



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

27 Sep 2013 - 10:00

A225

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

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2.1. UEC draft minutes: August 30, 2013

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

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##### 3.1. Communications

Review including changes to prerequisites and course description: CMNS 212/MACS 212

MOTION: To approve the CMNS 212/MACS 212 course outlines as presented.

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##### 3.2. History

Changes including cross-listing new LAS 357 course: HIST 357/LAS 357, History of Inter-American Relations: Latin America, the United States, and Canada

Changes including cross-listing new LAS 359 course: HIST 359/LAS 359, Problems in Latin American Regional History

Changes including cross-listing new LAS 457 course: HIST 457/LAS 457, Sexuality and Gender in Latin America

Changes including cross-listing new LAS 458 course: HIST 458/LAS 458, History of Indigenous Peoples in Latin America

Changes including cross-listing new LAS 459 course and prerequisites: HIST 459/LAS 459, Topics in Political and Social History of Latin America

Changes including cross-listing new LAS 460 course: HIST 460/LAS 460, State

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Terror, Human Rights, and the Politics of Memory in Latin America

MOTION: To approve the cross-listed History and Latin American Studies course outlines as presented.

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### **3.3. Psychology**

Regularization of special topics course: PSYC 460 (formerly PSYC 491Q), Social Cognition

MOTION: To approve the PSYC 460 course outline as presented.

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### **3.4. Social, Cultural, and Media Studies**

New course: ANTH 299, Special Topics in Anthropology I

Regularization of special topics course: SOC 275 (formerly SOC 299I), Sociology of Death and Dying

New cross-listed course: SOC 313/GEOG 313 (formerly SOC 358C), Agriculture and Rural Life

Changes including prerequisites: SOC 357

Changes including prerequisites and pre or corequisites: SOC 358

MOTION: To approve the ANTH 299 course outline as presented.

MOTION: To approve the Sociology course outlines as presented.

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### **3.5. Upgrading and University Preparation**

Review including changes to calendar description and learning outcomes: MATH 063

MOTION: To approve the MATH 063 course outline as presented.

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### **3.6. Visual Arts**

New course: AH 204, Indigenous Art of the Northwest Coast

MOTION: To approve the AH 204 course outline as presented.

## **4. PROGRAMS**

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### **4.1. Arts**

Change to program requirements: Bachelor of Arts (addition of option to declare a science major or minor)

MOTION: To approve the addition of the option to declare a science major or minor within the Bachelor of Arts degree as presented, effective January 2014.

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#### **4.2. Media Arts**

Change to program requirements: Bachelor of Media Arts degree

New course subject code: MEDA (Media Arts)

New course: MEDA 260, Exploring Creativity

Changes including course number, calendar description, synonymous courses, and prerequisites: MEDA 350 (formerly MACS 350)

New course: MEDA 360, Professional Practices for Creative Digital Industries

New course: MEDA 401, Media Arts Integrated Project I

New course: MEDA 402, Media Arts Integrated Project II

MOTION: To approve MEDA as a course subject code.

MOTION: To approve the MEDA course outlines as presented.

MOTION: To approve the changes to the program requirements of the Bachelor of Media Arts degree as presented.

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#### **4.3. Modern Languages**

New program: French major

MOTION: To approve the new French major for the Bachelor of Arts degree as presented.

### **5. OTHER BUSINESS/DISCUSSION ITEMS**

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#### **5.1. Columbia Bible College transfer agreement**

MOTION: To approve the five year renewal of the Columbia Bible College transfer agreement, as recommended by the UEC Transfer Credit Subcommittee.

#### **5.2. Admissions Subcommittee report**

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#### **5.3. Transfer Credit Subcommittee report**

#### **5.4. Policy Subcommittee report**

R. Colwell has volunteered to be a member of the UEC Policy Subcommittee.

#### **5.5. Course Outline Subcommittee report**

### **6. INFORMATION ITEMS**

#### **6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

CMNS 301/JRNL 301

CMNS 345/ADED 345 and CMNS 445/ADED 445

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CMNS 390  
EDUC 498 (formerly EDUC 499)  
ENGL 105, 108, 109, 115, 120, 130, 150, 170,  
MATH 105, 110, 111, 125, 141  
PHYS 112  
STAT 106

144      **6.2. Access to Campus-Wide Consultation submissions**

**7. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

August 30, 2013  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** D. Alary, M. Bos-Chan, S. Brigden, R. Colwell, H. Compeau, J. English, S. Fisher, D. Francis, N. Goad, J. Larsen, D. McGuire, R. McLeod, S. Pattridge, E. Spalding, J. White, A. Wiseman  
**ABSENT:** S. Bains, W. Burton, V. Dvoracek, S. Hardman, S. Manu, S. Marsh, L. Stagg, S. Xi  
**GUESTS:** J. Carroll, P. Geller, C. Loten, S. Piper, J. Pitcher, B. Salingre,  
**RECORDER:** A. Hoogendoorn

#### **1. APPROVAL OF THE AGENDA**

##### **MOTION:**

To approve the agenda as presented.

E. Spalding/ R. Colwell

#### **2. APPROVAL OF UEC MINUTES**

##### **2.1. UEC draft minutes: June 21, 2013**

##### **MOTION:**

To approve the draft minutes as amended.

E. Spalding/ H. Compeau

#### **3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

##### **3.1. Social, Cultural, and Media Studies**

Changes including prerequisites: SOC 201

##### **MOTION:**

To approve the SOC 201 course outline as presented.

E. Spalding/ R. Colwell

##### **3.2. Education**

Changes including prerequisites and calendar description: EDUC 442, 490

Changes including calendar description: EDUC 444, 446, 448, 450, 452, 492

Changes including calendar description and total hours: EDUC 495

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**MOTION:**

To approve the Education course outlines as amended:

- EDUC 495: Change the total hours from 7.5 to 30.

H. Compeau/ R. Colwell

As EDUC 495 is offered in four parts (EDUC 495A, B, C, and D), the Education department thought that the total hours per term had to be split up as well. The course outline will be corrected to accurately show that the number of total hours per term is 30.

It was noted that the EDUC 490 course outline says that the number of field experience hours is 90. This reflects the minimum number of field experience hours, as it typically is more.

**4. PROGRAMS**

**4.1. Arts**

Change to program: Bachelor of Arts (writing requirement)

**MOTION:**

To approve the changes to the Bachelor of Arts writing requirement as amended, effective September 2013:

- Note: ~~In assessing high school grades, UFV uses whichever is higher, the school grade or the blended final grade.~~ In assessing a high school grade, the BA program uses the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

CARRIED

In favour: 5

Opposed: 4

Abstentions: 2

E. Spalding/ S. Fisher

The proposed change to the Bachelor of Arts writing requirement would mean that students who receive an A in their English 12 high school class would not be required to take ENGL 105. This motion was originally presented at the June 21, 2013 UEC meeting, but was tabled, with a request for more research.

Concerns were pointed out that ENGL 105 cannot be replaced by another course. With its small class size, students learn about the writing process, the theory of writing, and how to adapt to different writing situations. Additionally, students are taught how to use library resources.

It was noted that this program change may create a false perception that ENGL 105 and English 12 are equivalent courses. ENGL 105 focuses on critical writing, reading, and thinking, whereas English 12 is a literature-oriented course.

To address concerns, S. Fisher explained that students learn how to write in their

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other courses. A competent writer can develop in the same way as students that take ENGL 105. Research shows that students with an A in English 12 do well in their other university courses. It was noted that students still have the option to take ENGL 105 and there are seven other areas at the university that can help students with their writing skills.

S. Fished pointed out that this is a hard choice the College of Arts has made in a time of financial cut backs.

There was concern that A's in English 12 course work could be inflated in some cases. To address this, the motion was amended to use the final blended grade to assess the high school grade.

## **5. OTHER BUSINESS/DISCUSSION ITEMS**

### **5.1. Columbia Bible College Transfer Agreement**

#### **MOTION:**

To recommend to the UEC Transfer Credit Subcommittee to research the outcomes of the Columbia Bible College transfer agreement and report back to the Undergraduate Education Committee.

S. Fisher/ S. Brigden

At the April 15, 2011 Academic Standards Committee (ASC) meeting, a transfer agreement with Columbia Bible College (CBC) was approved, which was effective until April 2013. This was controversial at the time as an unrecognized local private institution was given recognition. Typically, private institutions do not have the same regulatory systems in place as recognized institutions.

A. Wiseman explained that although CBC is an unrecognized institution, it is a member of an accreditation body, called the Associate for Biblical Higher Learning, which has a rigorous accreditation process.

With no research presented to show if the CBC students admitted to UFV under the temporary transfer agreement were successful, UEC was not ready to make a decision on renewing the transfer agreement. UEC recommends that the UEC Transfer Credit Subcommittee conducts research on this matter and presents it to UEC.

### **5.2. Transfer Credit Subcommittee report**

### **5.3. Policy Subcommittee report**

Call for new chair of UEC Policy Subcommittee to replace S. Pattridge as chair.

R. McLeod will replace S. Pattridge as chair of the UEC policy subcommittee.

The committee has decided on a path for moving forward with the Assignment of Course Credit policy (105), and has scheduled a working session.

SGC sent guidelines back to UEC outlining the next steps to be taken in the revision of the wording to the grading interpretation of the Grading System policy (101). SGC also recommended that UEC start a full policy review within the year.

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S. Bridgen, V. Dvoracek, and S. Manu will continue as the group that will go forward with the revisions to the grading interpretation.

**5.4. Course Outline Subcommittee**

More feedback on the revised course outline has been received from the Records and Graduation Officers. A meeting will be held to discuss this feedback before the revised course outline is brought back to UEC.

**5.5. Admissions Subcommittee report**

**5.6. Membership of UEC Subcommittees**

Membership of UEC subcommittees was confirmed.

**5.7. Renewal of UEC Membership in 2014**

As many terms for UEC membership end in 2014, members were asked by email if they intended to continue with UEC for another two year term, or extend their term by one year. The responses indicate that many members are interested in continuing with UEC for another two year term.

**5.8. Interdisciplinary Program Curriculum Committee**

Currently, there are departments and programs that report to more than one faculty. For example, the Geography department submits information to both the Faculty of Science and the College of Arts when making course and program changes. This can result in different changes from each faculty, which creates difficulty for course and program changes to move coherently through the process in a time sensitive way. The consensus of UEC is that the creation of an interdisciplinary program curriculum committee would address this university-wide concern.

It was pointed out that UEC does not have authority to change the terms of reference of faculty councils, so it would make sense for Senate to discuss this.

UEC will send a memo to Senate, requesting that Senate discuss this issue and provide further direction on the steps that should be taken to develop a collaborative solution.

*The memo was sent to APPC for further discussion before it is sent to Senate.*

**6. INFORMATION ITEMS**

**6.1. Academic Calendar deadlines**

**6.2. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

EDUC 410 and 445

**6.3. Geography**

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Change to program requirement: The removal of GEOG 354 and the addition of one course in physical geography (GEOG 302, 304, 307, 308, 317, 402, 410, 417, 419, or 453) in the Physical Geography major.

**6.4. Procedures for Membership on Standing Committees of Senate (revised copy)**

**6.5. Rules for the Conduct of Business**

Addition of rule 1.6

**6.6. 2013/14 UEC meeting schedule**

**7. ADJOURNMENT**

This meeting was adjourned at 11:42am.

# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts;  
Ashley Hoogendoorn, Undergraduate Education Committee Assistant

From: Samantha Pattridge, Department Head Communications

CC: David Thomson

Date: 04/09/2013

Re: CMNS/MACS 212 – 6-year review

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## **A. Course revision: CMNS/MACS 212 Basic Public Relations and Advocacy Communication**

1. *Rationale for change:* Regular 6-year review
2. *Summary of substantive changes:* Course description and Learning outcomes have been modified to reflect increasing importance of online engagement in PR and Advocacy practices. The prerequisite has been changed to require completion of a first-year UFV writing course (CMNS 125, CMNS 155, ENGL 105 or equivalent). Students entering CMNS/MACS 212 prior to completing a first-year writing course sometimes struggle with the writing expectations in the course, so the proposed change will ensure students are better prepared for success in the course upon entry.

## **C. Budget and Learning outcome Issues**

1. *How does your course address the UFV Learning Outcomes?* Many of the ILOs are addressed in the specific course outcomes, including critical thinking skills and information literacy, effective communication to multiple audiences, demonstrating leadership and respectful collaboration through team projects, and effective use of technology to gather, evaluate and disseminate information.
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?*  
The course is not a requirement in any specific program though it is an eligible elective for several.
3. *What consideration has been given to indigenizing the curriculum?*  
The issues of advocacy and public relations relate to Canada's indigenous peoples in a number of ways, including social justice advocacy, the environment and land claims. Indigenizing the curriculum can occur with relation to examples, classroom discussion and group projects.
4. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:*

- a. *Credit value*
- b. *Class size limit*
- c. *Frequency of offering*
- d. *Resources required (labs, equipment)*

No changes are proposed in any of these areas.

- 5. *If this course is not eligible for PLAR, explain why.*  
N/A
- 6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?*  
N/A
- 7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*  
Approximately \$100 for the textbook. No other materials required.

