and social movements in a wide range of manifestations and social contexts. Students explore examples and case studies from both democratic and authoritarian states, developing familiarity with theoretical perspectives, terms, and concepts important to the sociology of social movements.                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 45 university-level credits including 6 credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number: <b>SOC 299L</b><br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>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;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops | 15 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Identify the main theories related to protests and social movement.
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. 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: | 30% | Quizzes/tests: | 25% | Assignments: | 45% |
|             | %   |                | %   |              | %   |

**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 | Almeida, Paul.                            | Social Movements: The Structure of Collective Mobilization | 2019 |
| 2. Textbook | Tilly, Charles, Castaneda, E and Wood, L. | Social Movements, 1768 - 2018                              | 2019 |
| 3. Textbook | della Porta, Donatella and Diani, Mario   | Social Movements: An Introduction                          | 2020 |
| 4.          |                                           |                                                            |      |
| 5.          |                                           |                                                            |      |

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

**Course Content and Topics**

- Introduction: what are social movements?
- Theories of social movements
- Historical overview: the state and social movements
- Protest as politics by another name
- Protest in contemporary democracies
- Protest in repressive societies
- Case study: The LGBTQ+ movement
- Case study: The environmental movement
- Case study: Indigenous resistance
- Case Study: The global justice movement
- Globalization, protest, and the state

**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: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> Sociological Themes and Theorists                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Soc Themes & Theorists                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>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.                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including 6 credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Express 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 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.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 20% | Assignments: | 40% | % |
| Quizzes/tests: | 40% |              |     | % |

**Details:**

Assignments: One analysis paper and two short discussion papers  
 Quizzes/tests: A series of quizzes

**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. Textbook | Ritzer, G and J Stepnisky | Sociological Theory, 11th ed, Sage                                       | 2021 |
| 2. Textbook | Delaney, Tim              | Classical and Contemporary Social Theory: Investigations and Application | 2014 |
| 3.          |                           |                                                                          |      |
| 4.          |                           |                                                                          |      |
| 5.          |                           |                                                                          |      |

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

**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

**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 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.
- The cross-listing as POSC 352 is being discontinued. This will continue only as SOC 352. This change was requested by Political Science.

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: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Public Policy Analysis                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>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.<br><br>Note: Students with credit for POSC 352 cannot take this course for further credit.                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>POSC 352</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Scheduled Laboratory Hours</b><br>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> <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                            |  |

**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. Examine 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.
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: | 35% | Final exam: | 35% | Project: | 30% |
|              | %   |             | %   |          | %   |

**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.)*

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. Other | Course pack with selected readings |                                      |      |
| 2.       |                                    |                                      |      |
| 3.       |                                    |                                      |      |
| 4.       |                                    |                                      |      |
| 5.       |                                    |                                      |      |

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

**Course Content and Topics**

- What is policy analysis?
- The policy “movement” and modern governance
- Conceptual foundations for problem analysis
- “Solving” social problems: policy instruments and design
- Understanding policy implementation
- Timing is everything: examining policy windows, networks and communities
- What do we want to know? Selecting and utilizing a model of analysis
- 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;
- GEOG 252 is being removed from the prerequisites as it is now an exclusively quantitative methods course. The other courses include both quantitative and qualitative methods.
- 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 the specific method(s) explored in this course will differ from one iteration to another. 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 – textbooks.*

**CWC comment and response:**

- The department should be aware that changing from a special topics (lettered) course to a regular (non-lettered) course means that students will be able to receive credit for both a previous lettered version (e.g. SOC 357C) and the non-lettered version, unless otherwise stated on the course outline.  
*Yes, that is fine. It works for this course, given the limited number of times and modalities it has previously been offered.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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 357                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Advanced Research Methods<br><b>Course Short Title:</b> Advanced Research Methods                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students 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. Methods covered will vary and may include, but are not limited to, comparative-historical methods, network analysis, visual sociology, discourse analysis, grounded theory, and evaluation research. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | 45 university-level credits including one of CRIM 220, GEOG 252, or SOC 255/MACS 255 (formerly offered as ANTH 255).<br>Note: As of September 2025, prerequisites will change to 45 university-level credits including one of CRIM 220 or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                       |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</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;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                  | 60 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                       | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |

**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. Articulate what is involved in using selected research method(s).
2. Design a research project that utilizes the methods discussed in class.
3. Evaluate existing research that employs the methods covered in the course.
4. Compare 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.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 70% | % | % |
| Project:     | 30% | % | % |

**Details:**

|                                                                      |     |
|----------------------------------------------------------------------|-----|
| Book review of book/article using comparative-historical methodology | 15% |
| Evaluation of methodology used in book/article                       | 20% |
| 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 | Lange, Matthew                          | Comparative-Historical Methods, Sage                                                           | 2012 |
| 2. Textbook | Bischoping, Katherine, and Gazso, Amber | <i>Analyzing Talk in the Social Sciences: Conversation, Discourse and Narrative Strategies</i> | 2016 |
| 3.          |                                         |                                                                                                |      |
| 4.          |                                         |                                                                                                |      |
| 5.          |                                         |                                                                                                |      |

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

**Course Content and Topics**

- 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:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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<br><b>Course Short Title:</b> Special Topics in Sociology II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine 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, cultural identity in the context of globalization, terrorism, oppression and resistance, sociology of religion, and the social causes and effects of violence .<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 45 university-level credits including 6 credits of SOC.                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><br>( <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><br>Special Topics course: <b>Yes</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): 25 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>Yes</b> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                      | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b><br><br><b>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
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| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                           |  |

**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. Articulate both substantive knowledge and theoretical debates about the topic.
2. Engage in educated debate about the topic.
3. Understand the relationship between the topic and the broader field of sociology.
4. Analyze sociological subject matter at an advanced level.
5. Evaluate cultures, power, and privilege in order to advance equity and social justice
6. Apply decolonizing and Indigenizing lenses to the focus of study

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

|              |     |             |     |                |     |
|--------------|-----|-------------|-----|----------------|-----|
| Assignments: | 50% | Final exam: | 25% | Quizzes/tests: | 25% |
|              | %   |             | %   |                | %   |

**Details:**

Assignments: literature review (20%), analytical 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 | Jackson, Richard, Lee Jarvis, Jeroen Gunning and Marie Breen-Smyth, eds. | Terrorism: A Critical Introduction.                                         | 2011 |
| 2. Textbook | Hudson, Rex A.                                                           | The Sociology and Psychology of Terrorism: Who Becomes a Terrorist and Why? | 2005 |
| 3. Other    | Course pack of relevant articles                                         |                                                                             |      |
| 4. Textbook | Fisher, Daren G., Laura Dugan, eds.                                      | The Oxford Handbook of Terrorism                                            | 2019 |
| 5. Textbook | Vertigans, Stephen                                                       | The Sociology of Terrorism: People, Places and Processes                    | 2011 |

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

**Course Content and Topics**

Example for Terrorism, Oppression, and Resistance:

- 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 – textbooks.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2012  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 430                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Knowledge, Power, and Science<br><b>Course Short Title:</b> Knowledge, Power & Science                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine how social factors shape the production of knowledge. Drawing on the sociology of science and the sociology of knowledge, students explore 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. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits including SOC 101 and 6 additional credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>40</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40 | Tutorials/workshops | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                   | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                               | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. Analyze how power shapes, what knowledge is produced, how it is produced, and who produces it.
2. Explain the social processes involved in determining who can or cannot make claims to authoritative knowledge.
3. Discuss theoretical debates in sociology that explore the connections between knowledge and power.
4. Analyze relevant sociological theories and concepts to explain how claims to knowledge are produced and disseminated, and how they can reinforce existing forms of hierarchy and marginalization in society.
5. 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% |              | %   |             | %   |

**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.)*

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 | Hird, MJ                  | <i>Sociology of Science: A Critical Canadian Introduction</i> , Oxford University Press                                    | 2012 |
| 2. Article  | Graeber, D                | Of Flying Cars and the Declining Rate of Profit, in <i>The Utopia of Rules</i> , Melville House                            | 2015 |
| 3. Article  | Surili, S                 | Putting Knowledge in its Place: Science, Colonialism, and the Postcolonial, in <i>Postcolonial Studies</i> , Vol. 12, No 4 | 2009 |
| 4. Article  | Mackenzie, D & Wajcman, J | <i>The Social Shaping of Technology</i> , in <i>The Social Shaping of Technology</i> , Open University Press               | 1999 |
| 5. Article  | Foucault, M               | '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**

- Introduction to the course
- Science as social relations
- How sociologists study science
- Science and power
- Science and gender
- Science and race
- The quantification of life
- Technocracy and "technological solutionism"
- Public trust and science
- Public engagement with science and "lay" knowledge
- Activism and the politics of knowledge
- Science, society, and the future

**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
- 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 – textbooks.**

**CWC comments and responses:**

- Based on the course outline, this seems to be relatively specific, rather than a special topics course. Can you provide some examples of particular special topics that would be offered under this?

*These are the special topics we currently have for this course:*

- *Advanced Topics in Childhood and Family*
- *Advanced Topics: Childhood Across Cultures*
- *Advanced Topics: Childhood, Gender & Division of Labour*
- *Advanced Topics: Social Construction of Parenting*
- *Advanced Topics: Time Crunch: Con Div of Labour*
- *Advanced Topics: Families and Work in the New Millennium*

- How does this course differ from SOC 399, and why is there a need for more than one upper-level special topics course?

*We have a LOT of students who take SOC 331: Sociology of the Family. SOC 431 gives them an opportunity to pursue their interests related to Sociology of the Family further, on a more specific topic/angle related to families. If we just had it as one of our Special Topics 399 offerings, students would likely not find the course. By having it as a 431, student can see how it ladders onto 331.*

- Learning outcome #4: what is “sociological imagination”?