Course Reviewer: David Thomson

CWC: August 23, 2013 – The course implementation date has been revised to reflect the increased prerequisites.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1990  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                    |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                    |             |
| CMNS 212                                                                                                                  | Communications     | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Basic Public Relations and Advocacy Communication                                                                         |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

It takes skill to make your voice, cause, and point of view stand out in a sea of messages. This course focuses on the fundamentals of persuasive communication used in public relations and advocacy settings. The importance of planning and targeted audience engagement is stressed. Students will write and design effective internal and external communication plans and produce a portfolio of digital and print material (e.g. blog posts, media release/news advisory, social media strategy).

Note: This course is offered as CMNS 212 and MACS 212. Students may take only one of these for credit.

PREREQUISITES: Same as for CMNS 125; see CMNS 125 for details. Note: As of January 2015, prerequisites will change to the following: One of CMNS 115, CMNS 125, CMNS 145, CMNS 155, CMNS 165, CMNS 175 or ENGL 105

COREQUISITES:  
 PRE or COREQUISITE

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: MACS 212  
 (c) Cannot take: MACS 212 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 15 Hrs  
 Seminar: 15 Hrs  
 Laboratory: 15 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25

Expected frequency of course offerings: Once a year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☒ Yes ☐ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>David Thomson</u>            | Date approved: <u>August 2013</u>          |
| Department Head: <u>Samantha Pattridge</u>          | Date of meeting: <u>August 23, 2013</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**CMNS 212**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- critically assess media and other messages for advocacy bias
- relate the principles of ethical communication for advocacy and PR
- apply professional document writing, organization, and design to persuasive print and electronic documents
- compare impact and uses of digital and analog media to reach an audience
- conduct appropriate media relations
- apply the principles of audience research to their rhetorical purpose
- develop appropriate social media strategies for advocacy purposes
- produce PR/advocacy materials for an internal or external audience
- apply editing principles to their own and others' documents

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, seminars, group work, presentations.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☐ Examination(s)                      ☒ Portfolio assessment                      ☐ Interview(s)
- ☐ Other (specify):                      ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Marsh C., Guth D., & Poovey Short B. (2008). **Strategic writing: Multimedia writing for public relations, advertising and more.** Boston, MA:Pearson

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

|                       |     |
|-----------------------|-----|
| Proposal              | 10% |
| Outline               | 5%  |
| Mid-term exam         | 20% |
| PR/Advocacy portfolio | 20% |
| Term project          | 30% |
| Oral presentation     | 10% |
| Evaluation memo       | 5%  |

**COURSE CONTENT:**

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

**UNIT 1—EVOLUTION**

- Introduction to course. Term project guidelines. Definition of key terms and introduction to basic theory.
- History / evolution of public relations and advocacy in North America.

**UNIT 2—PROCESS AND PREPARATION**

- Introduction to public relations, advocacy, and propaganda. What are the differences and similarities? Exploration of key conceptual processes and practices of PR and advocacy.
- Why we persuade. The elements of effective persuasion.
- The ethical dimension of persuasion.
- Forms and techniques of advocacy and PR writing, speaking, and visual representation
- The importance of public opinion.
- New media / old media definitions and uses.

**CMNS 212**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course content continued:*

**UNIT 3—AUDIENCE / PUBLICS**

- Understanding the public in public relations and how to reach your intended audience. Understanding unintended audience. Stakeholders, audience, reach, and the importance of research. The most important constituencies, from employees and the media to consumers and the government to international publics, and communities of diversity.

**UNIT 4—EXECUTION**

- Production of PR/Advocacy material (media releases, advisories, stakeholders reports, etc.) for internal and external audiences.
- Media relations, advertising, internet, social media – the advocate's tool kit.

**UNIT 5—THE FUTURE**

- The challenges and opportunities for PR and advocacy in the 21st century.



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 1990  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                                          |                       |             |
|----------------------------------------------------------|-----------------------|-------------|
| <u>MACS 212</u>                                          | <u>Communications</u> | <u>3</u>    |
| COURSE NAME/NUMBER                                       | FACULTY/DEPARTMENT    | UFV CREDITS |
| <u>Basic Public Relations and Advocacy Communication</u> |                       |             |
| COURSE DESCRIPTIVE TITLE                                 |                       |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **CMNS 212** for the official course outline.

**CALENDAR DESCRIPTION:**

It takes skill to make your voice, cause, and point of view stand out in a sea of messages. This course focuses on the fundamentals of persuasive communication used in public relations and advocacy settings. The importance of planning and targeted audience engagement is stressed. Students will write and design effective internal and external communication plans and produce a portfolio of digital and print material (e.g. blog posts, media release/news advisory, social media strategy).

Note: This course is offered as CMNS 212 and MACS 212. Students may take only one of these for credit.

PREREQUISITES: Same as for CMNS 125; see CMNS 125 for details. Note: As of January 2015, prerequisites will change to the following: One of CMNS 115, CMNS 125, CMNS 145, CMNS 155, CMNS 165, CMNS 175 or ENGL 105

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces:  
 (b) Cross-listed with: CMNS 212  
 (c) Cannot take: CMNS 212 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☐ No  
☐ Yes ☐ No  
☒ Yes ☐ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>David Thomson</u>            | Date approved: <u>August 2013</u>          |
| Department Head: <u>Samantha Pattridge</u>          | Date of meeting: <u>August 23, 2013</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

# MEMO



To: Ashley Hoogendoorn, UEC Committee Assistant, Jacqueline Nolte, Dean of Arts, Susan Fisher, Associate Dean of Students (Arts), Ken Brealey, Associate Dean of Faculty (Arts), Cheryl Dahl, Program Development Coordinator, Stephen Piper, SCMS Department Head

From: Alisa Webb, History Department Head

Date: 20/09/2013

Re: Cross-listing History Courses with Latin American Studies

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Courses to cross-list: HIST 357, HIST 359, HIST 457, HIST 458, HIST 459, and HIST 460

**Rationale:**

Discussion has been ongoing regarding linking Latin American History courses more firmly with the Latin American Studies program. The LA History courses are already an integral part of the LAS Program. It makes sense, then, to allow students to take these courses either for LAS or for HIST credit. SCMS department members and HIST department members support this more formal linking.

**Budgetary Implications:**

None – the courses will continue be offered on their usual rotation by Geoffrey Spurling as part of his annual workload allocation.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                    |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                    |             |
| HIST 357                                                                                                                  | History            | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Inter-American Relations: Latin America, the United States, and Canada                                         |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course takes a critical look at the complex, often contentious, and evolving relationship between Latin America, the United States, and Canada, from the early nineteenth century through to the present. Topics may include changes in foreign policy towards the region; forms of political and military intervention; human rights; trade, investment, and globalization; development assistance; drug policy; environmental concerns; cultural perceptions and influences; and the importance of Latin American communities north of the Mexican border.

Note: This course is offered as HIST 357 and LAS 357. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:  
 PRE or COREQUISITES:

|                                                     |                                                |
|-----------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                        | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces:                                       |                                                |
| (b) Cross-listed with: <u>LAS 357</u>               |                                                |
| (c) Cannot take: <u>LAS 357</u> for further credit. |                                                |

|                                        |                                                                                                                        |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>60</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                                                                                 |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                                                                                |
| Lectures: <u>30</u> Hrs                | Hours per day: _____                                                                                                   |
| Seminar: <u>30</u> Hrs                 |                                                                                                                        |
| Laboratory: _____ Hrs                  |                                                                                                                        |
| Field experience: _____ Hrs            | <b>OTHER:</b>                                                                                                          |
| Student directed learning: _____ Hrs   | Maximum enrolment: <u>30</u>                                                                                           |
| Other (specify): _____ Hrs             | Expected frequency of course offerings: <u>Every second year</u><br>(every semester, annually, every other year, etc.) |

|                                                                          |                              |                                        |
|--------------------------------------------------------------------------|------------------------------|----------------------------------------|
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)            | <input type="checkbox"/> Yes | <input type="checkbox"/> No            |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:                          | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>September 18, 2013</u>   |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST 357**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- identify and assess the major issues and challenges confronting Latin America's relations with the United States and Canada
- define the key historical developments in inter-American relations, from the early nineteenth century to the present
- clearly communicate their ideas, both in writing and in class discussions
- critically examine primary and secondary sources, creating their own arguments and evaluating those of others

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Teaching methods will include lectures and seminar discussions of the required readings, augmented with audio-visual materials (film, music, and still images).

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. Examples for this course might be:]

Holden, Robert H., and Eric Zolov, eds. *Latin America and the United States: A Documentary History*. 2<sup>nd</sup> ed. New York: Oxford University Press, 2010.

Smith, Peter H. *Talons of the Eagle: Latin America, the United States, and the World*. Third ed. New York: Oxford University Press, 2008.

**HIST 357 Coursepack**, including journal articles and selections from edited books and monographs:

Baranyi, Steven. "Canadian Foreign Policy Towards Central America, 1980-84: Independence, Limited Public Influence, and State Leadership." *Canadian Journal of Latin American and Caribbean Studies* 10, no. 19 (1985): 23-57.

Cortés, Carlos E. "To View a Neighbor: The Hollywood Textbook on Mexico." In *Images of Mexico in the United States*, edited by John H. Coatsworth and Carlos Rico, 91-118. San Diego: Center for U.S.-Mexican Studies, University of California, San Diego, 1989.

Dorfman, Ariel. "The Last September 11." Durham: Duke University Forum—Faculty Viewpoints, 2001.

[www.duke.edu/web/forums/dorfman.html](http://www.duke.edu/web/forums/dorfman.html).

MacGuigan, Mark. "Statement on El Salvador in the House of Commons, March 9, 1981." Ottawa: Hansard, Government of Canada, 1981.

McFarlane, Peter. *Northern Shadows: Canadians and Central America*. Toronto: Between the Lines, 1989.

Rochlin, James F. *Discovering the Americas: The Evolution of Canadian Foreign Policy Towards Latin America*. Vancouver: UBC Press, 1994.

Rodríguez, Carmen. *and a body to remember with*. Vancouver: Arsenal Pulp Press, 1997.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

|                                                                                            |     |
|--------------------------------------------------------------------------------------------|-----|
| Short paper (analysis of 'sanitized' CIA documents on the 1954 military coup in Guatemala) | 25% |
| Research paper (case study analysis)                                                       | 35% |
| Participation in seminar discussions                                                       | 15% |
| Final exam                                                                                 | 25% |

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

- Week 1** Introduction to the course
- Week 2** Analytical Approaches and Perspectives / New Nation States, Imperialism, The Monroe Doctrine, Manifest Destiny, and War with Mexico
- Week 3** Investment and Pan Americanism / Cuba, Panama, and the Roosevelt Corollary / Ideological Explanations for Intervention
- Week 4** The Big Stick and Dollar Diplomacy / Latin American Actions and Views
- Week 5** The Good Neighbour Policy / U.S. Perceptions of Latin America
- Week 6** Canada and Latin America from the Late Nineteenth Century to the Cold War: Canadian Investment and a Developing Foreign Policy (with a brief experience in Gunboat Diplomacy)
- Week 7** The Cold War in the 1940s and 50s: Anticommunism, National Security, Ties with Dictators, and Intervention
- Week 8** The Cuban Revolution, Development Assistance, and Counter-Insurgency / Canada's Latin American Policy Under Diefenbaker, Pearson, and Trudeau
- Week 9** Right-Wing Military Regimes / Human Rights and Foreign Policy / The U.S. in Central America / Latin American Responses
- Week 10** The U.S., Canada, and Central America
- Week 11** The Post-Cold War Era: Hegemony(?), NAFTA, Globalization, and the Environment
- Week 12** The 'War on Drugs' and the Invasion of Panama / Latin American Options in the Post-Cold War Era / Migration and Latin American Communities in the U.S. and Canada
- Week 13** After 9/11: Inter-American Relations in the Twenty-First Century / Concluding Comments



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                                                                   |                    |             |
|-----------------------------------------------------------------------------------|--------------------|-------------|
| <u>LAS 357</u>                                                                    | <u>SCMS</u>        | <u>4</u>    |
| COURSE NAME/NUMBER                                                                | FACULTY/DEPARTMENT | UFV CREDITS |
| History of Inter-American Relations: Latin America, the United States, and Canada |                    |             |
| COURSE DESCRIPTIVE TITLE                                                          |                    |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 357** for the official course outline.

**CALENDAR DESCRIPTION:**

This course takes a critical look at the complex, often contentious, and evolving relationship between Latin America, the United States, and Canada, from the early nineteenth century through to the present. Topics may include changes in foreign policy towards the region; forms of political and military intervention; human rights; trade, investment, and globalization; development assistance; drug policy; environmental concerns; cultural perceptions and influences; and the importance of Latin American communities north of the Mexican border.

Note: This course is offered as HIST 357 and LAS 357. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: HIST 357  
 (c) Cannot take: HIST 357 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>February 18, 2013</u>    |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2003  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                                             |             |
|--------------------|---------------------------------------------|-------------|
| HIST 359           | HISTORY                                     | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                          | UFV CREDITS |
|                    | Problems in Latin American Regional History |             |
|                    | COURSE DESCRIPTIVE TITLE                    |             |

**CALENDAR DESCRIPTION:**

This course examines selected problems in Latin American history. Topics will have a regional or national focus, and may also be restricted to a specific period. Examples include Brazil from empire to republic, Mexico since the revolution of 1910, or military dictatorship in the Southern Cone during the late 20th century.

Note: This course is offered as HIST 359 and LAS 359. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: LAS 359  
 (c) Cannot take: LAS 359 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 30

Expected frequency of course offerings: \_\_\_\_\_

(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST 359**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- clearly communicate their ideas, both in writing and in class discussions,
- critically examine primary and secondary sources,
- identify the distinct nature of history as a discipline by studying various interpretive controversies and historiographical debates,
- identify the social and cultural diversity that characterizes the history of Latin America,
- understand the complex history of a region in Latin America.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

The course time will be divided evenly between lectures and seminar discussions. The lectures will set the historical and analytical context for students, providing them with the background and knowledge they will need for their readings and the completion of their assignments. There will be a particular emphasis placed on the interpretation of primary and secondary sources; the weekly discussions and debates of these materials should help students in preparing their papers. AV materials may include slides, other images, and video clips that will augment the lectures.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

Beezley, William H. *Judas at the Jockey Club and Other Episodes of Porfirian Mexico*. Lincoln: University of Nebraska Press, 1987.

Henderson, Timothy J. *The Worm in the Wheat: Rosalie Evans and Agrarian Struggle in the Puebla-Tlaxcala Valley of Mexico, 1906–1927*. Durham: Duke University Press, 1998.

Joseph, Gilbert M., and Timothy J. Henderson eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002.

Vanderwood, Paul. *The Power of God Against the Guns of Government: Religious Upheaval in Mexico at the Turn of the Nineteenth Century*. Stanford: Stanford University Press, 1998.

## SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

|                                       |     |
|---------------------------------------|-----|
| Final exam                            | 30% |
| Paper 1 (analysis of primary sources) | 25% |
| Paper 2 (research paper)              | 35% |
| Participation in seminar discussions  | 10% |

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

Mexico in the Late Nineteenth and Early Twentieth Centuries: From the Porfirian Regime to the Revolution

**Week 1** Introduction to the course / Mexico in the Nineteenth Century—Independence to The Reform

**Week 2** The Porfiriato—Liberalism, Positivism, Modernization, and Progress

**Week 3** “Porfirian Persuasions” and Popular Culture in Urban and Rural Mexico

**Week 4** Rural Responses to the Mexican State / The Tomochic Rebellion and Its Local Context

**Week 5** Regional and National Political Manoeuvring / *Camarilla* Politics / Popular Religion—The Ideology of a Folk Saint

**Week 6** Resistance and Repression / Interpreting, Remembering, and Reinventing Tomochic

**Week 7** Origins of the Mexican Revolution / The Madero Revolt

**Week 8** The Tiger Unleashed / Zapata, Villa, Carranza, and Obregón / The Constitution of 1917

**Week 9** Agrarian Struggle in the Puebla-Tlaxcala Valley

**Week 10** Gender, International Relations, Power, and the Politics of Land Reform

**Week 11** *Indigenismo* and the ‘Cosmic Race’—Forging National Identity

**Week 12** Mexico and the Great Depression / Cárdenas, Agrarian Reform, and Nationalization

**Week 13** The ‘Institutionalized Revolution’ / Course Overview



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                                                    |             |
|--------------------|----------------------------------------------------|-------------|
| <u>LAS 359</u>     | <u>Social, Cultural and Media Studies</u>          | <u>4</u>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                                 | UFV CREDITS |
|                    | <u>Problems in Latin American Regional History</u> |             |
|                    | COURSE DESCRIPTIVE TITLE                           |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 359** for the official course outline.

**CALENDAR DESCRIPTION:**

This course examines selected problems in Latin American history. Topics will have a regional or national focus, and may also be restricted to a specific period. Examples include Brazil from empire to republic, Mexico since the revolution of 1910, or military dictatorship in the Southern Cone during the late 20th century.

Note: This course is offered as HIST 359 and LAS 359. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS or 45 university-level credits.  
 Familiarity with the basic skills of historical inquiry is expected.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: HIST 359  
 (c) Cannot take: HIST 359 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☐ No  
☐ Yes ☒ No  
☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2005  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                    |                                       |             |
|--------------------|---------------------------------------|-------------|
| HIST 457           | HISTORY                               | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                    | UFV CREDITS |
|                    | Sexuality and Gender in Latin America |             |
|                    | COURSE DESCRIPTIVE TITLE              |             |

**CALENDAR DESCRIPTION:**

This course examines the history of sexuality and gender in Latin America from the colonial era to the present. Topics may include the historical and sociocultural construction of sexuality and gender, as well as the complex relationship between sex, gender, and power; patriarchy, honour, and authority; contested gender relations and the family; machismo and notions of masculinity and femininity; the nation-state's concern with gender, moral order, and the control of sexual behaviour; sexual identities and politics; and the intersection of gender, sexuality, class, and ethnicity.

Note: This course is offered as HIST 457 and LAS 457. Students may take only one of these for credit.  
 Students may not take HIST 459C for further credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS Studies and one 300-level HIST or LAS course.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces:  
 (b) Cross-listed with: LAS 457  
 (c) Cannot take: HIST 459C / LAS 457 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 10 Hrs  
 Seminar: 50 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Consultation \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 20  
 Expected frequency of course offerings: Every second year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Supporting area consultation                        | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST 457**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- define and assess the different perspectives on the historical and socio-cultural construction of sexuality and gender
- analyze the complex relationship between sexuality, gender, and power
- define how gender and sexuality have intersected with class, race, and ethnicity in Latin America
- evaluate the impact of patriarchy, as well as notions of honour and shame
- define and assess the state's concern with gender, the moral order, and sexual behaviour
- interpret criminological perspectives on sexual and gendered 'deviance' and 'delinquency'
- critically interpret expressions of machismo and ideas of masculinity and femininity
- clearly communicate their ideas, both in writing and in class discussions
- critically examine primary and secondary sources

**METHODS:** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

The course will run as a seminar, with the occasional short lecture to provide the historical context when necessary. Student presentations and weekly discussions will focus on the analysis of the required readings—a range of primary and secondary sources—and on the issues that they raise. Audio-visual materials, including music and a number of films, will be incorporated into the weekly seminars.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)                      ☐ Portfolio assessment   ☐ Interview(s)                      ☒ Other (specify): Essay

☐ PLAR cannot be awarded for this course for the following reason(s):

## TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

French, William E., and Katherine Elaine Bliss, eds. *Gender, Sexuality, and Power in Latin America Since Independence*. Lanham: Rowman & Littlefield, 2007.

Hahner, June E., ed. *Women through Women's Eyes: Latin American Women in Nineteenth-Century Travel Accounts*. Wilmington (DE): Scholarly Resources Inc., 1998.

Lavrin, Asunción, ed. *Sexuality and Marriage in Colonial Latin America*. Lincoln: University of Nebraska Press, 1989.

History 457 Coursepack (including selections from the following books and articles):

Behar, Ruth. *Translated Woman: Crossing the Border with Esperanza's Story*. Boston: Beacon Press, 1993.

Gutmann, Matthew C. *The Meanings of Macho: Being a Man in Mexico City*. Berkeley: University of California Press, 1996.

Guy, Donna. *Sex and Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina*. Lincoln: University of Nebraska Press, 1990.

Lancaster, Roger N. *Life Is Hard: Machismo, Danger, and the Intimacy of Power in Nicaragua*. Berkeley: University of California Press, 1992.

Pacini Hernández, Deborah. *Bachata: A Social History of a Dominican Popular Music*. Philadelphia: Temple University Press, 1995.

Perry, Mary Elizabeth. *Gender and Disorder in Early Modern Seville*. Princeton: Princeton University Press, 1990

Abercrombie, Thomas A. "Affairs of the Courtroom: Fernando de Medina Confesses to Killing His Wife (Charcas, 1595)." In *Colonial Lives: Documents on Latin American History, 1550–1850*, edited by Richard Boyer and Geoffrey Spurling, 54–76. New York: Oxford University Press, 2000.

Brandes, Stanley. "Drink, Abstinence, and Male Identity in Mexico City." In *Changing Men and Masculinities in Latin America*, edited by Matthew C. Gutmann, 153–176. Durham: Duke University Press, 2003.

French, William E. "Prostitutes and Guardian Angels: Women, Work and the Family in Porfirian Mexico." *Hispanic American Historical Review* 72, no. 4 (1992): 529–53.

Oglesby, Elizabeth. "Machos and Machetes in Guatemala's Cane Fields." *NACLA Report on the Americas* 34, no. 5 (2001): 16–17.

Salzinger, Leslie. "Making Fantasies Real: Producing Women and Men on the Maquila Shop Floor." *NACLA Report on the Americas* 34, no. 5 (2001): 13–19.

**HIST 457**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                                                                                                 |     |
|-------------------------------------------------------------------------------------------------|-----|
| Final Exam                                                                                      | 25% |
| Short Paper—Analysis of Primary Sources (on selections from <i>Women Through Women's Eyes</i> ) | 25% |
| Research Paper                                                                                  | 35% |
| Participation in Seminar Discussions and Student Presentations                                  | 15% |

**COURSE CONTENT:**

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

- Week 1** Introduction to the course / The Latin American Context
- Week 2** Analytical Perspectives on Gender and Sexuality / Iberian Antecedents
- Week 3** Sexuality, Gender, Religion, and Honour in Colonial Latin America
- Week 4** Marriage, Marital Relations, and Divorce
- Week 5** Independence and the Emergent Nation-State / Motherhood, Authority, Honour, Dueling, and the Politics of Gender
- Week 6** Women Travel Writers on Gender Relations in Nineteenth-Century Latin America
- Week 7** Prostitution, Family, and the State / Adolescence, Sexual Behaviour, and Urban Public Space
- Week 8** Tango, Gaucho Imagery, and National Identity
- Week 9** Criminological and Medical Perspectives on Sexuality, Gender, the Body, and Race
- Week 10** Machismo, Masculinity, Drinking, and Domestic Violence
- Week 11** Gender, Sex, Work, and Politics in Export Enclaves / Love, Music, and Economic Crisis
- Week 12** Sexuality and Gender Activism, Revolution, and Social Conservatism
- Week 13** Discussion of Research Papers / Course Overview



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                                       |             |
|--------------------|---------------------------------------|-------------|
| LAS 457            | Social, Cultural and Media Studies    | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                    | UFV CREDITS |
|                    | Sexuality and Gender in Latin America |             |
|                    | COURSE DESCRIPTIVE TITLE              |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 457** for the official course outline.

**CALENDAR DESCRIPTION:**

This course examines the history of sexuality and gender in Latin America from the colonial era to the present. Topics may include the historical and sociocultural construction of sexuality and gender, as well as the complex relationship between sex, gender, and power; patriarchy, honour, and authority; contested gender relations and the family; machismo and notions of masculinity and femininity; the nation-state's concern with gender, moral order, and the control of sexual behaviour; sexual identities and politics; and the intersection of gender, sexuality, class, and ethnicity.

Notes: This course is offered as HIST 457 and LAS 457. Students may take only one of these for credit. Students may not take HIST 459C for further credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: HIST 457  
 (c) Cannot take: HIST 457 / HIST 459C for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2005  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                    |                                                |             |
|--------------------|------------------------------------------------|-------------|
| HIST 458           | HISTORY                                        | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                             | UFV CREDITS |
|                    | History of Indigenous Peoples in Latin America |             |
|                    | COURSE DESCRIPTIVE TITLE                       |             |

**CALENDAR DESCRIPTION:**

This course explores the history of Indigenous peoples in Latin America through the in-depth study of a particular region (the Maya area, central Mexico, the Andes, or the Amazon), typically from the pre-European period to the present. Topics may include the political, economic, and sociocultural transformation of Indigenous societies under colonial rule; the shifting, complex relationship between Indigenous peoples and the state, considering questions of citizenship, ethnicity, class, and gender; national ideology and *indigenismo*; struggles over land, labour, and other resources; religious change; repression and rebellion; the impact of state-directed development policies; and the emergence of new identities.