*We feel confident that there is not a problem with the term “sociological imagination” at the 4th year level; this concept is central to sociology and something all sociology students are required to understand from SOC 101 onwards.*





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 Relations<br><b>Course Short Title:</b> Adv Topics: Childhood & Family                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore special topics and issues of concern in the sociology of family and childhood. Topics will vary.                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits including SOC 331.                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Demonstrate 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. Analyze how social forces shape and reshape a diversity of family forms.
4. Apply their sociological imagination to their own personal situation and experiences related to 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.)*

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 30% | Quizzes/tests: | 30% | Final exam: | 40% |
|              | %   |                | %   |             | %   |

**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.)*

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. Other   | Ranson, G.            | The Parents and Children Project: Raising Kids in Canada Today. Rocks Mills Press                                                                                                                    | 2018 |
| 2. Other   | Ranson, G             | Fathering, Masculinity, and the Embodiment of Care. London: Palgrave Macmillan                                                                                                                       | 2015 |
| 3. Article | Corman, M.            | How mothers talk about placement of their child with autism outside the home. Qualitative Health Research, 23(10), 1320-1332. DOI: 10.1177/1049732313505225                                          | 2013 |
| 4. Article | Jerolmack, C.         | How Pigeons Became Rats: The Cultural-Spatial Logic of Problem Animals. Social Problems, 55(1), 72-94. <a href="https://doi.org/10.1525/sp.2008.55.1.72">https://doi.org/10.1525/sp.2008.55.1.72</a> | 2008 |
| 5. Other   | Doucet, A.            | Do men mother? Fathering, care, and parental responsibilities (second ed). University of Toronto Press                                                                                               | 2018 |

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

**Course Content and Topics**

- 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, postpartum 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, parenting, and what matters
- Moving the family forward

**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 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: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Sociology of Sexuality                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>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.                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits including 9 credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> April 5, 2024</span>                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

**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. 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.
5. Apply theories and ideas connected to the sociological study of sexuality to practical examples.

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

|              |     |             |     |            |     |
|--------------|-----|-------------|-----|------------|-----|
| Assignments: | 20% | Final exam: | 40% | Portfolio: | 40% |
|              | %   |             | %   |            | %   |

**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.)*

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.   | Course pack of selected readings |                                      |      |
| 2.   |                                  |                                      |      |
| 3.   |                                  |                                      |      |
| 4.   |                                  |                                      |      |
| 5.   |                                  |                                      |      |

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

**Course Content and Topics**

- 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

**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 445**

*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:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Power, Deviance, and Social Control                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Short Title:</b> Power, Deviance & Soc Control                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Students investigate the sociological study of deviance and social control. Topics may include, but are not limited to, the sociology of mental illness, stigma, sexual deviance, surveillance, and substance use, abuse, and control.                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 60 university-level credits including 9 credits of SOC.                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |

**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. Examine sociological theories of deviance and social control.
2. Assess current research within the area of deviance and social control.
3. Inspect current issues related to deviance and social control using sociological theories.
4. Examine the historical, cultural, and global forces that shape the construction of deviance and the mechanisms of social control.
5. Compare 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:     | %   | Quizzes/tests: | %   | Final exam: | 40% |
| Assignments: | 20% | Portfolio:     | 40% |             | %   |

**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.)*

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 | Adler, P. & Adler, P. | Constructions of deviance: Social power, context, and interaction (8th edition) | 2016 |
| 2.          |                       |                                                                                 |      |
| 3.          |                       |                                                                                 |      |
| 4.          |                       |                                                                                 |      |

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

**Course Content and Topics**

- 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, SOC 475**

*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. The pre-reqs for this course are being changed to hopefully make the course more accessible to students, while also ensuring that the students who register are prepared for the course materials. More specifically, the pre-reqs are being reduced from 60 to 45 credits, to permit more students to take the course, while also requiring students to have completed a research methods course of some description. This course involves students conducting original research, which is why we want to add the research methods course as a pre-req. In the past, it has proven difficult to have students with no research background conducting research, while also learning about the substantive content for 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 \(ILOs\)](#): **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 SOCs 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 – textbooks.**

**CWC comment and response:**

- Prerequisites should be set at a minimum to ensure student success, not to make courses more accessible as stated in the memo rationale. Is there some evidence to support this prerequisite change? Why is this course different from other 400-level courses that require 60 credits including some sociology? (Is there a specific reason this course only requires 45 credits while the others require 60? Will students with no background in sociology really be prepared for success in this course?)  
*In many ways, this course is comparable to several of our other SOC courses that are included in the Research Concentration (e.g. SOC 313, 352, 353). For this reason, it could arguably be changed to a 300-level course. However, given it originated as a 400-level course and we already have inconsistencies within our 400-level pre reqs, it is easier to just keep it at this level and change the pre-reqs.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 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 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> Communities, Diff. & Belonging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Students 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. |           |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits including one of CRIM 220, CRIM 320, CRIM 321, GEOG 252, IPK 344 (formerly offered as ANTH 344/SOC 344), POSC 300, PSYC 202, PSYC 301, PSYC 311, MACS 255/SOC 255 (formerly offered as ANTH 255), MACS 355/SOC 355 (formerly offered as ANTH 355), or MACS 356/SOC 356 (formerly offered as ANTH 356).                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <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> )<br>Former course code/number: <b>SOC 399F</b><br>Cross-listed with:<br>Equivalent course(s): <b>SOC 399F</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>Grading System: <b>Letter Grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 25 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                             | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><b>PLAR is available for this course.</b><br><br><b>Transfer Credit</b> ( <i>See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> ) |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                                                                                    |  |

**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 social needs met by communities.
2. Explain theoretical ideas developed and used by sociologists to discuss communities.
3. Describe benefits and tensions of social ties and connections created through communities.
4. Articulate complexities around social inclusion and exclusion.
5. Use Sociological terms to discuss belonging, communities, and pluralism.
6. Apply course-related theories to research data collected by the student in partnership with a community organization.
7. Critically discuss similarities and differences between different types of communities.

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

|              |      |  |   |   |
|--------------|------|--|---|---|
| Assignments: | 100% |  |   | % |
|              | %    |  | % | % |

**Details:**

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 | Bell, C., & Newby, H. | Community Studies: An Introduction to the Sociology of Local Community | 2021 |
| 2. Textbook | Bell, C., & Newby, H. | Sociology of Community: A Collection of Readings                       | 2012 |
| 3. Article  | Romero, M.            | Sociology engaged in social justice. American Sociological Review      | 2020 |
| 4.          |                       |                                                                        |      |
| 5.          |                       |                                                                        |      |

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

**Course Content and Topics**

- Introduction to sociology of communities
- Conceptualizing community
- Sociological theorizing on community
- Citizenship and belonging
- Producing community: social ties and connections
- Urban-rural differences
- Midterm
- Nationalism
- Globalization
- Communities of belonging in focus: first peoples, ethnicity, and culture
- Communities of belonging in focus: 2SLGBTQIA+
- Social exclusion
- 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

**CWC comment and response:**

- Pre-Check recommends simplifying the prerequisites to change “permission from the supervising faculty member, the department head, and the Dean” to “department permission.” (This has been recommended for other recent Directed Study courses.)  
*Changed as recommended.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Directed Studies in Sociology                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department/School:</b> Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Directed studies in a selected area under the direction of a single faculty member. This 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.                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 60 university-level credits including 9 credits of ANTH and/or SOC, and department permission.                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; no limit on repeats</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): 6 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 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. Articulately discuss and present advanced knowledge of the topic orally and in writing.
4. Analyze the social context, origins, and implications of the issue under investigation.
5. Evaluate cultures, power, and privilege in order to advance equity and social justice.
6. Apply decolonizing and Indigenizing lenses to sociological analysis.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Annotated bibliography: 30%  
 Weekly discussions: 20%  
 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.   | To be determined by student and faculty member |                                      |      |
| 2.   |                                                |                                      |      |
| 3.   |                                                |                                      |      |
| 4.   |                                                |                                      |      |
| 5.   |                                                |                                      |      |

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

**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
- 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 (textbooks).**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Advanced Research Project                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Short Title:</b> Advanced Research Project                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> Social, Cultural, and Media Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Intended to be the final step in the sociology research concentration, students 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.                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | SOC 255/MACS 255 (formerly offered as ANTH 255), SOC 355/MACS 355 (formerly offered as ANTH 355) and SOC 356/MACS 356 (formerly offered as ANTH 356).                                                                                                                                                                                                                                                                                                                                                                       |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>Yes; cannot be repeated for credit</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 6 |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised directed learning (directed studies only)</td> <td>15</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>75</b></td> </tr> </table> |           | Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Experiential (field trip) | 25 | Tutorials/workshops | 15 | Supervised directed learning (directed studies only) | 15 | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>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. |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                                               |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 5, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |                     |    |                                                      |    |                    |           |                                                                                                                                                                                                                                                                                                     |  |

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

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

1. Demonstrate 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. Gather data appropriate for an advanced research project.
4. Present research that includes a written discussion of data analysis and interpretation of that analysis.
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% | % | % |
|              | %    | % | % |

**Details:**

1. Research proposal (10%)
2. Literature review (20%)
3. Data collection (including surveys, focus groups and interviews) (20%)
4. First draft report (20%)
5. Final report (30%)

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

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

**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.       |                                                                                                                                                                                                                                     |                                      |      |
| 3.       |                                                                                                                                                                                                                                     |                                      |      |
| 4.       |                                                                                                                                                                                                                                     |                                      |      |
| 5.       |                                                                                                                                                                                                                                     |                                      |      |

**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.

**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: 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 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Research Methods in Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>An introduction to the procedures used in psychological research. Topics include research ethics; scientific writing in APA format; experimental, descriptive, quasi-experimental, and developmental research designs; measurement in psychology; descriptive and inferential statistical analysis; and generalization and interpretation of research results. In the lab section, students will have the opportunity to design, conduct, and write up an original research project. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <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, or STAT 106.                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: N/A<br>Cross-listed with: N/A<br>Equivalent course(s): N/A<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>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>Supervised laboratory hours (computer lab)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>90</b></td> </tr> </table>                                                                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 | Supervised laboratory hours (computer lab) | 45 |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>Due to the comprehensive lab component of the course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |                    |           |                                                                                                                                                                     |  |

**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 experimental and non-experimental research design principles to research questions.
2. Critically analyze the limitations of experimental and non-experimental research designs.
3. Apply appropriate data analytic procedures to various forms of data.
4. Describe the role of hypothesis testing and theory in psychological research.
5. Generate a testable hypothesis based on psychological theory.
6. Demonstrate competence in the use of current APA format.
7. Develop skills to conduct literature search in the social and related sciences.
8. Demonstrate the ability to collect and analyze data.

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

|             |     |                |     |   |
|-------------|-----|----------------|-----|---|
| Lab work:   | 40% | Quizzes/tests: | 18% | % |
| Final exam: | 38% | Assignments:   | 4%  | % |

**Details:**

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

Quizzes/tests: midterm (18%)

Assignments: research participation in studies (4%)

**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, small group work, demonstrations, videos, data collection, analysis, and presentation of results.

**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 | 2020 |
| 2.          |                          |                                              |      |
| 3.          |                          |                                              |      |
| 4.          |                          |                                              |      |
| 5.          |                          |                                              |      |

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

**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

**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 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 241                                                                                                                                                                                                                                                                                                                                                                                       | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Introduction to Psychological Disorders<br><b>Course Short Title:</b> Intro Psychological Disorders                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>An introduction to 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.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <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> )<br>Former course code/number: <b>PSYC 341</b><br>Cross-listed with: None<br>Equivalent course(s): None<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                  | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                               | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |

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

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

1. Critically evaluate systems of classification and diagnosis and the impact of colonial views.
2. Discuss assessment methods of psychological disorders.
3. Identify a variety of etiological factors of disorders.
4. Distinguish major characteristics of various types of disorders.
5. Describe diagnostic criteria for selected psychological disorders and distinguish between diagnoses.
6. Describe treatment approaches with a focus on evidence-based treatment.
7. Evaluate the importance of gender and cultural issues in understanding psychological disorders.
8. Discuss cultural considerations in treatment approaches including Indigenous perspectives.

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

|                |     |              |     |   |
|----------------|-----|--------------|-----|---|
| Final exam:    | 35% | Assignments: | 25% | % |
| Quizzes/tests: | 40% |              | %   | % |

**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.)*

Lectures, discussion groups, guest lectures with community members with lived experienced film video presentations, and 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 | Heather Jennings                                                | Abnormal Psychology, 9 <sup>th</sup> edition McGraw Hill | 2022 |
| 2. Textbook | Lalumière, M. L., Barlow, D. H., Durand, V. M., & Hofmann, S.G. | Psychopathology                                          | 2024 |
| 3.          |                                                                 |                                                          |      |
| 4.          |                                                                 |                                                          |      |
| 5.          |                                                                 |                                                          |      |

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

**Course Content and Topics**

- Introduction to abnormal psychology, defining abnormality, history of abnormal psychology
- Theories, paradigms and perspectives, etiology, the integrative approach
- Treatment overview
- Classification, assessment, and diagnosis
- Anxiety disorders, obsessive-compulsive disorder, and trauma-related disorders
- Mood disorders
- Schizophrenia spectrum and other psychotic disorders
- Eating disorders
- Personality disorders
- Substance use 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: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Introduction to Biological Psychology                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> Intro to Biological Psychology                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>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.                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number: <b>NONE</b><br>Cross-listed with: <b>NONE</b><br>Equivalent course(s): <b>NONE</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</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. 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 sensory and motor function, learning, memory psychopathology.
7. Explore the functional deficits which result from pathology in the nervous system.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 30% | Assignments: | 30% |  | % |
| Quizzes/tests: | 40% |              | %   |  | % |

**Details:**

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

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

Lecture, demonstration, small group practice, discussion, use of nervous system models, preserved sheep brains, and diagrams.

**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 7 <sup>th</sup> Ed | 2023 |
| 3.          |                                             |                                                                  |      |
| 4.          |                                             |                                                                  |      |
| 5.          |                                             |                                                                  |      |

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

**Course Content and Topics**

- 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
- Research methods
- Neural plasticity: learning and memory
- Sensation and perception: vision
- Sensation and perception: non-visual senses
- Motor systems
- Damage and disease
- Psychiatric disorders
- Drugs and the brain
- Sleep and circadian rhythms

**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 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Psychological Assessment                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Psychological Assessment                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the purpose, scope, and mechanics of psychological testing and assessment. Topics include theoretical issues in assessment, methodology of administering tests, relevant measurement and statistics, issues related to the application of assessment for specific populations, and an overview of currently used assessment instruments.                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | PSYC 202.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number: <b>NONE</b><br>Cross-listed with: <b>NONE</b><br>Equivalent course(s): <b>NONE</b><br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 the ethical, sociocultural, philosophical, and methodological issues in psychological assessment.
2. Apply measurement theory to methods of assessment.
3. Apply techniques for assessing reliability and validity of psychological measures.
4. Demonstrate the process of test development in assignments, papers, and/or projects.
5. Explore the history, psychometrics, structure, and main instruments used in psychology and related fields.
6. 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: | 25% | Final exam: | 35% |  | % |
| Assignments:   | 40% |             | %   |  | % |

**Details:**

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

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

Lecture, demonstrations, discussions, group work.

**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     | Psychological testing principles, applications and issues / Wadsworth    | 2017 |
| 2. Textbook | Miller, L. A. & Lovler, R. L. | Foundations of Psychological Testing: A Practical Approach (6th edition) | 2020 |
| 3.          |                               |                                                                          |      |
| 4.          |                               |                                                                          |      |
| 5.          |                               |                                                                          |      |

**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
- Ethics and biases in assessment
- Other applications of assessment e.g., education, personality, organizational



**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:** September 1992  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Psychology of Health                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Contemporary models of health psychology are used to study psychological dimensions of health, illness, and healthcare. Topics may include psychophysiological mechanisms of stress, personality and health, psychosomatic illness, placebo effects, lifestyle and health behaviors, interventions, and the social determinants of health.                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | PSYC 101, PSYC 102, and one of the following: CRIM 220, KIN 301, POSC 300, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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> )<br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |

**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. Discuss the changing nature of illness and the need for health psychology.
2. Evaluate the effectiveness of health promotion campaigns from a psychological perspective.
3. Analyze the relationship between psychological factors, health, and illness
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

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 30% | Assignments: | 40% |  | % |
| Quizzes/tests: | 30% |              | %   |  | % |

**Details:**

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

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

Lecture, demonstration, small group practice, discussion, media 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 | Marks, Murray, Estacio, et al., | Health Psychology: Theory, Research, and Practice                                                                                                         | 2024 |
| 2. Article  | Johnson & Acabchuk              | What are the keys to a longer, happier life? Answers from five decades of health psychology research. <i>Social Science &amp; Medicine</i> , 19, 218-226. | 2018 |
| 3. Article  | Estes, N., & Dhillon, J. (Eds.) | Standing with Standing Rock: Voices from the #NoDAPL Movement                                                                                             | 2019 |
| 4. Article  | Labun, E. R., & Emblen, J.      | Health as Balance for the Sto: Lo Coast Salish. <i>Journal of Transcultural Nursing</i> , 18(3), 208–214.                                                 | 2007 |
| 5. Article  | Ablon, J.                       | The nature of stigma and medical conditions. <i>Epilepsy &amp; Behavior</i> , 3(6), 2-9.                                                                  | 2002 |

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

**Course Content and Topics**

- The biopsychosocial model
- The social determinants of health model
- The critical model in health psychology
- Stress and coping
- Eating (may include eating disorders, obesity)
- Physical activity
- Preventative healthcare
- Addiction and stigma
- Personality and alternative medicine
- Mental health and social media
- Disability and deaf culture
- Sexual health
- Indigenous health and water protection
- Chronic illness and 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; this limited perspective is acknowledged. What is known about cross-cultural similarities and/or differences in the theories' applicability is considered. Models such as the Big Five fit the varying cultures examined, their generalizability may be limited. This will be considered in the context of Indigenous perspectives.

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:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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<br><b>Course Short Title:</b> Intro to Personality Theory                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students are introduced to the central theories of personality and evaluate current developments regarding its conceptualization and measurement. Personality is examined from various theoretical perspectives including psychoanalysis, neo-analysis, psychosocial needs and motives, and cognitive. Biological and behavioural genetics are also explored. Current research on traits and the structure of personality are examined. Students will apply personality theory and research findings to the study of human lives. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | PSYC 101, PSYC 102, and one of the following: CRIM 220, KIN 301, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number: <b>PSYC 270</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Critically analyze Freud's psychoanalytic theory of personality including its empirical status and related research.
2. Specify Freud's impact on subsequent personality theory and research.
3. Examine contemporary personality theories.
4. Assess the empirical status of personality neuroscience and behaviour genetics as the biological basis of personality.
5. Critically evaluate current conceptions of the structure of personality within the context of culture.
6. Compare and contrast competing conceptions of personality theories.