Note: This course is offered as HIST 458 and LAS 458. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**  
 (a) Replaces:  
 (b) Cross-listed with: LAS 458  
 (c) Cannot take: HIST459C/ LAS 458 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 10 Hrs  
 Seminar: 50 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Consultation \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 20  
 Expected frequency of course offerings: Every second year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation                            | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST 458**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- define and analyze the major developments in the history of Indigenous peoples in Latin America, from the pre-European period to the present
- define and assess the social, cultural, economic, and political impact of European colonial rule on Indigenous peoples
- assess the shifting and complex relationship between Indigenous peoples and the state
- analyze the actions of Indigenous peoples in the creation and development of the nation-state
- assess and analyze a series of interconnected processes and issues, including *indigenismo*, agrarian reform, rural-urban migration, music, the reworking of identities, political violence, and contemporary Indigenous social movements
- clearly communicate their ideas, both in writing and in class discussions
- critically examine primary and secondary sources

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

The course will run as a seminar, with the occasional short lecture to provide the historical context when necessary. Student presentations and weekly discussions will focus on the analysis of the required readings—a range of primary and secondary sources—and on the issues that they raise. Audio-visual materials, including music and a number of films, will be incorporated into the weekly seminars

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☒ Other (specify): Essay

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. Examples for this course might be:]

- Andrien, Kenneth J. *Andean Worlds: Indigenous History, Culture, and Consciousness under Spanish Rule, 1532–1825*. Albuquerque: University of New Mexico Press, 2001.
- Condori Mamani, Gregorio, and Asunta Quispe Huamán. *Andean Lives: Gregorio Condori Mamani and Asunta Quispe Huamán*. Edited by Ricardo Valderrama Fernández and Carmen Escalante Gutiérrez. Translated by Paul H. Gelles and Gabriela Martínez Escobar. Austin: University of Texas Press, 1996.
- Starn, Orin, Carlos Iván Degregori, and Robin Kirk, eds. *The Peru Reader: History, Culture, Politics*. Second ed. Durham: Duke University Press, 2005.
- History 458 Coursepack (including the following):
- Canessa, Andrew. “Todos somos indígenas: Towards a New Language of National Political Identity.” *Bulletin of Latin American Research* 25, no. 2 (2006): 241–63.
- Cieza de León, Pedro de. *The Incas of Pedro de Cieza de León*. Edited by Victor Wolfgang von Hagen. Translated by Harriet de Onis. Norman: University of Oklahoma Press, 1959.
- de la Cadena, Marisol. “‘Women Are More Indian’: Ethnicity and Gender in a Community near Cuzco.” In *Ethnicity, Markets, and Migration in the Andes: At the Crossroads of History and Anthropology*, edited by Brooke Larson, Olivia Harris and Enrique Tandeter, 329–348. Durham: Duke University Press, 1995.
- García, María Elena. “The Politics of Community: Education, Indigenous Rights, and Ethnic Mobilization in Peru.” *Latin American Perspectives* 30, no. 1 (2003): 70–95.
- Larson, Brooke. *Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810–1910*. New York: Cambridge University Press, 2004.
- Mariátegui, José Carlos. *Seven Interpretive Essays on Peruvian Reality*. Translated by Marjory Urquidí. Austin: University of Texas Press, [1928]1971.
- Mills, Kenneth, and William B. Taylor. “The Witness Francisco Poma y Altas Caldeas of San Pedro de Acas, Cajatambo, Peru (1657).” In *Colonial Spanish America: A Documentary History*, edited by Kenneth Mills and William B. Taylor, 236–249. Wilmington (Del.): Scholarly Resources, 1998.
- Salomon, Frank, and Stuart B. Schwartz. “Introduction.” In *The Cambridge History of the Native Peoples of the Americas*, edited by Frank Salomon and Stuart B. Schwartz, 1–18. Cambridge and New York: Cambridge University Press, 1999.
- Stavig, Ward. “Ethnic Conflict, Moral Economy, and Population in Rural Cuzco on the Eve of the Thupa Amaro II Rebellion.” *Hispanic American Historical Review* 68, no. 4 (1988): 737–70.
- Turino, Thomas. “The Music of Andean Migrants in Lima, Peru: Demographics, Social Power, and Style.” *Latin American Music Review* 9, no. 2 (1988): 127–150.

**HIST 458**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                                                                |     |
|----------------------------------------------------------------|-----|
| Final Exam                                                     | 25% |
| Short Paper—Analysis of <i>Andean Lives</i>                    | 25% |
| Research Paper                                                 | 35% |
| Participation in Seminar Discussions and Student Presentations | 15% |

**COURSE CONTENT:**

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

- Week 1** Introduction to the course / Andean ecology and political geography
- Week 2** Approaches in Studying the Andean Past / Andean Politics and the Inka State
- Week 3** European Invasion and Colonial Rule / Andean Intermediaries
- Week 4** Cultural Change, Ethnogenesis, and Campaigns Against Idolatry
- Week 5** Resistance and Rebellion / Andeans and the Wars of Independence
- Week 6** Indigenous-State Relations in the Nineteenth Century / The War of the Pacific and the Comas Resistance / *Indigenismo* and Mariátegui's critique
- Week 7** Agrarian Reform and Rural-Urban Migration / Gender, Land, Labour, and Ethnicity
- Week 8** Life in the Andean Highlands
- Week 9** Andean Music
- Week 10** Coca and Cocaine
- Week 11** The Shining Path and the War in Peru
- Week 12** Identity, Politics, Social Movements, and Indigenous Rights
- Week 13** The Andean Region Today / Discussion of Research Papers / Course Overview



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                                                       |             |
|--------------------|-------------------------------------------------------|-------------|
| <u>LAS 458</u>     | <u>Social, Cultural and Media Studies</u>             | <u>4</u>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                                    | UFV CREDITS |
|                    | <u>History of Indigenous Peoples in Latin America</u> |             |
|                    | COURSE DESCRIPTIVE TITLE                              |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 458** for the official course outline.

**CALENDAR DESCRIPTION:**

This course explores the history of Indigenous peoples in Latin America through the in-depth study of a particular region (the Maya area, central Mexico, the Andes, or the Amazon), typically from the pre-European period to the present. Topics may include the political, economic, and sociocultural transformation of Indigenous societies under colonial rule; the shifting, complex relationship between Indigenous peoples and the state, considering questions of citizenship, ethnicity, class, and gender; national ideology and *indigenismo*; struggles over land, labour, and other resources; religious change; repression and rebellion; the impact of state-directed development policies; and the emergence of new identities.

Note: This course is offered as HIST 458 and LAS 458. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: HIST 458  
 (c) Cannot take: HIST 459C/HIST 458 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 1997  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                    |             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                    |             |
| HIST 459                                                                                                                  | HISTORY            | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Topics in Political and Social History of Latin America                                                                   |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course provides an in-depth study of specific topics in Latin American social or political history. Topics will have a thematic or comparative focus, and may include colonial identity; independence and nationalism; elite structures; populism; revolution; race, class, and ethnicity; the military and society; and the struggle for human rights.

Note: This course is offered as HIST 459 and LAS 459. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level History/LAS and one 300-level History or LAS course.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: LAS 459  
 (c) Cannot take: LAS 459 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 10 Hrs  
 Seminar: 50 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 20

Expected frequency of course offerings: \_\_\_\_\_  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST 459**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- clearly communicate their ideas, both in writing and in class discussions.
- critically examine primary and secondary sources.
- identify the distinct nature of history as a discipline by studying various interpretive controversies and historiographical debates.
- identify and understand the social, political, and cultural diversity that characterizes the history of Latin America.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

The course will run as a seminar, with the occasional lecture to provide the historical context when necessary. Weekly discussions will focus on the analysis of the required readings—a range of primary and secondary sources—and on the issues that they raise. Slides, other images, and video clips may be incorporated into the class. Any overheads will appear on the course website, as will the syllabus, a citation style guide, a bibliography of suggested sources for the research paper, and other course-related materials.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Arditti, Rita. *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. Berkeley: University of California Press, 1999.  
 Feitlowitz, Marguerite. *A Lexicon of Terror: Argentina and the Legacies of Torture*. New York: Oxford University Press, 1998.  
 Lewis, Paul H. *Guerrillas and Generals: The 'Dirty War' in Argentina*. Westport (Conn.): Praeger, 2002.  
 Timerman, Jacobo. *Prisoner Without a Name, Cell Without a Number*. Translated by Toby Talbot. Madison: University of Wisconsin Press, 2002.  
 Wright, Thomas C. *State Terrorism in Latin America: Chile, Argentina, and International Human Rights*. Lanham: Rowman and Littlefield, 2007.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

|                                           |     |
|-------------------------------------------|-----|
| Final exam                                | 25% |
| Short paper – analysis of primary sources | 25% |
| Research paper                            | 35% |
| Participation in seminar discussions      | 15% |

**COURSE CONTENT:**

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

Military Rule, State Terror, Human Rights, and the Politics of Memory: The Argentine Dirty War and its Legacy

Week 1 Introduction to the course / The Argentine Context  
 Week 2 Argentina from the Late Nineteenth Century to Juan Perón  
 Week 3 Argentina in the 1950s and 60s / Peronism Divided and Perón's Brief Return / Guerrilla Insurgency, Repression, Economic Crisis, and the 1976 Military Coup  
 Week 4 The Proceso: The Bureaucratic Authoritarian Regime in Power  
 Week 5 State Terrorism and the Dirty War  
 Week 6 The Ideology of the Dirty War  
 Week 7 Experiencing Imprisonment and Torture  
 Week 8 Searching for the Disappeared—The Mothers of the Plaza de Mayo  
 Week 9 The Junta and Nationalism / The Role of the Church / International Relations  
 Week 10 Recession, Protest, the Falklands-Malvinas War, and the Transition to Civilian Rule  
 Week 11 Prosecution and Pardons / Impunity or Justice  
 Week 12 The Politics of Memory and the Struggle for Human Rights  
 Week 13 The Legacies of the Dirty War / Course Overview



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                                                |                                           |             |
|----------------------------------------------------------------|-------------------------------------------|-------------|
| <u>LAS 459</u>                                                 | <u>Social, Cultural and Media Studies</u> | <u>4</u>    |
| COURSE NAME/NUMBER                                             | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>Topics in Political and Social History of Latin America</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE                                       |                                           |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 459** for the official course outline.

**CALENDAR DESCRIPTION:**

This course provides an in-depth study of specific topics in Latin American social or political history. Topics will have a thematic or comparative focus, and may include colonial identity; independence and nationalism; elite structures; populism; revolution; race, class, and ethnicity; the military and society; and the struggle for human rights.

Note: This course is offered as HIST 459 and LAS 459. Students may take only one of these for credit.

PREREQUISITES: Nine credits of lower-level History/LAS and one 300-level History or LAS course.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: HIST 459  
 (c) Cannot take: HIST 459 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        |                                            |
| Department Head: <u>Stephen Piper</u>               | Date approved: <u>May 2013</u>             |
| Campus-Wide Consultation (CWC)                      | Date of meeting: <u>May 31, 2013</u>       |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date approved: <u>September 13, 2013</u>   |
| Undergraduate Education Committee (UEC) approval    | Date of meeting: <u>September 27, 2013</u> |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2010  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                                                                         |                    |             |
|-------------------------------------------------------------------------|--------------------|-------------|
| HIST 460                                                                | History            | 4           |
| COURSE NAME/NUMBER                                                      | FACULTY/DEPARTMENT | UFV CREDITS |
| State Terror, Human Rights, and the Politics of Memory in Latin America |                    |             |
| COURSE DESCRIPTIVE TITLE                                                |                    |             |

**CALENDAR DESCRIPTION:**

This course examines the state terror policies of the Argentine and Chilean military regimes in the 1970s and 1980s, the struggle for human rights in both countries, the transition to civilian government and the legacies of repression, and the ensuing—and ongoing—debates over impunity, justice, and historical memory.

Note: This course is offered as HIST 460 and LAS 460. Students make take only one of these for credit.

Students with credit for HIST 459D may not take this course for further credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: HIST 459D  
 (b) Cross-listed with: LAS 460  
 (c) Cannot take: HIST 459D/ LAS 460 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 5 Hrs  
 Seminar: 55 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 20

Expected frequency of course offerings: Every other year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Spurling</u>        | Date approved: <u>May 2013</u>             |
| Department Head: <u>Alisa Webb</u>                  | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**HIST460**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- define and interpret the major factors that led to state terrorism in Latin America and identify the key elements of the military's ideology
- assess the complex impact and legacies of state terror
- evaluate the historical inter-relationship between state terrorism and the development of international human rights
- analyze the transition from military to civilian rule and the ensuing struggles over impunity and justice
- define and analyze the various forms of historical memory
- clearly communicate their ideas, both in writing and in class discussions.
- critically examine primary and secondary sources

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

The course will run as a seminar, with the occasional short lecture to provide the historical context when necessary. Student presentations and weekly discussions will focus on the analysis of the required readings—a range of primary and secondary sources—and on the issues that they raise. Audio-visual materials, including music and a number of films, will be incorporated into the weekly seminars.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

- Dorfman, Ariel. *Death and the Maiden*. New York: Penguin, 1994.
- Stern, Steve J. *Remembering Pinochet's Chile: On the Eve of London, 1998*. Durham: Duke University Press, 2004.
- Timerman, Jacobo. *Prisoner Without a Name, Cell Without a Number*. Translated by Toby Talbot. Madison: University of Wisconsin Press, 2002.
- Verbitsky, Horacio. *Confessions of an Argentine Dirty Warrior: A Firsthand Account of Atrocity*. New York: The New Press, 2005.
- Wright, Thomas C. *State Terrorism in Latin America: Chile, Argentina, and International Human Rights*. Lanham: Rowman and Littlefield, 2007.
- History 460 Coursepack, with selections from the following:
- Arditti, Rita. *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. Berkeley: University of California Press, 1999.
- Bonafini, Hebe de, and Matilde Sánchez. "The Madwomen at the Plaza de Mayo." In *The Argentina Reader: History, Culture, Politics*, edited by Gabriela Nouzeilles and Graciela Montaldo, 429-39. Durham: Duke University Press, 2002.
- Feitlowitz, Marguerite. *A Lexicon of Terror: Argentina and the Legacies of Torture*. New York: Oxford University Press, 1998.
- Graham-Yooll, Andrew. *A State of Fear: Memories of Argentina's Nightmare*. London: Eland, 1986.
- Lewis, Paul H. *Guerrillas and Generals: The 'Dirty War' in Argentina*. Westport (Conn.): Praeger, 2002.
- Morris, Nancy. "Canto Porque Es Necesario Cantar: The New Song Movement in Chile, 1973-1983." *Latin American Research Review* 21, no. 2 (1986): 117-36.
- Navarro, Marysa. "The Personal Is Political: Las Madres de Plaza de Mayo." In *Power and Popular Protest: Latin American Social Movements*, edited by Susan Eckstein, 241-58. Berkeley: University of California Press, 1989.
- Partnoy, Alicia. *The Little School: Tales of Disappearance and Survival in Argentina*. London: Little, Brown & Company, 1998.
- Stern, Steve J. *Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988*. Durham: Duke University Press, 2006.