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

|                |     |          |     |  |   |
|----------------|-----|----------|-----|--|---|
| Final exam:    | 30% | Project: | 20% |  | % |
| Quizzes/tests: | 50% |          | %   |  | % |

**Details:**

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.)*

Lectures, guest lecturers, small group discussions, videos, 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 | Larsen R.J., Buss, D.M., King, D.B. & Ensley, C.E. | Personality Psychology               | 2024 |
| 2.          |                                                    |                                      |      |
| 3.          |                                                    |                                      |      |
| 4.          |                                                    |                                      |      |
| 5.          |                                                    |                                      |      |

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

**Course Content and Topics**

- Defining personality
- Methods and issues, structured tests
- Psychoanalysis
- Neoanalysis and psychosocial influences
- Needs and motives
- Personal constructs and contemporary cognitive issues
- Inheritance, biology, and personality
- Personality traits and measurement
- Culture and personality
- Stress, coping, and health



**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:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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<br><b>Course Short Title:</b> Fundamentals of Clinical Psych                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Professional issues and selected topics in the discipline of clinical psychology are examined. Students explore the history of clinical psychology, educational and training requirements, and career options. Professional ethical guidelines, ethical decision making, and applications are introduced. Students examine assessments, interventions, and current research in clinical psychology. Treatment outcomes and comparative cultural systems of interventions will be explored. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | PSYC 241 and one of the following: CRIM 220, KIN 301, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table>                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 different theoretical orientations used in clinical psychology.
2. Analyze the professional roles and activities of a clinical psychologist.
3. Apply ethical decision-making processes to clinical cases.
4. Think critically about current issues in clinical psychology.
5. Discuss selected topics in clinical psychology from a Canadian and First Peoples perspectives.
6. Identify career pathways in clinical psychology and closely related fields.
7. Describe evidence-based psychological practices as they pertain to research, assessment, and/or intervention.
8. Discuss cultural considerations and the role of Truth and Reconciliation in the context of evidence-based psychological practice.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Final exam:    | 35% | Assignments: | 35% |  | % |
| Quizzes/tests: | 30% |              | %   |  | % |

**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.)*

Lectures, demonstrations, small group practice, discussion, student seminar presentations, guest presentations, clinical case examples.

**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        | Lee, C.M., & Hunsley, J..          | Introduction to Clinical Psychology: An Evidence-Based Approach, Cdn 4 <sup>th</sup> Edition/ Wiley | 2018 |
| 2. Online resource | Canadian Psychological Association | Psychology's Response to the Truth and Reconciliation Commission of Canada's Report                 | 2018 |
| 3.                 |                                    |                                                                                                     |      |
| 4.                 |                                    |                                                                                                     |      |
| 5.                 |                                    |                                                                                                     |      |

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

**Course Content and Topics**

- Definitions and history of clinical psychology
- Clinical psychology as a profession and the expanding role of psychology in health care
- Ethics in clinical psychology
- Assessment and diagnosis of psychological issues
- Evaluation of therapeutic interventions
- Evidence-based practice and evaluation of clinical research
- Clinical Research and evidence-based psychological practice
- Canadian perspectives on clinical issues
- Cultural approaches to interventions and treatments

**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 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 380                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Neuropsychology<br><b>Course Short Title:</b> Neuropsychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students explore areas of both clinical and experimental neuropsychology. Topics include the assessment of cognitive and behavioural functions such as memory, language, attention, and spatial skills; the nature of neurodegenerative diseases and other forms of neuropathology such as Alzheimer’s disease, Parkinson’s disease, and traumatic brain injury; the treatment of brain pathology; and the application of information gained through the study of patients to the understanding of the nervous system. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | PSYC 280.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number: <b>PSYC 491A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Critically evaluate the investigative and diagnostic methodology used in both clinical and experimental neuropsychology.
2. 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.
6. Critically evaluate the historical and colonial influences present within neuropsychological research and methodology.

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

|                |     |              |     |  |   |
|----------------|-----|--------------|-----|--|---|
| Quizzes/tests: | 30% | Assignments: | 35% |  | % |
| Final exam:    | 35% |              | %   |  | % |

**Details:**

Assignments include a paper worth 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.*)

Lectures, small group/individual presentations, discussion, models and charts.

**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, 8th Edition, Worth.                                                                | 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.          |                                 |                                                                                                                           |      |

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

**Course Content and Topics**

- Brief history of neuropsychology
- Neuroanatomy and neurophysiology
- Neuro-investigative techniques and assessment
- Cortical organization: sensory and motor systems
- Cortical organization: principles of neocortical function, cerebral asymmetry, and laterality
- Attention and spatial behaviour
- Learning, memory, and language
- Emotion and social behaviour
- Neurological and psychiatric disorders
- Neuroplasticity and recovery of function



**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: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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<br><b>Course Short Title:</b> Drugs & Behaviour                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>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 in humans and animals, and the social and cognitive context of psychoactive drug effects. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | PSYC 280 and one of the following: CRIM 220, KIN 301, POSC 300, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                              |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Summarize the physiological and behavioural effects of the main classes of psychoactive drugs.
2. Describe the main applications of psychotherapeutic drugs.
3. Summarize the main processes involved in neural transmissions.
4. Explain the impact of psychoactive drugs on neural transmission.
5. Analyze current research on psychopharmacology topics.
6. Evaluate the influence of social, political, and cultural factors, including those specific to Indigenous communities, on drug effects, drug use, and drug policy.
7. Apply critical analysis to the experimental methods in the field of psychopharmacology.
8. 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: | 30% | % |
| Project:    | 25% | Assignments:   | 15% | % |

**Details:**

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

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

Lecture, demonstrations, discussion/class participation, 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. Textbook | S. Hancock & W. McKim                     | Drugs and Behavior: An Introduction to Behavioral Pharmacology | 2021 |
| 3. Textbook | R. M. Julien, C.D. Advokat & J. E. Comaty | Julien's Primer of Drug Action                                 | 2023 |
| 4.          |                                           |                                                                |      |
| 5.          |                                           |                                                                |      |

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

**Course Content and Topics**

- Neuroanatomy and research methods
- Neurobehavioral pharmacology: pharmacokinetics
- Neurotransmission, chemical signaling and neurotransmitters
- Pharmacodynamics
- Pharmacokinetics
- Sedative-hypnotics
- Opioids and opiates
- Psychomotor stimulants
- Cannabinoids
- Hallucinogens
- Psychotherapeutics: affective disorders and anxiolytics
- Tolerance, motivation, and addiction
- Socio-cultural influences on laws and drug use
- Functional/behavioral effects of drug use
- Tolerance, withdrawal, dependence, and addiction

**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:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> Evolutionary Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore diverse areas in psychology such as cognitive, social, physiological, and personality from an adaptive evolutionary perspective. Survival and reproductive behaviours are examined through an evolutionary lens, utilizing typical research methods. Topics include gender differences in mate selection/retention, parenting, kinship, cooperative alliances, aggression, status, cross-cultural concerns, and inter-gender conflict. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | PSYC 101, PSYC 102, and one of the following: CRIM 220, KIN 301, POSC 300, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number: <b>PSYC 200E</b><br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> April 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Assess key developments in the genesis of evolutionary psychology.
2. Evaluate fundamental assumptions and typical methods used to study evolutionary psychology.
3. Compare gender similarities and differences in mate selection/retention and principles of attraction.
4. 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% | % |
| Quizzes/tests: | 45% |              | %   | % |

**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.)*

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 |
| 2.          |                       |                                                                     |      |
| 3.          |                       |                                                                     |      |
| 4.          |                       |                                                                     |      |
| 5.          |                       |                                                                     |      |

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

**Course Content and Topics**

- Origins of evolutionary psychology
- The science of evolutionary psychology
- Assumptions and methods
- What women seek in potential mates
- What men seek in potential mates
- What men and women will settle for
- Parenting
- Kinship
- Cooperative alliances
- Aggression
- Status and dominance
- Conflict between the sexes



**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department and Eiji Okawa, HIST 236 course designer and reviewer.

Date: March 18, 2024

**Subject: Proposal for revision of HIST 236 Modern Japan: Society and Culture from Samurai to Anime**

*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 content and learning outcomes updated for a six-year revision cycle

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

No substantial changes, but minor revisions have been made to promote information competency and critical and imaginative analysis (ILOs 1-2). The revised learning outcomes place an emphasis on the ability to contextualize information and ideas, as well as to carefully interpret a wider range of source materials. Partly, this has to do with course materials being updated to include sociocultural materials such as visuals, art, popular media, and film. As stated in the Program Learning Outcomes of the history department, the field of history has been evolving to become more inclusive, both in the range of source materials that are used by historians as well as the methodologies employed to analyze and assess evidence. This course reflects this trend. Students explore various academically-sound ways to organize, evaluate, and unpack meanings from a wide array of popular cultural sources from modern Japan. In so doing, they enhance their ability to manage, navigate, and harness diverse forms of information.

The main title of the course, “Modern Japan,” remains unchanged, but its subtitle has been slightly altered from “Samurai, Pearl Harbor, and Anime” to “Society and Culture from Samurai to Anime” to reflect the aforementioned update of course content.

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)? History department
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 looks at historical relations between mainstream Japanese peoples and state, on the one hand, and Indigenous and local peoples with their own distinctive cultures, traditions, and histories, on the other. The latter groups of peoples include the Ainu in Japan’s northern island of Hokkaido, which was politically transformed by settler colonial projects of the modernizing government of Meiji Japan in the late nineteenth century, as well as peoples of the Ryukyu islands, some of whom use the term Uchinanchū to refer to themselves as a group with distinct culture and identity, in what now constitute the southernmost section of the modern Japanese state. Both of these groups faced politically motivated destructions and marginalization in different ways and continue to confront inequitable strictures that are imposed against their wills. Students will explore the shifting positions and experiences of these groups and their legacies. The course also draws on recent studies that examine the assertion and representations of Indigenous identities and memories in contemporary times. The course values the principle of reciprocity and horizontality that are emphasized in Indigenous pedagogy. This means that class dynamics is not structured with the normative and linear relation between the “teacher” and “students,” but rather students actively shape the learning experience through discussion and Mini Lesson activities (see below). In history, there is often no one right answer, and questions used in this course will be open ended to allow students to contribute in their own ways. The basic premise is that student views and perspectives are as meaningful as what the teacher or texts may say, and by deliberately creating a space that allows for their expressions, the experience of the class community as a whole will be enriched.

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

To create an inclusive learning space that supports different learning styles of students, the course adopts a Mini Lesson assignment. In this assignment, students work in a pair to lead a learning session in a small group of up to 12 students. They have the freedom to choose how they deliver their lessons. It could be delivered in the form of a play or role-playing activity, storytelling, conversation, or a conventional lecture-like presentation. They can create and utilize images and videos. This activity is treated as a crucial component of the learning experience for everyone in the class community. Therefore, rather than relegating it to the end of class, they give their lessons in

the early part of class, and sufficient class time would be allotted, typically 30 minutes inclusive of discussion. This assignment is designed to empower students to take ownership of the classroom and create an inclusive environment where students inspire one another and shine in their own ways, in turn enriching the learning experience of the entire class community.