**HIST460**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

|                                                                                                                                       |     |
|---------------------------------------------------------------------------------------------------------------------------------------|-----|
| Final Exam                                                                                                                            | 25% |
| Short Paper—Analysis of <i>Prisoner Without a Name, Cell Without a Number</i> and/or <i>Confessions of an Argentine Dirty Warrior</i> | 25% |
| Research Paper                                                                                                                        | 35% |
| Participation in Seminar Discussions and Student Presentations                                                                        | 15% |

**COURSE CONTENT:**

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

Week 1 Introduction to the course  
 Week 2 International Human Rights / Military Rule, National Security Doctrine, Counterinsurgency, and State Terrorism in Latin America / The Argentine Historical Context  
 Week 3 The Proceso and the Dirty War / Ideology, Terror, Fear, and Collaboration  
 Week 4 The Disappeared / The Struggle for Human Rights/ The Mothers of Plaza de Mayo  
 Week 5 Censorship, Corruption, Memory, and History  
 Week 6 Perpetrators and Victims  
 Week 7 Impunity, Justice, Human Rights, and the Politics of Memory  
 Week 8 The Chilean Historical Context / Chile Under Allende and the Unidad Popular / The Military Coup, September 11, 1973 / Historical Perspectives on Memory / "Memory as Salvation"  
 Week 9 The Pinochet Dictatorship and State Terror / National and International Human Rights Organizations / "Memory as Rupture," and "Memory as Persecution and Awakening"  
 Week 10 The Chilean New Song Movement / Confronting the Dictatorship and Exile with Music and Humour / "Memory as a Closed Box"  
 Week 11 Impunity, Justice, and the Legacies of the Past  
 Week 12 Justice, The Ending of Impunity, and International Human Rights / "Emblematic Memory," History, and Politics  
 Week 13 Repression, Human Rights, and the Politics of Memory in Argentina and Chile / Discussion of Research Papers / Course Overview



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                                                                |                                           |             |
|--------------------------------------------------------------------------------|-------------------------------------------|-------------|
| <u>LAS 460</u>                                                                 | <u>Social, Cultural and Media Studies</u> | <u>4</u>    |
| COURSE NAME/NUMBER                                                             | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>State Terror, Human Rights, and the Politics of Memory in Latin America</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE                                                       |                                           |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **HIST 460** for the official course outline.

**CALENDAR DESCRIPTION:**

This course examines the state terror policies of the Argentine and Chilean military regimes in the 1970s and 1980s, the struggle for human rights in both countries, the transition to civilian government and the legacies of repression, and the ensuing—and ongoing—debates over impunity, justice, and historical memory.

Note: This course is offered as HIST 460 and LAS 460.

Students make take only one of these for credit. Students with credit for HIST 459D may not take this course for further credit.

PREREQUISITES: Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: HIST 459D  
 (b) Cross-listed with: HIST 460  
 (c) Cannot take: HIST 459D/HIST 460 for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoff Spurling</u>           | Date approved: <u>May 2013</u>             |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>May 31, 2013</u>       |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**Memo**

**To:** Campus Wide Consultation

**From:** Sven VandeWetering and Andrea Hughes Psychology Department

**Date:** July 10, 2013

**Subject:** Proposal for PSYC 460: Changing a special topics course (Psyc 491q, Issues in Social Cognition) to a regular course

**Rationale:** Last semester, we team taught a seminar course in social cognition under the rubric of a special topics course (Psyc 491q). The course attracted 14 students without significant advertising or a calendar listing, and proved to be popular with the students who did sign up. The student evaluations were excellent.

Social cognition is an important mainstream academic field within psychology, one in which an enormous amount of psychological literature is written, and one with tie-ins to many other areas of psychology, including cognitive psychology, social psychology, political psychology, and some areas of psychological therapy such as cognitive therapies. Thus, the course has the potential to be of enormous value to several segments of our student body.

The format of the course, with a discussion of primary literature in social cognition and a purely seminar format, is an important step in skill development for upper level Psychology Majors and Honours students, and is similar to the course format in graduate school. To the extent that preparing some of our students for graduate school is one of our important tasks as a department, the proposed course would therefore make an important contribution to that task. Senior students in the department have requested more courses using this model.

The rationale behind the 400-level numbering is threefold. First, the course has 3<sup>rd</sup>-year prerequisites (one of 325 or 360). Second, the course uses a seminar format, something that is traditional in more advanced courses. Third, students have told us that, like many things of value, this course is quite demanding. Numbering it in the 400s is a way of signaling this demandingness to prospective students.

The department has discussed and approved the official course outline.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                            |             |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                            |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                            |             |
| PSYC 460                                                                                                                  | College of Arts/Psychology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT         | UFV CREDITS |
| Social Cognition                                                                                                          |                            |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                            |             |

**CALENDAR DESCRIPTION:**

This is a seminar course that examines issues in social cognition. Social cognition is a field that uses the methods and concepts of cognitive psychology to examine specifically social phenomena. Specific topics include the self, goals, social rejection, stereotypes, attribution theory, social contracts, heuristics, decision-making, implicit cognition, interactions, and person perception.

Note: Students with credit for PSYC 491Q cannot take PSYC 460 for further credit.

PREREQUISITES: (PSYC 202) and (one of PSYC 325 or PSYC 360)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: PSYC 491Q for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 45 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Yearly  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                 |                                            |
|-----------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Sven Van de Wetering / Andrea Hughes</u> | Date approved: <u>July 2013</u>            |
| Department Head: <u>Zoe Dennison</u>                            | Date of meeting: <u>July 19, 2013</u>      |
| Campus-Wide Consultation (CWC)                                  | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u>             | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                      | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval                |                                            |

**PSYC 460**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Critically discuss a variety of findings from the social cognition literature.
- Critique the methodology used to make those findings.
- Generate ideas for alternative methodologies for testing hypotheses from the social cognition readings.
- Apply findings from the social cognition literature to patterns of real-world social behaviour.
- Demonstrate independence in critical thinking.
- Clearly communicate, both in written and oral form, theoretical and applied concepts from a broad social cognition literature.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s)                      ☒ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

This course will likely make use of a course pack comprising several dozen readings. A sample list might be:

Augoustinos, M., Walker, I., & Donaghue, N. (2006). *Social Cognition: An Integrated Introduction*. (Chapter 1). Sage Publications Ltd. Thousand Oaks, California.

Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.

Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias of the salience of one's own action and appearance. *Journal of Personality and Social Psychology*, 78, 211-222.

Ferguson, M. J. & Bargh, J. A. (2004). Liking is for doing: The effects of goal pursuit on automatic evaluation. *Journal of Personality and Social Psychology*, 87, 557-572.

Eisenberger, N. I. (2012). The neural bases of social pain: Evidence for shared representations with physical pain. *Psychosomatic Medicine*, 74, 126-135.

DeWall, N. C., Twenge, J. M., Koole, S. M., Baumeister, R. F., Marquez A., & Reid, M. W. (2011). Automatic emotion regulation after social exclusion: Tuning to positivity. *Emotion*, 11, 623-636.

Dunning, D. & Sherman, D. (1997). Stereotypes and tacit inference. *Journal of Personality and Social Psychology*, 73, 459-471.

Payne, B. K. (2001). Prejudice and perception: The role of automatic and controlled processes in misperceiving a weapon. *Journal of Personality and Social Psychology*, 81, 181-192.

Correll, J. B., Park, D., Judd, C. M., Wittenbrink, V., Sadler, M. S. & Keese, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. *Journal of Personality and Social Psychology*, 92, 1006-1023.

Osborne, R. E. & Gilbert, D. T. (1992). The preoccupation hazards of social life. *Journal of Personality and Social Psychology*, 62, 219-228.

Weiner, B., Osborne, D., & Rudolph, U. (2011). An attributional analysis of reactions to poverty: The political ideology of the giver and the perceived. *Personality and Social Psychology Review*, 15, 199-213.

Morris, M. W. & Peng, K. (1994). Culture and cause: American and Chinese attributions for social and physical events. *Journal of Personality and Social Psychology*, 67, 949-971.

Gigerenzer, G. & Hug, K. (1992). Domain-specific reasoning: Social contracts, cheating, and perspective change. *Cognition*, 43, 127-171.

Ermer, E., Guerin, S. A., Cosmides, L., Tooby, J., & Miller, M. B. (2006). Theory of mind broad and narrow: Reasoning about social exchange engages ToM areas, precautionary reasoning does not. *Social Neuroscience*, 1, 196-219.

Tversky, A. & Kahneman, D. (1974). Judgement under uncertainty: Heuristics and biases. *Science*, 185, 1121-1131.

**PSYC 460  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Textbooks, References, Materials continued:*

- Gigerenzer, G. (2008). Why heuristics work. *Perspectives on Psychological Science*, 3, 20-29.
- Kahneman, D. & Tversky, A. (1984). Choices, values, and frames. *American Psychologist*, 39, 341-350.
- Dijksterhuis, A., Bos, M. W., Nordgren, L. F., & van Baaren, R. B. (2006). On making the right choice: The deliberation-without-attention effect. *Science*, 311, 1005-1007.
- Greenwald, A G.; McGhee, D E. & Schwartz, J L. K. (1998). Measuring individual differences in implicit cognition: The implicit associations test. *Journal of Personality and Social Psychology*, 74, 1464-1480.
- Karpinski, A. & Hilton, J. A., (2001). Attitudes and the implicit association test. *Journal of Personality and Social Psychology*, 81, 774-788.
- Bargh, J. A., Chen, M., Burrows, L. (1996). Automaticity of social behaviour: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71, 230-244.
- Chandler, J. & Schwarz, N. (2009). How extending your middle finger affects your perception of others: Learned movements influence concept accessibility. *Journal of Experimental Social Psychology*, 45, 123-128.
- Lakin, J. L., Jefferies, V. E., Cheng, C. M., & Chartrand, T. L. (2003). The Chameleon Effect as social glue: Evidence for the evolutionary significance of nonconscious mimicry. *Journal of Nonverbal Behavior*, 27, 145-162.
- Asch, S. E. (1946). Forming impressions of personality. *Journal of Abnormal and Social Psychology*, 41, 258-290.
- Ambady, N. & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, 64, 431-441.

**SUPPLIES / MATERIALS:**

None

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

- |                     |                                |
|---------------------|--------------------------------|
| Two midterm exams:  | 40% of course grade (20% each) |
| 20 thought papers:  | 20% of course grade (1% each)  |
| Class presentation: | 10% of course grade            |
| Major paper:        | 30% of course grade            |

**COURSE CONTENT:**

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

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

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Cheryl Dahl, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: 30 May 2013

Subject: Proposal for a new course, ANTH 299 Special Topics in Anthropology I

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

**B. New course: MACS 299 Special Topics in Anthropology I**

**1. Rationale for new course**

**This new shell course will provide current faculty with the opportunity to test out course topics in their areas of expertise as well as allowing sessional or visiting instructors to provide Anthropology related courses that we do not currently offer. As such this course will increase the options for students taking Anthropology courses.**

**2. How new course fits into program(s)**

**It provides an opportunity for new sections to be developed and taught in a previously unexplored area of Anthropology at UFV. The course can be used to deal directly with topics like Forensics or to take a more focused look at evolving fields such as Political, and Legal Anthropology.**

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

**C. Budget and Learning outcome Issues**

**1. How does your course address the UFV Learning Outcomes?**

**It addresses them quite well. As a shell course, ANTH 299 is flexible, giving an instructor the opportunity to teach an anthropology course that will conform directly to specific Institutional Learning Outcomes (ILOs) such as Indigenization. The flexibility of this new course will enable instructors and students to deal with contemporary and historical issues in such areas as nature and technology in the context of one-off offerings or courses on the path to regularization. In addition, this new shell course will ensure that students acquire relevant skills in information competency, academic writing, public speaking and/or self-reflected learning. The assignments, in all of their forms from theoretical to applied, will give students the opportunity to reflect on course ideas and put them into practice in a manner that directly addresses UFV's learning outcomes.**

**2. 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 by any program beyond the discipline, but certain topics could potentially complement course offerings in other disciplines.**

3. What consideration has been given to indigenizing the curriculum?  
**This special topics course provides the opportunity to expand on the courses already offered on Indigenization.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **3**
  - b. Class size limit **36**
  - c. Frequency of offering **At least every three years**
  - d. Resources required (labs, equipment) **Dependent on course topic**
5. If this course is not eligible for PLAR, explain why.  
**This course *is* eligible for PLAR.**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**Depending on the topic and instructor, it could be a requirement for that specific iteration and the responsibility of the student to cover the costs. Whenever field trips are required, the procedures in relevant UFV policies (62 – Attendance, 56 – Field Trips, etc.) will be followed, including publication of dates. Timetabling of the dates would occur as early as possible – ideally before the start of the semester so that students would know whether they had additional costs to cover.**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**Again costs would be dependent on the course being offered, but unless a specific offering has unique needs, it would be reasonable to expect costs (for textbooks) to be lower than \$150.00.**



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                    |             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                    |             |
| ANTH 299                                                                                                                  | Social, Cultural and Media Studies | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                 | UFV CREDITS |
| Special Topics in Anthropology I                                                                                          |                                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                    |             |

**CALENDAR DESCRIPTION:**

This course involves an examination of a selected topic in anthropology that is not addressed in current course offerings. Topics covered will vary from semester to semester.