Students will also have the option of producing some of their works in diverse forms, such as podcast, video, art, or story, in addition to the standard essay form. This flexibility allows students to tap their own strengths and support their intellectual growth in ways that fit their learning styles and preferences.

Course content will also reflect the EDI principles by considering the positions, experiences, and representations of Indigenous and marginalized groups in modern Japan.

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): none

**CWC comments and responses:**

- The memo indicates no substantial changes to the learning outcomes, but revised outcomes #2, 4, 5, and 6 appear considerably more advanced than the previous ones. Has the department considered whether this course should include some prerequisites to ensure student success, and/or is there a plan to monitor student progress given the revised outcomes?  
*The revised outcomes are based on the assignments that have been used in this course in recent iterations, and students are given specific instructions to direct their analysis towards these outcomes. Additionally, rather than students simply working on texts or film solely on their own, we discuss them in class in depth together prior to the due date of assignments. This gives them ample time to discuss, speak to one another and to me, and ask questions about the sources before completing their assignments. In other words, sufficient guidance and preparations are provided in class for them to succeed towards those goals.*
- Is there a more current textbook than one that was published in 2009?  
*"Textbook" here is a bit misleading, but for a lack of a better word it is used. The book serves as a reference to background information for historical periods discussed with more specificity in journal articles, book chapters, and online sources which constitute the main learning materials of the course. The 2009 book is ideal for a couple of reasons. 1) It offers a concise coverage of the periods, and 2) it is freely available in ebook as UFV library has invested in it. Now, there is a more recent book that might be suitable for a 300-level course, and that would be Andrew Gordon's *A Modern History of Japan, 3rd ed (Oxford, 2019)*, but the chapters are far too long and detailed in light of what the course seeks to achieve, plus only limited parts of the book could be assigned, anyway, and students would have to pay a considerable amount of money to obtain a copy.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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 236                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Modern Japan: Society and Culture from Samurai, to Anime                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Modern Japan                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore Japanese history from the 18th century to recent decades. Themes examined include popular culture, education, media, nationalism, and politics.                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>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> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 15, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key components in Japanese history from the 18th century to recent decades.
2. Debate political, social, and cultural themes pertinent to Japan's modern transformations.
3. Identify the differences between primary and secondary sources and work with both.
4. Contextualize data, views, and ideas both in primary and secondary sources.
5. Carefully interpret textual and visual sources as well as films from modern Japanese history.
6. Explain how historians formulate their accounts, and assess the merits and limits of their scholarly approaches.
7. Express ideas, arguments, and interpretation in writing and speech.
8. Collaborate with others in historical analysis and contribute to making a caring community of learners.

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

|             |     |              |     |                      |     |
|-------------|-----|--------------|-----|----------------------|-----|
| Final exam: | 25% | Assignments: | 65% | Holistic assessment: | 10% |
|             | %   |              | %   |                      | %   |

**Details:**

Assignments: mini lesson (10%), literature review essay (10%), primary sources analysis (15%), thematic essay (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.)*

Teaching methods will include lectures, student presentations, in-class discussions, and online discussions on asynchronous platforms.

**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        | Christopher Goto-Jones                                                                                                                                                                                                                                                                                                                                | Modern Japan: A Very Short Introduction | 2009 |
| 2. Online resource | Various contents in digital humanities, such as the UBC Meiji at 150 Visual Essays ( <a href="https://meiji@150ctr.arts.ubc.ca/essays/">https://meiji@150ctr.arts.ubc.ca/essays/</a> ) and MIT Visualizing Cultures website ( <a href="https://visualizingcultures.mit.edu/home/index.html">https://visualizingcultures.mit.edu/home/index.html</a> ) |                                         |      |
| 3. Video           | May include Honda Ishiro's 1954 film, <i>Gojira</i> (the original <i>Godzilla</i> ) or other Japanese films, as well as relevant YouTube videos                                                                                                                                                                                                       |                                         |      |
| 4. Article         | Various peer-reviewed journal articles and book chapters that deal with themes explored in the course                                                                                                                                                                                                                                                 |                                         |      |
| 5.                 |                                                                                                                                                                                                                                                                                                                                                       |                                         |      |

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

**Course Content and Topics**

Unit 1: Towards Modernity (the 19th century)

- Cultural life in early modern Japan
- Fall of the Tokugawa regime
- The Meiji transition: political processes, socio-economic practices, and cultural responses to changing times
- Education, nation-making, and gender

Unit 2: Imperial Modernity (early to mid-20th century)

- Colonialism and empire
- Indigenous peoples and colonized peoples
- Warring nation and wars
- Defeat in WWII and the US occupation

Unit 3: Japan in the Post-WWII World

- Political reconfigurations and the emergence of the postwar regime
- Popular memories and attitudes towards the war
- Political struggles in the 1960s
- Anime and popular culture in recent times

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department, and Ian Rocksborough-Smith, HIST 241 course designer and reviewer.

Date: March 18, 2024

**Subject: Proposal for revision of History 241: History of the United States to 1865**

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

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

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

2. Rationale for change: n/a

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LOs have been updated to align with our History Department's relatively recent Program Learning Outcomes (PLO's revised in 2022). The addition of LOs 1, 6, 7 and 8 speak specifically to our PLOs about recognizing one's own biases and those of others and engaging in discussion and debate in respectful, inclusive, and open-minded ways. These LOs also align with Institutional Learning Outcomes 6 and 8, which stress the importance of communication (ILO 5), self-reflection (ILO 6) and respectful, professional practice (ILO 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)? History Department

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 explicitly treats the early history of the United States as a colonial-settler nation in the making. It reflects broader, hemispheric histories of colonial nation-making projects in the Americas that expropriated Indigenous lands while deploying regimes of unfree labour that featured the proliferation of racial slavery and servitude. Through these critical historical lenses, the course includes many Indigenous perspectives as primary sources and works to highlight Indigenous experiences in readings and lectures throughout the term. The course frequently reviews the experiences of Indigenous peoples and nations throughout the time periods covered - from the late 16<sup>th</sup> century through the middle of the 19<sup>th</sup> century. It offers students opportunities to learn and write about Indigenous themes in history, especially the connected histories of racial slavery and Indigenous land and culture expropriations that marked United States history from the start. From the very first week of the term, students learn about the linguistic and cultural diversities of pre-colonial Turtle Island/North American civilizations as well as sites of infrastructural innovation such as the prominent city of Cahokia and the mound-building cultures located up and down the Mississippi River that prevailed through the middle-ages as well as the awe-inspiring ruins that remain in places like present-day Chaco Canyon (New Mexico) or Mesa Verde (Colorado). Students are asked to complete assignments that consider Indigenous origin stories, early in the term, such as those expressed by Hopi and Zuni nations from the present-day American Southwest. Moreover, they are asked to consider many forms of anti-colonial resistance and contestations in early American history. For example, statements from the prominent Shawnee warrior and Pan-Indigenous leader Tecumseh in the lead-up to the War of 1812 are read and analyzed. As are the views of Cherokee Nation leaders who resisted the administration of President Andrew Jackson which oversaw their violent removals.

In terms of pedagogy, this course honours the values of Indigenization in the Academy promoted at the University of the Fraser Valley. It does this by encouraging collective group work (such as role-playing activities and presentations) as well as reflective activities featured through circle-format sharing in seminar and discussion portions of class. These new formats will be further integrated into the course when it is next taught in person and will be reflected in LO revisions noted above (#3).

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

As noted above (in response to #6), this course provides -a broader understanding of how America's founding histories have been connected to colonial-settler nation-making. This course particularly treats the ways American notions of "freedom" and "democracy" have been paradoxical from the start – a theme that is consistent with recent generations of historical writings that critically recast United States histories to account for the polyglot and multicultural perspectives of that country's diverse publics. Moreover, this course explicitly and routinely engages students through assessments of primary source materials that work to consider the fundamental roles of issues like race and racism as well as gender inequality alongside persistent economic disparities in the making of modern America.

Equity, Diversity, and Inclusion (EDI) principles are reflected in the ways students are increasingly exposed to historically marginalized voices and perspectives in nearly all modules. For example, the experiences of enslaved men and women, who toiled in the plantations of Virginia in the 1600s, are followed by consideration of the voices of women who demanded equal rights in the 1700s, decades before citizenship rights became more universal. Moreover, key assessments in this course frequently look at the central role racial slavery played in America from the early colonial era. These themes

continue into the second half of the course after the American Revolution, as the sectional crisis over racial slavery's expansion escalates between the North and the South in the lead-up to the Civil War. In this portion of class, the question of western settlement becomes synonymous with the ongoing violent expropriation of Indigenous lands as the nation industrialized and modernized.

The course also works to enable lower cost access to textbook materials (via cheaper Ebook formats) as well open access content made available through Blackboard in the form of primary and secondary sources associated with major assessments like term essays and related projects. Classroom lectures are broken up by small, group discussions that enable more student-centered discussions to transpire. These measures -enhance accessibility, encourage active engagement, and support neurodiversity in the classroom.

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): \$60-70.

**CWC comment and response:**

- How is the holistic assessment reflected in the learning outcomes?  
*This involves reflection posts by students week to week on Blackboard (or whichever LMS we use now) about weekly reading and lecture content as well as a final post at the end of the term about a resource they research which represents an important aspect of American history to them. It is holistic since it deals with major themes across the entire course and asks students to think reflectively about their learning in the course. It relates directly to LO 1 for the course: Identify key components in United States history to 1865 from 1500 to 1865, since it asks students to reflect on "key components."*

**General comment, applicable to multiple courses:**

- In terms of best practices for curriculum development, repeating learning outcomes across different courses is something the department may want to reconsider. This is often a concern at UEC.