Note: The special topic is denoted with a letter designation (e.g. ANTH 299C). Students may take ANTH 299 as many times as they wish, but will not receive credit for the same letter designation more than once.

PREREQUISITES: (ANTH 101) or (ANTH 102) or (15 university-level credits).

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: At least every three years  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                          |                                            |
|----------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Douglas Hudson, Stephen Piper</u> | Date approved: <u>May 20, 2012</u>         |
| Department Head: <u>Stephen Piper</u>                    | Date of meeting: <u>May 30, 2013</u>       |
| Campus-Wide Consultation (CWC)                           | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u>      | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>               | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval         |                                            |

**ANTH 299**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate research, observation, scholarly-writing, and presentation skills;
- Define and discuss a specific topic in anthropology;
- Identify and describe themes and debates deemed essential to an understanding of the topic;
- Assess the positive and negative aspects of the selected topic;
- Effectively apply theories and ideas connected to anthropology.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lecture, seminar, classroom discussion. Lectures may include films and guest speakers.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)
- ☒ Other (specify): Examination and/or essay, determined on a case by case basis by the instructor.
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course, if taught as Forensic Anthropology, might be:]*

Black, Sue and Eilidh Ferguson (2011) *Forensic Anthropology, 2000 to 2010*. CRC Press/Taylor & Francis Group.  
Byers, SN (2011) *Introduction to Forensic Anthropology, 4th Edition*. Allyn & Bacon.  
Steadman DW (2009) *Hard Evidence: Case Studies in Forensic Anthropology, 2nd Edition*. Prentice Hall.  
Tersigni-Tarrant, Maria Teresa A. and Natalie R. Shirley, eds. (2013) *Forensic Anthropology, An Introduction*. CRC Press/Taylor & Francis Group.

**SUPPLIES / MATERIALS:**

No special supplies.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                               |     |
|-------------------------------|-----|
| Written/technical assignment: | 30% |
| Discussion paper 1:           | 10% |
| Discussion paper 2:           | 10% |
| Midterm exam:                 | 25% |
| Final exam:                   | 25% |

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content, if taught as Forensic Anthropology, might be:]*

|         |                                                   |
|---------|---------------------------------------------------|
| Week 1  | Introduction to forensic anthropology             |
| Week 2  | A history of forensic anthropology                |
| Week 3  | Anatomy for forensic anthropology                 |
| Week 4  | Crime scene methods                               |
| Week 5  | Estimating time of death                          |
| Week 6  | Cause and manner of death                         |
| Week 7  | Biological profile – ancestry and sex             |
| Week 8  | Biological profile – age and stature              |
| Week 9  | Forensic facial reconstruction                    |
| Week 10 | Positive identification                           |
| Week 11 | The forensic anthropologist in the justice system |
| Week 12 | Forensics and ethics                              |
| Week 13 | Forensic anthropology and human rights            |

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: August 15, 2013

Subject: Proposal for a new course: SOC 313, GEOG 313: AGRICULTURE AND RURAL LIFE

**B. New course: AGRICULTURE AND RURAL LIFE***1. Rationale for new course*

This course is a hands-on course, providing students with the opportunity to engage in primary research on an increasingly important topic. Agriculture is key to our well-being, and yet it is the site of significant social tensions and undergoes important changes—both locally and globally—largely outside of the majority's awareness. Successive food crises and grassroots activism for slow, organic, and anti-corporate food, amongst others, have increased awareness somewhat. In rural communities, however, these social aspects of agriculture are illuminated through conflicts between rural and urban, food production and its externalities, and productive land and living space, to name a few. Through this important topic, students will be provided with an illustration of the social dynamics of agriculture and rural life (the organization, interactions, forces for change, and inequalities, for example), while learning the process of conducting social research to understand these dynamics. This course will engage students in the practical and theoretical aspects of conducting research on agriculture and rural life. It will also provide students with a solid introduction to conducting their own research, which can provide them with valuable skills for their future employment or graduate work.

*2. How new course fits into program(s)*

The new course fits in as a sociology elective for sociology and sociology/anth majors, and for interested others with the required pre-requisites, particularly those in geography. The course will satisfy one of the requirements for the Research Concentration within the Sociology Major.

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

No new discipline designation is required.

**C. Budget and Learning outcome Issues***1. How does your course address the UFV Learning Outcomes?*

\*The course is organized in a manner which is broadly associated with UFV's learning outcomes. Seeking and learning information, analyzing it, and applying it to new situations is an important feature of sociology courses (outcomes 1-3). Students in this class will also design and conduct

their own research project, present their work to classmates, and conduct peer reviews of classmates presentations, all of which assist in the development of self-motivated inquiry and effective communication aspects of the outcomes (outcomes 1-5). Learning outcomes 2, 4, and 6, specifically, will be of the greatest importance to their research projects, as students learn how to navigate thorny research issues and to overcome the unexpected problems that often come up in the actual research process. Small group discussions over research issues will help students engage in self-motivated, respectful learning with their peers, and rotating roles in small group work provides all students with the opportunity for leadership roles (outcomes 6-8). Course participants will also have some limited opportunity to develop a global awareness in this course, as we reflect on agriculture in its global context, and will have the opportunity to develop the insight into how to use this to impact their community positively (outcome 9), should they so choose.

2. *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 by any other program, although it could provide an important elective option for others, particularly those in the Geography program.

3. *What consideration has been given to indigenizing the curriculum?*

This course has a heavy emphasis on learning how to conduct independent research on a topic related to agriculture and rural life. Given these two major goals, there is limited time for breadth outside of basic theory/case studies related to agriculture and rural life and instruction on important applied research skills. Where possible, however, limited indigenous content will be included in case studies.

4. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:*

No budget implications are expected. The course will be part of the normal teaching load of a regular faculty member. It is an opportunity for her to teach within her area of specialization.

- a. Credit value: 4.0 credits
- b. Class size limit: 25
- c. Frequency of offering: approximately 3 year rotation
- d. Resources required (labs, equipment): none

5. *If this course is not eligible for PLAR, explain why.*

It is eligible.

6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?*

No field trips are necessary. If any particular offering of the course is to include field trips, they will be announced in the timetable and conducted according to UFV policy. Any potential field trips would be student funded.

7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*

Costs for students will typically include a textbook and/or a custom courseware package. Costs could therefore range from \$40 to \$100, depending on this combination in any given year. Students are responsible for any costs (transportation, etc.) associated with their research projects.

CWC comments:

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**From: Rhonda Colwell,**

Hi everyone,

I have read this proposal and I have a few comments:

The new course memo indicates that this course will be a requirement option for the Sociology major, Social Research concentration. Is the program requirement change proposal expected sooner rather than later?

The prerequisites don't look to follow your department's normal convention. Do you mean "45 university-level credits, to include 1 of ANTH/MACS/SOC 255, GEOG 252, CRIM 220, or equivalent"? Or do you want students to have a total of 48-49 university-level credits completed? Do you have your list of acceptable equivalent courses at-the-ready?

I think the Transfer Credit check boxes have gotten mixed up ☐

Thanks,

Rhonda

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**From: Stephen Piper**

Hi Rhonda,

The introduction of SOC 313 and a couple of other methods-based courses will necessitate revisions to the SOC Research Concentration (expanding elective options). We will submit these later in the year. Until these are approved, we will authorize appropriate course substitutions.

Regarding the prerequisites for SOC 313, we should have stated, "45 university-level credits, to include 1 of SOC/ANTH/MACS/ 255, GEOG 252, CRIM 220, or equivalent." This change has now been made. 255, 252, and 220 will exhaust most UFV prerequisite possibilities. Equivalents (mostly from other institutions) will be evaluated by the instructor on a case-by-case basis.

Best,

Stephen

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**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                            |             |
|--------------------|----------------------------|-------------|
| <b>GEOG 313</b>    | <b>Geography</b>           | <b>4</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT         | UFV CREDITS |
|                    | Agriculture and Rural Life |             |
|                    | COURSE DESCRIPTIVE TITLE   |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **SOC 313** for the official course outline.

**CALENDAR DESCRIPTION:**

Agriculture is essential to our well-being, and yet for the majority it is easy to separate this fact from our day to day lives. For those who live in rural areas, however, the features of agriculture and rural life are often inseparable. Fertilizer in the ground water, agricultural noise pollution, housing development, seasonal workers—these are just a few of the issues for exploration under the topic of agriculture and rural life. This course is an applied introduction to agriculture and rural life in the North America context, with students conducting their own primary research on a subject of relevance to the course and under guidance of the instructor. Class time will be spent learning about a specific case study or studies related to agriculture and rural life, and discussing practical and theoretical aspects of conducting a research project.

Note: This course is offered as SOC 313 and GEOG 313. Students may take only one of these for credit. Students who have taken SOC 358C cannot take SOC 313 and GEOG 313 for further credit.

PREREQUISITES: 45 university-level credits to include one of: SOC/ANTH/MACS 255, GEOG 252, CRIM 220 or equivalent.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SOC 358C  
 (b) Cross-listed with: SOC 313  
 (c) Cannot take: SOC 313 or SOC 358C for further credit.

**SERVICE COURSE TO (department/program):**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Gabriela Pechlaner</u>       | Date approved: <u>August 19, 2013</u>      |
| Department Head: <u>Michelle Rhodes</u>             | Date of meeting: <u>August 30, 2013</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                    |             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                    |             |
| SOC 313                                                                                                                   | Social, Cultural and Media Studies | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                 | UFV CREDITS |
|                                                                                                                           | Agriculture and Rural Life         |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                    |             |

**CALENDAR DESCRIPTION:**

Agriculture is essential to our well-being, and yet for the majority it is easy to separate this fact from our day to day lives. For those who live in rural areas, however, the features of agriculture and rural life are often inseparable. Fertilizer in the ground water, agricultural noise pollution, housing development, seasonal workers—these are just a few of the issues for exploration under the topic of agriculture and rural life. This course is an applied introduction to agriculture and rural life in the North America context, with students conducting their own primary research on a subject of relevance to the course and under guidance of the instructor. Class time will be spent learning about a specific case study or studies related to agriculture and rural life, and discussing practical and theoretical aspects of conducting a research project.

Note: This course is offered as SOC 313 and GEOG 313. Students may take only one of these for credit. Students who have taken SOC 358C cannot take SOC 313 and GEOG 313 for further credit.

PREREQUISITES: 45 university-level credits to include one of: SOC/ANTH/MACS 255, GEOG 252, CRIM 220 or equivalent.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SOC 358C  
 (b) Cross-listed with: GEOG 313  
 (c) Cannot take: GEOG 313 or SOC 358C for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25

Expected frequency of course offerings: Every 3<sup>rd</sup> year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Gabriela Pechlaner</u>       | Date approved: <u>August 23, 2013</u>      |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>August 30, 2013</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**SOC 313**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Demonstrate substantive understanding of key issues related to agriculture and rural life.
- Outline a variety of academic debates and perspectives related to agriculture and rural life.
- Explain the relationship between the topic and broader scholarly understanding/debates.
- Demonstrate an understanding of how to use basic qualitative and/or quantitative techniques for gathering data, and know how to organize, manage, and analyze this material in relation to a small research project.
- Produce a research report summarizing the student's research on this topic.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures and discussion

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Reading will include a text such as:

Pechlaner, Gabriela. 2012. *Corporate Crops: Biotechnology, Agriculture and the Struggle for Control*. Austin: University of Texas Press.

And/or it will include a custom courseware package with reading such as the following:

Berlan, J-P. 1991. "The Historical Roots of the Present Agricultural Crisis." Towards a New Political Economy of Agriculture. W. H. Friedland, L. Busch, F. H. Buttel, and A. P. Rudy, eds. Boulder: Westview Press. 115–136.

Constance, D., A. Bonanno, C. Cates, D. L. Argo, and M. Harris. 2003. "Resisting Integration in the Global Agro-Food System: Corporate Chickens and Community Controversy in Texas." Globalization, Localization and Sustainable Livelihoods. R. Almas and G. Lawrence, eds. Bodmin, Mampshire: Ashgate Publishing. 103–118.

Donati, K., S. Clearly, and L. Pike. "Bodies, Bugs and Dirt: sustainability re-imagined in community gardens." Ch. 13 in *Food Security, Nutrition and Sustainability*. G. Lawrence, K. Lyones and T. Wallington (eds.). London: Earthscan. 207-222.

Friedland, W. 2002. "Agriculture and Rurality: Beginning the 'Final Separation'?" *Rural Sociology* 67(3): 350–371.

Friedmann, H. 2005. "From Colonialism to Green Capitalism: Social Movements and Emergence of Food Regimes." *Research in Rural Sociology and Development* 11: 227–264.

Otter, J. and A. Spreij. 2012. "Access to Health Care for Undocumented Migrants: A comparative analysis of England and the Netherlands." *Policy and Law*. Vol. 37(1): 37-67.

Russo, R. 2011. "Temporarily Unchained: the drive to unionize foreign seasonal agricultural workers in Canada—a comment on Greenway Farms and UFCW." *BC Studies*. Issue 169: 131-141.

## SUPPLIES / MATERIALS:

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                     |     |
|-------------------------------------|-----|
| In-class work:                      | 10% |
| Research statement/consent form:    | 5%  |
| Policy/news comment piece:          | 10% |
| Text response piece:                | 15% |
| Preliminary content analysis paper: | 15% |
| Presentation:                       | 10% |
| Final report:                       | 35% |

**SOC 313**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**COURSE CONTENT:**

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

|              |                                                           |
|--------------|-----------------------------------------------------------|
| Week 1.      | Introduction to the topic of agriculture and rural life   |
| Week 2.      | Introduction to the sociology of agriculture              |
| Week 3.      | Overview of research projects, selecting a research topic |
| Week 4.      | Policy and regulation in agriculture and rural life       |
| Week 5.      | In class text response                                    |
| Week 6.      | Conducting interviews: case studies                       |
| Week 7.      | Document analysis: case studies                           |
| Week 8.      | Using interview data: case studies                        |
| Week 9.      | Participant observation                                   |
| Week 10.     | Analyzing your data: considerations                       |
| Week 11.     | Analyzing your data: workshop                             |
| Weeks 12-13. | Presentations                                             |

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: August 15, 2013

Subject: Proposal for a new course SOC 275, Sociology of Dying and Death

B. *New course: SOC 275*

1. *Rationale for new course:* SOC 275 will replace SOC 299I, a special topics course currently offered by the department.
2. *How new course fits into program(s):* The course will serve as a lower-level sociology elective for Sociology Major, Minor and Extended Minor and Sociology/Anth Major Student.
3. *If a new discipline designation is required, explain why.* SOC 275 is not applicable to this question.

C. *Budget and Learning outcome Issues*

1. *How does your course address the UFV Learning Outcomes?* This course continues to address the UFV Learning outcomes. This course will ensure that students acquire relevant skills in data collection, academic writing, public speaking and/or video production so as to prepare them for the workplace or more advanced studies. It will also focus on helping students to develop their critical-thinking and problem-solving skills. The assignments, in all of their forms from theoretical to applied, will give students the opportunity to reflect on course ideas and put them into practice in a manner that directly addresses UFV's learning outcomes. This course will support students they engage with the agents of socialization and social institutions that characterize their local communities and global realities.
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This is not a required course.
3. *What consideration has been given to indigenizing the curriculum?* The course examines indigenous customs and constructions of dying and death pre and post-contact
4. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:*
  - a. *Credit value:* This is a 3 credit course
  - b. *Class size limit:* 36 students
  - c. *Frequency of offering:* Every 3<sup>rd</sup> Year.
  - d. *Resources required (labs, equipment)* Special resources are not required for this course.
5. *If this course is not eligible for PLAR, explain why.* This course is eligible for PLAR.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* Fieldtrips will not be required for this course.

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7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials. 150.00 for texts*

CWC comments:

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**From: Rhonda Colwell**

Hi everyone,

I have read this proposal and I have no concerns. Just one thing on the Official Course Outline – it looks like the Transfer Credit check boxes were missed.

Rhonda

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**From: Sydney Lamirand**

Hi Rhonda,

Thank you for the comments. We have made the appropriate adjustment to the Official Course Outline.

Sydney

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**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                    |             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                    |             |
| SOC 275                                                                                                                   | Social, Cultural and Media Studies | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                 | UFV CREDITS |
| Sociology of Death and Dying                                                                                              |                                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                    |             |

**CALENDAR DESCRIPTION:**

The course provides a critical exploration of topics related to the sociology of death and dying. The course will explore the social construction of death and dying as it occurs through various agents of socialization (e.g. families, religious institutions, schools, peer groups) and other social, economic, and political organizations such as the funeral industry, health care systems, and political lobbies.

Students who have taken SOC 299I cannot take SOC 275 for further credit.

PREREQUISITES: 15 university-level credits or SOC 101  
 COREQUISITES:  
 PRE or COREQUISITES:

|                                                      |                                                |
|------------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                         | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>SOC 299I</u>                        |                                                |
| (b) Cross-listed with: _____                         |                                                |
| (c) Cannot take: <u>SOC 299I</u> for further credit. |                                                |

|                                        |                                                                          |
|----------------------------------------|--------------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                                   |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                                  |
| Lectures: <u>30</u> Hrs                | Hours per day: _____                                                     |
| Seminar: <u>15</u> Hrs                 |                                                                          |
| Laboratory: _____ Hrs                  |                                                                          |
| Field experience: _____ Hrs            | <b>OTHER:</b>                                                            |
| Student directed learning: _____ Hrs   | Maximum enrolment: <u>36</u>                                             |
| Other (specify): _____ Hrs             | Expected frequency of course offerings: <u>Every 3<sup>rd</sup> year</u> |
|                                        | (every semester, annually, every other year, etc.)                       |

|                                                                                 |                                         |                                        |
|---------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Martha Dow</u>               | Date approved: <u>August 23, 2013</u>      |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>August 30, 2013</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**SOC 275**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Identify and describe key themes and debates central to understanding the topic;
- Assess the scholarly contributions to the area of study;
- Analyze the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with dying and death;
- Effectively apply theories and ideas connected to the sociological study of dying and death.
- Demonstrate research, observation, scholarly-writing, and presentation skills;

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, classroom discussion. Lectures may include films and guest speakers.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)
- ☒ Other (specify): Examination and/or essay, determined on a case by case basis by the instructor.
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Ashenburg, K. (2009). *The Mourner's Dance: What we do when people die*. Toronto: Vintage Canada.

Northcott, H. & Wilson, D. (2008). *Dying and Death in Canada*. Second Edition. Toronto: Broadview Press.

**SUPPLIES / MATERIALS:**

No special supplies.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                               |     |
|-------------------------------|-----|
| Learning portfolio:           | 30% |
| Reflection and participation: | 10% |
| Midterm exam:                 | 30% |
| Final exam/presentation:      | 30% |

**COURSE CONTENT:**

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

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

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: August 12, 2013

Subject: Revision of an existing course SOC 357, Advanced Research Methods

- A. Course revision: SOC 357
  - 1. Rationale for change: This course has been brought into alignment of the prerequisites offered for other courses at the same level.
  - 2. Summary of substantive changes: Addition of "GEOG 252, CRIM 220, or equivalent, plus 45 university level credits" to the course prerequisites.
- C. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? During the six year course review of SOC 357, the course will be evaluated as to how it addresses the UFV Learning Outcomes.
  - 2. 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 by any programs outside of Sociology.
  - 3. What consideration has been given to indigenizing the curriculum? This course could contain indigenous content. Students have the ability to conduct their own primary research on the course topic, this could include indigenous subject matter.
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value, no change.
    - b. Class size limit, no change.
    - c. Frequency of offering, no change.
    - d. Resources required (labs, equipment), no change.
  - 5. If this course is not eligible for PLAR, explain why.
  - 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Field trips are not a course requirement, but may be used on a case by case basis dependent on the course topic. Advanced notice will be given on the timetable if a fieldtrip is planned.
  - 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. 150.00 for textbooks.

CWC Comments:

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**From: Rhonda Colwell**

Hi everyone,

OK, now I sound like a broken record ... how many credits do you want students to have completed in total to satisfy the prereqs: 45 or 48-49?

I think the Course Revised Implementation Date should say January 2014 instead of Winter 2014.

Thanks,

Rhonda

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**From: Stephen Piper**

Hi Rhonda,

Thank you for your comments on SOC 357, we have made your suggested minor changes to the course outline.

Regarding the prerequisites for SOC 357, yes, we should have stated, "45 university-level credits, to include 1 of SOC/ANTH/MACS/ 255, GEOG 252, CRIM 220, or equivalent." This change has now been made. 255, 252, and 220 will exhaust most UFV prerequisite possibilities. Equivalents (mostly from other institutions) will be evaluated by the instructor on a case-by-case basis.

Best,

Stephen

---



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2011  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                           |                                    |             |
|---------------------------|------------------------------------|-------------|
| SOC 357                   | Social, Cultural and Media Studies | 4           |
| COURSE NAME/NUMBER        | FACULTY/DEPARTMENT                 | UFV CREDITS |
| Advanced Research Methods |                                    |             |
| COURSE DESCRIPTIVE TITLE  |                                    |             |

**CALENDAR DESCRIPTION:**

This course is a special topics course designed as an in-depth exploration of how to collect and analyze sociological data using one or two specific research methodologies. Methods covered will vary from semester to semester and may include, but are not limited to, comparative-historical methods, network analysis, visual sociology, grounded theory, and evaluation research.

PREREQUISITES: SOC 255/MACS 255/ANTH 255. Note: As of January 2015, prerequisites will change to the following: 45 university-level credits to include one of SOC 255/ANTH 255/MACS 255, GEOG 252, CRIM 220, or equivalent.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Once every 18 months  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                           |                                            |
|---------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Chantelle Marlor revised by Gabriela Pechlaner</u> |                                            |
| Department Head: <u>Stephen Piper</u>                                     | Date approved: <u>August 23, 2013</u>      |
| Campus-Wide Consultation (CWC)                                            | Date of meeting: <u>August 30, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>                       | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                | Date approved: <u>September 13, 2013</u>   |
| Undergraduate Education Committee (UEC) approval                          | Date of meeting: <u>September 27, 2013</u> |

**SOC 357**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Outline the research method(s) covered
- Design a research project that draws on the methods discussed in class
- Evaluate existing research that employs the methods covered in the course
- Compare and contrast research methods discussed, and identify their strengths and weaknesses
- Analyze the effectiveness of the student's research methodology for their own research project

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, discussions, video clips, and possibly field trips and guest lectures.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Nardi, Peter (2013) Doing Survey Research: A guide to Quantitative Methods, Third Edition. Paradigm Publishers.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                                                                         |     |
|-------------------------------------------------------------------------|-----|
| Book review #1 of book/article using comparative-historical methodology | 15% |
| Book review #2 of book/article using comparative-historical methodology | 15% |
| Research proposal                                                       | 30% |
| Final exam                                                              | 30% |
| Participation and in-class assignments                                  | 10% |

**COURSE CONTENT:**

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

|                |                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------|
| Weeks 1 - 2:   | Overview and history of historical-comparative research methods                                                  |
| Week 3:        | When historical-comparative methods are useful and appropriate                                                   |
| Week 4:        | Discussion of examples of research using comparative-historical methods                                          |
| Week 5:        | Necessary and sufficient causes                                                                                  |
| Week 6:        | Concept analysis and „cases“                                                                                     |
| Week 7:        | „Big N,“ „small N,“ single and negative cases                                                                    |
| Week 8:        | Issues related to using qualitative and/or quantitative approaches to comparative-historical methods             |
| Weeks 9 - 10 : | Specific techniques including typology analysis, process analysis, and contingency (or path-dependency) analysis |
| Weeks 11 - 12: | Reliability and validity issues                                                                                  |
| Week 13:       | Discussion: student research projects                                                                            |

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: August 12, 2013

Subject: Revision of an existing course SOC 358, Advanced Research on a Selected Topic

- A. Course revision: SOC 358
  - 1. Rationale for change: This course has been brought into alignment of the prerequisites offered for other courses at the same level.
  - 2. Summary of substantive changes: Removal of the Pre or Corequisites "SOC 355/ANTH 355/MACS 355 or SOC 356/ANTH 256/ MACS 356 highly recommended". Addition of "GEOG 252, CRIM 220, or equivalent, plus 45 university level credits" to the course prerequisites.
- C. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? During the six year course review of SOC 358, the course will be evaluated as to how it addresses the UFV Learning Outcomes
  - 2. 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 by any programs outside of Sociology.
  - 3. What consideration has been given to indigenizing the curriculum? This course could contain indigenous content. Students have the ability to conduct their own primary research on the course topic, this could include indigenous subject matter.
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value, no change.
    - b. Class size limit, no change.
    - c. Frequency of offering, no change.
    - d. Resources required (labs, equipment), no change.
  - 5. If this course is not eligible for PLAR, explain why.
  - 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Field trips are not a course requirement.
  - 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. 150.00 for textbooks.

CWC Comments:

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**From Rhonda Colwell**

Hi everyone,

I have read this proposal and I have the same comment on prereqs as I did for SOC 313: The prerequisites don't look to follow your department's normal convention. Do you mean "45 university-level credits, to include 1 of ANTH/MACS/SOC 255, GEOG 252, CRIM 220, or equivalent"? Or do you want students to have a total of 48-49 university-level credits completed? Do you have your list of acceptable equivalent courses at-the-ready?

It looks like the Course Revised Implementation Date was missed

Thanks,

Rhonda

---

**From: Stephen Piper**

Hi Rhonda,

Thank you for your comments on SOC 358, we have made your suggested minor changes to the course outline.

Regarding the prerequisites for SOC 358, yes, we should have stated, "45 university-level credits, to include 1 of SOC/ANTH/MACS/ 255, GEOG 252, CRIM 220, or equivalent." This change has now been made. 255, 252, and 220 will exhaust most UFV prerequisite possibilities. Equivalents (mostly from other institutions) will be evaluated by the instructor on a case-by-case basis.