ORIGINAL COURSE IMPLEMENTATION DATE: May 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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 241                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> History of the United States to 1865<br><b>Course Short Title:</b> United States to 1865                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students explore United States history from pre-colonial times and the early settlement of North America in the 1500s through the end of the Civil War in 1865. Attention will be given to the role of cultural, economic, and political institutions in nation-building and the diverse actions and experiences of ordinary people from different ethnicities, classes, and genders. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                       | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                           |           | <b>Department approval</b> <span style="float: right;"><b>Date of meeting:</b> March 15, 2024</span>                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Identify key components in United States history from 1500 to 1865.
2. Debate themes and issues related to United States history from the early colonial era through the end of the Civil War in an inclusive and open-minded manner.
3. Identify the differences between primary and secondary sources and work with both.
4. Articulate the relationship between the past and the present in the study of history.
5. Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking through oral and written work.

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

|                      |     |                |     |              |     |
|----------------------|-----|----------------|-----|--------------|-----|
| Final exam:          | 20% | Quizzes/tests: | 30% | Assignments: | 40% |
| Holistic assessment: | 10% |                | %   |              | %   |

**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.)*

Instruction methods will include lectures, in class use of audio visual and online materials, discussions and in-class group work.

**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 | Nancy Hewitt; Steven Lawson              | <i>Exploring American Histories, 4<sup>th</sup> Edition</i> , Vol. 1         | 2022 |
| 2. Textbook | Foner, Eric; Kathleen Duval, Lisa McGirr | <i>Give me Liberty! An American History, 7<sup>th</sup> Edition</i> , Vol. 1 | 2022 |
| 3.          |                                          |                                                                              |      |
| 4.          |                                          |                                                                              |      |
| 5.          |                                          |                                                                              |      |

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

**Course Content and Topics**

- Indigenous civilizations and contact with Europeans
- Empires and slavery in the Americas
- Colonial life and religion
- Revolutions and war
- Post-war issues and the U.S. constitution
- The early republic
- Jacksonian democracy and "Manifest Destiny"
- Westward expansion and immigration
- Crisis in the union
- Civil war

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department and David Milobar, HIST 264 course reviewer

Date: April 12, 2024

**Subject: Proposal for revision of: HIST 264: India from Akbar to Independence.**

*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 revisions refresh the course to reflect the changing scholarly landscape and align the course with new departmental and institutional priorities relating to diversity and Indigenization as well as learning outcomes; course delivery methods reflect new materials and sources available online to enrich learning while reducing the cost of course materials.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The Learning Outcomes have evolved to align more directly with the History Program Learning Outcomes as defined by more recent departmental initiatives to define the nexus between the Academy, the broader institution, and the world beyond.
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 \(UNDRIP\)](#). History 264 provides an overview of the history of India c. 1500- c. 1947 and explores social, political, and economic forces that shaped the rise of imperialism and defined colonizer- Indigenous relations over time. Diverse Indigenous polities and local communities throughout the subcontinent were

subjected to invasion by various groups, such as the Mughals, who left a permanent imprint on South Asian culture as they assimilated into the indigenous civilization. In the case of British and Europeans, colonialism and treatment of Indigenous peoples was mediated through the prism of class, gender and race as they were contested in the metropole. Online primary sources available through institutions such as the British Library, National Archives, Google Arts & Culture virtual exhibits from Indian museums, archives and galleries are utilized to support learning that enables students to better understand the origins of attitudes and values of colonial thinking and its impact on Indian society. Furthermore, the course will prioritize student engagement based on diversity and inclusion that is the foundation of the principle of reciprocity at the heart of Indigenous pedagogy. Students will play an integral role in shaping the learning experience; assignments are designed to engage in learning that values mutual support for one another and instructor- student exchanges with a view to encouraging a respectful exchange of diverse perspectives and understanding based on a student's own life experience. The emphasis placed on stories in many Indigenous studies will be respected in the pedagogical experience through narrative sources, fostering a humanizing understanding of a different time and society to complement traditional academic literature.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? A critical element of course design is to create an inclusive and caring community where all students are respected for who they are and feel safe, in an environment where they can shine in their own ways. The various assignments and activities are designed to support students with a range of learning styles. This goal is highlighted explicitly throughout the term by encouraging students to take an active role in shaping their learning goals on their own schedule. Low stakes writing assignments, such as summary/critiques, afford students the opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment allowing students to build on their strengths. Course materials, such as primary documents and monographs, include titles on a range of topics and themes reflecting diverse perspectives and experiences. The use of recorded oral histories affords the student access to the voices of those who are often forgotten by history.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. None.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Under \$40.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2025  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030  
 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 264                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> History of India: Akbar to Independence                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Short Title:</b> History of India                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine the political, economic, and social forces that shaped the history of the Indian subcontinent from the 15th century to 1947. The course will focus on the rise and fall of Mughal rule, the Company Raj, the British Raj, and the rise of Indian nationalism leading to independence.                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Identify key components in Indian History, from c. 1500 to c. 1947.
2. Debate issues concerning the interpretation of India's historical developments from Mughal era to Indian Independence.
3. Identify the differences between primary and secondary sources.
4. Employ primary and secondary sources to analyse a specific theme of Indian history.
5. Articulate the relationship between the past and the present in the study of the history of India.
6. Show an understanding of the main features of historical writing, including argument, evidence, audience, historical sources, and historical thinking through oral and written work.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 30% | Quizzes/tests: | 20% | Assignments: | 50% |
|             | %   |                | %   |              | %   |

**Details:**

Assignments: summary/critiques (5x400 words each) 20%; document analysis (approx. 800 words) 10%; book review (1000 words) 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.)*

Instructional methods will include lectures, discussions and in-class small group work.

**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        | Metcalfe, B.D. and Thomas Metcalfe                   | A Concise History of India           | 2019 |
| 2. Online resource | eg. JSTOR, Sage, Films on Demand                     |                                      |      |
| 3. Online resource | eg. British Library, British Film Institute Archives |                                      |      |
| 4.                 |                                                      |                                      |      |
| 5.                 |                                                      |                                      |      |

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

**Course Content and Topics**

- Geography and historiography of South Asia
- Arrival of Islam and the rise of the Mughal Empire
- Mughal society and the British beachhead
- Company Raj
- Indian society
- "Indian Mutiny" or "First War of Independence"
- Imperial Britain
- Modernization, nationalism, and Indian society
- British colonial society
- The impact of India on Britain
- Politics of colonialism
- Nationalism and revolt
- India, World War II, and the road to independence

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department and David Milobar, HIST 265 course reviewer

Date: April 12, 2024

**Subject: Proposal for revision of History 265: India and the Indo-Pacific World.**

*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 revisions will refresh the course to reflect a changing scholarly landscape and align the course to reflect new departmental and institutional priorities relating to diversity and Indigenization as well as learning outcomes; course delivery methods also reflect new materials and sources available online to enrich learning and reduce the cost of course materials.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The Learning Outcomes have evolved to align with the History Program Learning Outcomes as defined by more recent departmental initiatives highlighting the nexus between the Academy, the broader institution and the world beyond.

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 \(UNDRIP\)](#). History 265 explores Indian history in an international context to study forces shaping the relationship between South Asia and the Indo-Pacific world in social, cultural, political and economic contexts. The impact of colonialism on the region and India's influence and the ways it was influenced by pre-European

and European Indo-Pacific civilizations is highlighted. Online primary sources available through institutions such as the British Library, Indian cultural institutions and national archives are utilized to support learning enabling students to better understand the impact of colonialism and regional inter-cultural exchange on the evolution of this vast region. The course prioritizes student engagement aimed at fostering an awareness of diversity and inclusion at the core of Indigenous pedagogy. Assignments are designed to encourage students to engage in collaborative learning that values respectful understanding of diverse perspectives based on the student's life experience. The emphasis placed on stories in many Indigenous studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and societies different from our own to complement traditional academic literature to give voice to those often neglected by conventional studies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? A critical element of course design is to create an inclusive community where students can be respected for who they are, feel safe, and belong in an environment where they can shine in their own ways. The various assignments and activities are designed to support students with a range of learning styles. This goal is highlighted explicitly at the outset and is reinforced throughout the term by encouraging students to take an active role in shaping their learning goals on their own schedule. Low stakes writing assignments, such as summary/critiques, afford students opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment that inspires learning and allows students to build on their strengths. Course materials, such as primary documents and review articles/ monographs, include titles on themes and topics relating to a diverse array of perspectives. Oral and visual materials afford students the opportunity to experience the views and voices of those often ignored by traditional accounts of the region.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. None.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50.00





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 265                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Course Full Title:</b> India and the Indo-Pacific World<br><b>Course Short Title:</b> India & the Indo-Pacific World                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Students examine the relationship between India and the Indo-Pacific world from the arrival of Islam to recent times. They further explore the influence of South Asian civilization on the development of societies on the Indian Ocean and the Pacific Rim.                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                   |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Scheduled Laboratory Hours</b><br>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> April 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                           |  |

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

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

1. Identify key components in Indian-Indo-Pacific Rim History.
2. Discuss and debate themes and issues in Indian-Indo-Pacific Rim History.
3. Show an ability to analyse a specific theme of India's relationship with Indo-Pacific Region.
4. Identify the differences between primary and secondary sources and work with both.
5. Articulate the relationship between the past and the present in the study of history.
6. Evince a clear understanding of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking through oral and written work.

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

|             |     |                |     |              |     |
|-------------|-----|----------------|-----|--------------|-----|
| Final exam: | 30% | Quizzes/tests: | 20% | Assignments: | 50% |
|             | %   |                | %   |              | %   |

**Details:**

Assignments: weekly reading synopsis (5/400 words each) 20%; book review (approx. 1200 words) 20%, document analysis (approx. 800 words) 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.)*

Instructional methods will include lectures, discussions, use of audio-visual materials, and in-class small group work

**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        | Bose, Sugata                                                         | A Hundred Horizons: The Indian Ocean in the Age of Global Empire | 2009 |
| 2. Textbook        | Alpers, Edward                                                       | The Indian Ocean in World History                                | 2013 |
| 3. Online resource | Online articles, visual materials etc. Available through UFV Library | JSTOR, Sage, Films on Demand etc.                                |      |
| 4. Online resource | Public (free) Library/Archival sources available online.             | British Library, Arts & Culture, BFI Archives etc.               |      |
| 5.                 |                                                                      |                                                                  |      |

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

**Course Content and Topics**

- What is the Indo-Pacific world?
- Rise of Islam, South Asia and the Indian Ocean: culture, trade, and conquest
- Europeans and the South Asia trading world
- Company Raj and the economic, political, and social life of the Indian/Pacific Rim world
- British Raj and South Asian communities: regional imperialism
- Gujarat and Africa
- South Asian diaspora and South East Asia
- Indentured labour diaspora: Tamil communities and South Africa
- Imperialism and the South Asian diaspora in the South Pacific/Australia
- India, Punjab, and the Americas
- Indian nationalism, independence, and de-colonization in Africa and the "East"
- Rise of India as a regional economic and military power
- The modern South Asian diaspora in a global context

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, Chair, History Department and Larissa Horne, HIST 397 course reviewer.

Date: April 12, 2024

**Subject: Proposal for revision of Topics in European History, HIST 397**

*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

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 revisions provide a stronger alignment to ILO 2 allowing the students to think more analytically and creatively within the thematic-chronological framework of the course, and develop an in-depth understanding of geopolitical, security, and cultural patterns. The revisions lead to strengthening of ILOs 5,6, and 7 through students' active engagement in curriculum gamification, continuous reflection, and teamwork, the latter being a key employability skill. The updated LOs demonstrate interdependence between ILOs 4 and 9 providing opportunities to take individual and group leadership roles in proposing solutions leading to social impact.

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)? History Department.

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's

structure is based on continuous individual and group reflections which speak to integrating an Indigenous tradition of active listening and respectful sharing of ideas. The course includes an assessment of the short- and long-term policies related to the topic under examination. It considers multiple perspectives, including European-centred and non-European centred. Additionally, it diverges from the traditional roster of states under examination and expands to other regions inside and outside Europe whose history has been significantly downplayed at the expense of examining the historical trajectories of imperial powers. The course reinforces the notion of interconnectivity between European and non-European worlds and shows how outside events and crises shaped European identities. Select online materials focus on issues of race, gender, and Indigenous heritage to demonstrate the role that these factors played in societal attitudes and policy development. Among the suggested topics for the term paper is the topic dedicated to Indigenous veterans.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course provides an extensive theoretical background equipping all students with the fundamental understanding of key historical concepts and terms to bridge any background knowledge gap. The course reading materials reflect traditional and revisionist views on the subjects under examination providing for a more rigorous ecosystem for discussions and debates. It allows students to express their ideas in a safe and inclusive environment.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. The class has been successfully running every summer for the past several years, and it typically attracts more mature students, and those invested in the subject based on their career aspirations.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00 (2 books; both are available in UFV Library electronically).



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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 397                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Topics in European History<br><b>Course Short Title:</b> Topics in European History                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine topics in the field of European history.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>( <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><br>Special Topics course: <b>Yes</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <u>policy 207</u> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                 | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> ( <i>See <u>bctransferguide.ca.</u></i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <u>transfer credit form.</u></i> )                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> April 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 31, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Analyze key components in the selected historical topic defined by theme and/or period.
2. Debate themes and issues related to the history in question, utilizing chronological and thematic approaches.
3. Demonstrate the importance of context, evidence, and research in the study of history.
4. Employ multiple primary and secondary sources in support of an historical argument.
5. Actively engage high impact in-class learning practices, such as team-based learning, and curricular gamification.
6. Articulate historical debates on the subject by integrating a non-European centered perspective, including Indigenous perspectives, in an equitable respectful way.

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

|             |     |              |     |  |   |
|-------------|-----|--------------|-----|--|---|
| Final exam: | 20% | Assignments: | 50% |  | % |
| Project:    | 30% |              | %   |  | % |

**Details:**

Examples of assignments: mid-semester reflection (15%), project (30), book analysis (15%), primary document analysis (5%), oral presentation (5%), seminar co-facilitation (5%), final exam (20%), participation 5%.

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

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

Methods will include lectures to provide the historical and historiographical context to the subject and its sub-themes and seminar discussions on a variety of readings to challenge students and to introduce them to the diversity of historical interpretation of the subject. Relevant audio/visual materials will also be used.

**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.)*

Examples for "Spy Game: Modern Intelligence":

| Type        | Author or description                                                    | Title and publication/access details                                                                                  | Year |
|-------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Intelligence, The Secret World of Spies, An Anthology                    | Loch K. Johnson and James J. Wirtz. Oxford University Press. Fifth edition<br>(Cost-free E-book version is available) | 2019 |
| 2. Textbook | No Place to Hide, Edward Snowden, the NSA, and the US Surveillance State | Glen Greenwald. Metropolitan Books                                                                                    | 2014 |
| 3.          |                                                                          |                                                                                                                       |      |
| 4.          |                                                                          |                                                                                                                       |      |
| 5.          |                                                                          |                                                                                                                       |      |

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

N/A

**Course Content and Topics**

Example for "Spy Game: Modern Intelligence":

- What is intelligence?
- Historical overview of American secret intelligence
- Historical overview of Soviet secret intelligence
- Historical overview of British secret intelligence
- Intelligence analysis and the politicization of intelligence
- Historical overview of German and Egyptian secret intelligence
- Covert actions and assassinations as tools of foreign policy
- Counterintelligence and its challenges
- Intelligence, civil liberties, and the aftermath of 9/11
- The role of intelligence communities in foreshadowing and prevention of armed conflicts

**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, History of Tobacco and Alcohol in Indigenous Canada**

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

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

*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*, 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 reflection 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 discuss 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 reflect 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 discussions, 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. The course designer has met with Teaching and Learning, including Leanne Joe, Lorna Andrews, and Awnet Sivia, and with Associate Vice President Shirley Hardman, all of whom provided helpful advice.

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. Where possible, the course will draw upon guest lectures and the support of Indigenous elders.

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, in light of the traumatic nature of some course content, students will have the power to make choices about opting in to discussion topics. 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, for example by selecting from a range of sources. 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. S

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.



## 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" with a flourish.

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



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2025  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2030  
**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> History of Tobacco and Alcohol in Indigenous Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br>Indigenous people have had a complicated relationship with alcohol and tobacco. Depending on the time and the context, both have been viewed by Indigenous people as either “medicines” or “intoxicants” tied to the history of settler colonial oppression as well as to the story of Indigenous cultural and political resurgence. This course looks at the negative trauma-inducing impacts of alcohol and commercial tobacco on Indigenous societies while also recognizing the powerfully positive role that Indigenous tobacco has played, and continues to play, in many Indigenous people’s spirituality and ceremony. Taking an intersectional approach to Indigenous societies, and being sensitive to Indigenous agency, this course shows not only how Indigenous people were impacted by alcohol and colonial tobacco, but how understandings and responses to these substances have changed over time. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 9 credits of lower-level history and one 300-level history course. HIST 103, HIST 227, or HIST 327 is strongly recommended.                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Typical Structure of Instructional Hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 16, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> May 3, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> September 27, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</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. Analyze key components in the history of tobacco and alcohol in Indigenous Canada from the 16th century to recent times.
2. Reflect on 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, 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 history of tobacco and alcohol in Indigenous Canada.
7. Work with multiple Indigenous and colonial sources, both primary and secondary, using historical conventions in formal writing.

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

|                      |     |          |     |                      |     |
|----------------------|-----|----------|-----|----------------------|-----|
| Assignments:         | 20% | Project: | 40% | Holistic assessment: | 40% |
| Holistic assessment: | 40% |          | %   |                      | %   |

**Details:**

Assignments: 20%

- Research paper proposal: 5%
- Historiographical review finalized to the research paper: 5%
- Primary source discussion for the research paper: 10%

Research paper proposal/prospectus: 40%

Holistic assessment: 40%

- The holistic assessment consists of participation and engagement in class active learning by written or video journals. 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.

**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. Where possible, guest lectures and the support of Indigenous elders will be sought.

**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 |
|-------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                         | Example: Edwin M. Lemert                                                                                     | British Columbia Archives. NW 970.62 L552. <i>Alcohol and the Northwest Coast Indians</i> . Berkeley: University of California Press                                                                                                | 1954 |
| 1. Book                 | Example: 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 |
|                         | Example: 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 |
| 2. Indigenous knowledge | Example: 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 |
|                         | Example: 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 |
| 3. Journal              | Example: Barry Mayhew                                                                                        | "Are You on the 'Indian List'?" <i>British Columbia History</i> 41, no. 2: 9-12                                                                                                                                                     | 2008 |
|                         | Example: Edwin M. Lemert                                                                                     | <i>Firewater: How Alcohol is Killing My People (and Yours)</i> . Regina: University of Regina Press                                                                                                                                 | 2016 |
| 4. Other                | Example: 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: 538-45.                                              | 2013 |

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

**Course Content and Topics**

- General overview of the history of tobacco and alcohol in Indigenous 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
- Analyzing causes and consequences 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 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.





**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

## History major

### 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 3960                | The History of Residential Schools                                                       |                   |
| HIST 426                 | Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century                 | 4                 |
| <a href="#">HIST 427</a> | <a href="#">Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison</a> | <a href="#">4</a> |
| HIST 458/ LAS 458        | History of Indigenous Peoples in Latin America                                           | 4                 |

## History extended minor

### Indigenous history requirement

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

| Course                   | Title                                                                                    | Credits           |
|--------------------------|------------------------------------------------------------------------------------------|-------------------|
| HIST 103                 | Stó:lō History                                                                           | 3                 |
| HIST 161/ LAS 161        | Aztecs, Mayas, and Spaniards                                                             | 3                 |
| HIST 327                 | Settler-Indigenous Relations in New Zealand and Canada                                   | 4                 |
| HIST 3960                | The History of Residential Schools                                                       |                   |
| HIST 426                 | Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century                 | 4                 |
| <a href="#">HIST 427</a> | <a href="#">Indigenous History of Tobacco and Alcohol in Canada: Medicine and Poison</a> | <a href="#">4</a> |
| HIST 458/ LAS 458        | History of Indigenous Peoples in Latin America                                           | 4                 |

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Carolyn MacLaren

Date: April 9, 2024

**Subject: Medical Office Assistant Program**

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:
  - a. How to Apply - Deletion of words
  - b. Basis for admission decision - Addition of two notes
  - c. Program duration - Reworded

2. Rationale for change(s):

**Entrance Requirement Updated**

- a. **Removed Note:** “Applicants are required to submit documentation for the requirements listed below. The first two should be sent to the Office of the Registrar; typing certification and criminal record check should be sent to Continuing Education.”  
**Rationale:** Typing certification which was sent to Continuing Education is no longer required and the required documentation needs to be sent to the Office of the Registrar.
- b. **Reworded entrance** requirements to the MOA program so the requirements are more specific and pertinent only to the admissions process.
- c. **Note 1:** Note has been moved to “Basis for admission decision” and has been reworded: “It is assumed that applicants will possess basic computer skills” has been replaced with a more specific statement “Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program.”
- d. **Note 2 Changed:** Note has been moved to “Basis for admission decision” section and has been reworded: “A typing speed of 40 net wpm is required for graduation from this program.” Has been replaced with “Applicants will not be tested on their typing skills upon

program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 40 net w.p.m.”

**Rationale for Eliminating the Typing Test:** This change was based on research related to job postings input from some practicum hosts, and the widespread adoption of office technologies which no longer require typing speeds (including drop down menus and AI tools). Employers have differing expectations regarding typing speed, with some not mandating typing skills for employment. We will maintain the option for students to enroll in a typing course if they wish to enhance their speed for any future job opportunities.

**Program duration** – Edited sentence to improve the wording.

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

Program outcomes have not been changed.

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

Indigenization and decolonization are a continuous process within CE. Explicit examples include the use of flexible delivery methods, student participation in Indigenous events during class time, observation of significant Indigenous occasions, introduction to territorial acknowledgements, and incorporation of Indigenous learning materials, as available.

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

No additional resources are required and there are no additional costs.

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

Students will experience fewer encumbrances to entry into the program. A keyboarding course will still be offered to students who are interested in taking it.

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?

There are no changes to the required core or elective credits.

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.)

A keyboarding course is offered throughout the year and will continue to be offered as an optional course and students can still take the typing test through UFV Assessment Services.

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.

There are no required or elective courses needed from other disciplines.

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.

There are no budgetary implications for these changes.

## **Medical Office Assistant certificate**

The Medical Office Assistant certificate program is designed to prepare students to work as medical office assistants in the medical field.

Students are expected to have foundational digital literacy/computer skills in order to be successful in this program. To gain employment in the industry, graduates may also be expected to have a minimum keyboarding speed of 40 words per minute.

UFV also offers an [Advanced Medical Office Assistant certificate](#).

### **Entrance requirements**

Note: Applicants are required to submit documentation for the requirements listed below. The first two should be sent to the Office of the Registrar; typing certification and criminal record check should be sent to Continuing Education.

1. Completion of Grade 12 or equivalent.
2. Applicants must meet the Entry level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.
3. 30 net wpm minimum typing speed (attach copy of certification).
4. Successful interview with instructor.
5. Willingness to undergo a criminal record check.

Note 1: It is assumed that applicants will possess basic computer skills.

Note 2: A typing speed of 40 net wpm is required for graduation from this program.

Applicants must meet all of the following entrance requirements:

1. Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.

and

2. Applicants may apply based on ~~one~~ One of the following:
  - o B.C. secondary school graduation or equivalent.; ~~or~~
  - o ~~Non high school graduation, and~~ 19 years or older on the first day of classes.

### **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).
2. Submit required documentation to the Office of the Registrar, ~~and Continuing Education~~.
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. Full [tuition](#) is due at the time of registration.

## **Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

~~Note 1: Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program.~~

~~Note 2: Applicants will not be tested on their typing skills upon program entrance; however, to gain employment in the industry graduates may be expected to have a minimum of 40 net w.p.m.~~

## **Fees and additional costs**

Please see the [Continuing Education](#) webpage for current fee information. See the [Fees and Other Costs](#) section for additional information.

## **Financial aid**

Financial aid is available from a variety of sources. For more information contact the [Financial Aid and Awards](#) office at either the Abbotsford or Chilliwack campus. A variety of bursary applications are also available from the Financial Aid and Awards offices.

## **Program duration**

The Medical Office Assistant certificate ~~is a full-time program that is completed in four and a half months. is four and a half months in duration and is completed in a full-time capacity.~~

## **Location**

The program is located at the Clearbrook Centre in Abbotsford.

## **Program outline**

The program is comprised of eight modules. Students complete a combination of theory and practice-related exercises before participating in a two-week medical office practicum placement. The practicum is followed by a one-week in-class final program review.

The eight modules are:

- Communication Skills
- Medical Terminology
- Pharmacology
- Medical Office Procedures
- Billing
- Clinical
- Practicum
- Review

## **Practicum regulations**

In order to qualify for the practicum module, students must ~~have successfully completed~~ all previous courses with an A- or better. and attendance requirements.

When students qualify for a practicum, UFV Continuing Education will assign them a placement that provides them with meaningful work-like experience and exposure to a medical office.

Practicum placements reflect the business practices of the practicum host, which includes placement during standard business hours. Transportation to the practicum site is students' responsibility and may require travel outside their community of residence. If a student refuses an assigned practicum site, they will need to find their own site and obtain departmental approval prior to the start of their practicum.

Please discuss any barriers that may affect practicum assignment with UFV Continuing Education immediately after registration.

Note: Students may need to submit a satisfactory Criminal Record Check before starting their practicum, depending on the requirements of the practicum site.

## **Program requirements**

Students will be evaluated for each module in the program on classroom participation, classroom assignments, study projects, and by examination.

Students must successfully complete the theory component with a grade average of 80% and an attendance record of 90%. Students must successfully complete all theory components prior to practicum placement.



## **Graduation requirements**

To be eligible to graduate, students must successfully complete ~~both theory and practicum~~all courses with an A- or better and receive credit (CR) for the practicum.

## **For more information**

Contact Continuing Education at 604-851-6324, or 604-504-7441 local 6324, or toll-free (within Canada) 1-888-504-7441 local 6324, or [continuingeducation@ufv.ca](mailto:continuingeducation@ufv.ca).



## Memo

To: Undergraduate Education Committee

From: Claire Hay, Teaching and Learning Specialist (Curriculum and Assessment)

Date: 18 September 2024

Re: New Resource – A Guide for Learning at UFV: Part A – Developing Learning Outcomes

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Éy Swáyel.

I am pleased to share a new Teaching and Learning resource developing learning outcomes at UFV. This new resource titled *A Guide for Learning at UFV: Part A – Developing Learning Outcomes* was developed to support the implementation of the updated Institutional Learning Outcomes on July 1<sup>st</sup>, 2024. The resource presents an evidence-based, theoretical framework for describing learning at the program and course level. It also includes practical steps for developing these outcomes.

Some highlights of this fully accessible resource include:

- Multiple theoretical frameworks for describing learning (with examples):
  - Blooms Taxonomy
  - LaFever’s Spiritual Domain
  - Anderson and Krathwohl’s Revised Taxonomy
  - Fink’s Taxonomy of Significant Learning
  - Understanding by Design (UbD) Facets of Understanding
  - Do, Know, Understand: The BC Curriculum Framework
- Practical steps for developing program and course learning outcomes
- Examples from UFV of curriculum alignment between ILOs, PLOs, and CLOs
- Examples of outcomes in programs and courses at UFV
- Extensive reference list
- Links to UFV areas/committees responsible for related activities

This resource is available on the [Teaching and Learning](#) and UEC websites and will be circulated directly to curriculum committee chairs. Feel free to distribute to others that you think would be interested.

Over the next year, I will be working on a Part B to this resource. This will include Indigenizing the outcome development process, including Indigenous ways of knowing and being, and Indigenous content in learning outcomes. This addition will also discuss including equity, diversity, and inclusion in learning outcomes. This work will be in collaboration with members of the TLC Team.

For more information, please do not hesitate to contact me.



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary.
3. Work with the Secretariat to draft policy revisions.
4. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
5. Identify policies in need of revision and propose policy reviews when appropriate.
6. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- University Secretary (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One PDQA representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC PRE-CHECK SUBCOMMITTEE**

### **MANDATE**

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The mandate of the Pre-Check Subcommittee of the Undergraduate Education Committee (UEC) is to assist curriculum change proponents in achieving a smooth approval process for curriculum change packages. The committee checks that submissions to UEC are complete, that they adhere to institutional policies and guidelines, and that consultation has occurred where needed. The subcommittee will also flag any potential questions that may arise at Campus-Wide Consultation (CWC) or UEC related to the curriculum proposal. The Pre-Check Subcommittee will, at the request of proponents, provide guidance and examples to support revisions to curriculum packages.

### **RESPONSIBILITIES**

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1. Review all course and program proposals for clarity, completeness, and adherence to procedures, including Policy 21 Undergraduate Course and Program Approval and the Guidelines for Curriculum Quality.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

### **PROCEDURES**

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1. Review all course and program proposals according to the Responsibilities.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Proponents may request further information or an in-person meeting to discuss any feedback received. Revised proposals are to be resubmitted to Faculty Council and then the UEC Pre-Check Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Pre-Check Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Pre-Check Subcommittee, they will be posted to CWC.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2023



## **UEC PRE-CHECK SUBCOMMITTEE**

### **COMPOSITION**

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The UEC Pre-Check Subcommittee is composed of members with a variety of areas of expertise and each is required to review submissions from their area of specialization.

#### **Membership**

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor
- CFO/SBC representative
- PDQA representative

\* Two-year term, renewable.

### **APPENDICES**

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Membership roles infographic

Implementation date: September 2023