Best,

Stephen

---



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2011  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                    |             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                    |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                    |             |
| SOC 358                                                                                                                   | Social, Cultural and Media Studies | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                 | UFV CREDITS |
| Advanced Research on a Selected Topic                                                                                     |                                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                    |             |

**CALENDAR DESCRIPTION:**

In this course students conduct their own primary research on the course topic, as directed by the instructor. The course is based around a select sociological topic, and readings address the selected topic. Class time is spent learning about and discussing the topic as well as discussing practical and theoretical aspects of conducting a research project. The course topic is determined by the instructor and will vary from semester to semester

PREREQUISITES: SOC 255/ANTH 255/MACS 255. Note: As of January 2015, prerequisites will change to the following: 45 university-level credits to include one of SOC 255/ANTH 255/MACS 255, GEOG 252, CRIM 220, or equivalent.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25

Expected frequency of course offerings: Once every 18 months  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                           |                                            |
|---------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Chantelle Marlor revised by Gabriela Pechlaner</u> |                                            |
| Department Head: <u>Stephen Piper</u>                                     | Date approved: <u>August 23, 2013</u>      |
| Campus-Wide Consultation (CWC)                                            | Date of meeting: <u>August 30, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>                       | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                | Date approved: <u>September 13, 2013</u>   |
| Undergraduate Education Committee (UEC) approval                          | Date of meeting: <u>September 27, 2013</u> |

**SOC 358**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Outline a variety of academic debates and perspectives on the topic.
- Evaluate academic debates on the topic in relation to the student's own research plan.
- Explain the relationship between the topic and the broader field of sociology.
- Apply basic qualitative and/or quantitative techniques for gathering data.
- Demonstrate an ability to organize, manage, and analyze this material in relation to a small research project.
- Construct a research report summarizing the student's research on this topic
- Propose new research based on the student's report.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures and discussions

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)                      ☒ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

For example, if the special topic was on Research in Sociology of Health and Healing:

Esterberg, K.G. (2002), *Qualitative Methods in Social Research*. Boston, Mass.: McGraw-Hill.

Bolaria, B.S. and H.D. Dickinson. (2009), *Health, Illness and Health Care in Canada*. 4<sup>th</sup> Ed. Toronto, Ontario: Nelson.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

|                                                            |           |
|------------------------------------------------------------|-----------|
| Topic selection assignment and ethics review               | Pass/Fail |
| Data submission #1 (existing materials on topic of choice) | 15%       |
| Data submission #2 (transcriptions from two interviews)    | 15%       |
| Presentation                                               | 5%        |
| Feedback for others on their presentations                 | 5%        |
| Preliminary analysis                                       | 25%       |
| Final report                                               | 30%       |
| Reading reports                                            | 5%        |

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

|              |                                                                                                                                                                                    |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1:      | Introduction to the topic of health, illness, and healing                                                                                                                          |
| Week 2:      | Overview of research projects, selecting a research topic, how to collect and analyze primary data                                                                                 |
| Week 3:      | Health Care in Canada                                                                                                                                                              |
| Week 4:      | Conceptions of health and illness                                                                                                                                                  |
| Week 5:      | Mainstream health care practices and practitioners                                                                                                                                 |
| Week 6:      | Review of students' research activities (students' progress on research projects, including problem-solving strategies, clarification of data collection, and analysis techniques) |
| Week 7:      | Marginal and alternative health practices and practitioners                                                                                                                        |
| Week 8:      | Distribution of health and illness by social groups                                                                                                                                |
| Week 9:      | Inequality and health care                                                                                                                                                         |
| Week 10:     | Health, illness, and the life course                                                                                                                                               |
| Week 11:     | Instruction on writing and formatting final research reports                                                                                                                       |
| Weeks 12-13: | Student presentations of research projects                                                                                                                                         |

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>]

**Sent:** Thursday, May 23, 2013 2:30 PM

**To:** cwconsult

**Cc:** Trudy Archie; Anna Kuczynska; Sue Brigden; Ashley Hoogendoorn

**Subject:** Re: [CWC] MATH 063: Revisions to Course Outline

The UUP Math Working Group is submitting its revised MATH 063 course outline for review ([attached](#)).

**Rationale**

- The course is due for review.
- Course outcomes have been revised to better prepare students for MATH 075.

**Summary of Changes**

- Dates and course designers have been updated.
- The course content, learning outcomes, and course description is changed to include topics such as integers, algebraic expressions, or simple equations.
- The weightings given to assessment components in the “Student Evaluation” section have been revised.

**Alignment with ILOs**

The learning outcomes of Math 063 align with UFV Learning Outcomes number 1, 2, 3, and 4.

**Budget Implications**

None



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2009  
 COURSE REVISED IMPLEMENTATION DATE: January 2014  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                            |                                             |             |
|----------------------------|---------------------------------------------|-------------|
| <b>MATH 063</b>            | <b>Upgrading and University Preparation</b> | <b>1.5</b>  |
| COURSE NAME/NUMBER         | FACULTY/DEPARTMENT                          | UFV CREDITS |
| <b>Fundamental Math IV</b> |                                             |             |
| COURSE DESCRIPTIVE TITLE   |                                             |             |

**CALENDAR DESCRIPTION:**

This is the last of four basic mathematics courses. At this level, students will be introduced to basic algebraic concepts, units of measurement, and concepts of geometry. They will also learn to obtain information from statistical graphs. They will be encouraged to use critical thinking skills throughout the course and to set further numeracy goals for themselves at the end of the course.

PREREQUISITES: MATH 062; or UUP Dept. permission

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

(a) Replaces: MATH 061

(b) Cross-listed with: \_\_\_\_\_

(c) Cannot take: \_\_\_\_\_ for further credit

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

|                             |               |
|-----------------------------|---------------|
| Lectures:                   | _____ Hrs     |
| Seminar:                    | _____ Hrs     |
| Laboratory:                 | _____ Hrs     |
| Field experience:           | _____ Hrs     |
| Student directed learning:  | _____ Hrs     |
| Other (specify): Individual | <u>45</u> Hrs |
| and/or small group work     | _____         |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Every semester

(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                                                                          |                                            |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Anna Kuczynska, Darlene Carson, Judy Larsen, Leonne Beebe, Barbara Stirskey, Greg St. Hilaire</u> |                                            |
| Department Head: <u>Trudy Archie</u>                                                                                     | Date approved: <u>April 2013</u>           |
| Campus-Wide Consultation (CWC)                                                                                           | Date of meeting: <u>May 31, 2013</u>       |
| Curriculum Committee chair: <u>Anna Kuczynska</u>                                                                        | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Sue Brigden</u>                                                                                    | Date approved: <u>September 13, 2013</u>   |
| Undergraduate Education Committee (UEC) approval                                                                         | Date of meeting: <u>September 27, 2013</u> |

**MATH 063**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

1. Use order of operations to evaluate expressions involving exponents and absolute values
2. Translate sentences into equations
3. Use operations on integers
4. Solve application problems involving integers
5. Solve basic linear equations
6. Recognize, define, and convert basic metric and imperial units
7. Measure temperature, length, mass, and capacity using an appropriate measuring device
8. Determine the perimeter, area, and volume of geometric shapes
9. Identify and obtain information from pictographs, bar graphs, histograms, line graphs, and circle graphs
10. Determine mean, median, and mode given a set of data

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will vary with the instructor, but may include mini lessons, individual assistance, group activities, assignments, demonstrations, group problem-solving, math labs, and computer-assisted learning.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Not appropriate

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Hutchison, D, Berman, B, & Baratto, S. (2007) Prealgebra: An Integrated Equations Approach (2<sup>nd</sup> Edition).

McGraw-Hill Ryerson.

Instructor-developed materials

**SUPPLIES / MATERIALS:**

Scientific Calculator

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

Chapter tests/activities: 60%

Final exam: 40%

Weightings will vary with individual instructors, but assessment methods may include assignments, lab activities, unit tests, a mid-term examination, and a final examination.

**COURSE CONTENT:**

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

Basic algebraic concepts

Metric and imperial conversions

Perimeter, area, and volume

Basic statistical concepts

**Memo**

**To:** College of Arts Curriculum Committee; Susan Fisher, Assistant Dean

**From:** Tetsuomi Anzai, VA Dept Head, Geoffrey Carr, Course Designer

**Date:** June 7, 2013

**Subject:** Proposal for a new course

**New course:** AH 204 – Indigenous Art of the Northwest Coast

- A. Rationale for new course
  - a. This course is designed to expand the Visual Art/Art History content offerings and the 200 level offerings required in the newly approved Art History Minor/Extended Minor
- B. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes?
    - a. Students will be able to:
      - i. Demonstrate information competency
      - ii. Analyze critically & imaginatively
      - iii. Use knowledge & skills proficiently
      - iv. Initiate inquiries & develop solutions to problems
      - v. Communicate effectively
  - 2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - a. This course may be used by students outside of the Art History Ext Minor/Minor to fulfill requirements in the Visual Arts Major and as an Humanities elective
    - b. Increase the number of elective options
  - 3. What consideration has been given to indigenizing the curriculum?
    - a. The course content provides a survey of the art and visual culture of the Indigenous Peoples of the Northwest Coast of BC
  - 4. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    - a. A one-day field trip may be offered but the cost is covered through the department budget (typically transportation via charter bus, reimbursement of gasoline expenses, and museum/gallery entrance fees)
  - 5. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    - a. Students can expect to purchase textbooks costing \$200-\$250



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: January 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                               |             |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                               |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                               |             |
| AH 204                                                                                                                    | College of Arts - Visual Arts | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT            | UFV CREDITS |
| Indigenous Art of the Northwest Coast                                                                                     |                               |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                               |             |

**CALENDAR DESCRIPTION:**

This course provides a survey of the art and visual culture of the Indigenous peoples of the Northwest Coast of British Columbia. Students will consider the complex range in which such images and objects have functioned: used in rituals and ceremonies, appropriated for monetary gain, incorporated into visions of a new Canada, promoted as fine art, reclaimed as a tool of Indigenous activism, and integrated into globalized display cultures. In addition to analyzing the formal elements of Northwest Coast art, the course relates these forms to a range of issues informing contemporary critical consciousness, including debates over class, race, gender, colonialism, and Indigeneity.

PREREQUISITES: None  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 15 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Every two years  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                     |                                            |
|-----------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Geoffrey Carr</u>            | Date approved: <u>June 4, 2013</u>         |
| Department Head: <u>Tetsuomi Anzai</u>              | Date of meeting: <u>June 21, 2013</u>      |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                            |

**AH 204**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate a knowledge and understanding of the art and visual culture of the Northwest Coast
- Prepare and use a specialized vocabulary to describe Indigenous artworks
- Integrate specialized vocabulary with theoretical concepts from readings and lectures to facilitate critical thinking
- Recall and articulate an understanding of key episodes in Canadian colonial history and their impacts on Indigenous peoples
- Demonstrate improved skills in art historical research, discussions, exams, and written projects
- Articulate an appreciation for the artworks, cultures, and worldviews of Indigenous peoples

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, seminars, discussions, audio-visual materials, written assignments, guest lecturers, optional field trip.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☒ Examination(s) ☐ Portfolio assessment ☒ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

A course pack with readings that may include:

Daina Augaitis and Kathleen Ritter (eds.), *Rebecca Belmore: Rising to the Occasion*, Vancouver: Vancouver Art Gallery, 2008.

Kim Anderson, *A Recognition of Being: Reconstructing Native Womanhood*. Toronto: Second-Story Press, 2000.

Karen Duffek and Charlotte Townsend-Gault (eds.) *Bill Reid and Beyond: Expanding on Modern Native Art*. Eds.. Vancouver: Douglas & McIntyre, 2004.

Carol Williams, *Framing the West: Race, Gender, and the Photographic Frontier in the Pacific Northwest*, New York: Oxford University Press, 2003.

Marnie Butvin and Denise Sirois (eds.), *Emily Carr: New Perspectives on a Canadian Icon*, Vancouver: Douglas & McIntyre, 2006.

Gerta Moray, *Unsettling Encounters: First Nations Imagery in the Art of Emily Carr*. Vancouver: UBC Press, 2006.

Aaron Glass, *The Totem Pole: An Intercultural History*. Vancouver: Douglas & McIntyre, 2010.

Ronald Hawker, *Tales of Ghosts: First Nations Art in British Columbia, 1922-61*, Vancouver : UBC Press, 2003.

Leslie Dawn, *National Visions, National Blindness: Canadian Art and Identities in the 1920s*. Vancouver: UBC Press, 2006.

Aldona Jonaitis, *Chiefly Feasts: The Enduring Kwakiutl Potlatch*, Seattle: University of Washington Press, 1991.

William Beynon, *Potlatch at Gitsegukla: William Benyon's 1945 Notebooks*, Vancouver : UBC Press, 2000.

Carol Payne and Andrea Kunard (eds.), *Cultural Work of Photography in Canada*, Montreal: McGill-Queen's UP, 2011.

Milloy, John Sheridan. *A National Crime: The Canadian Government and the Residential School System, 1879 to 1986*, Winnipeg, Man.: University of Manitoba Press, 1999.

Diana Nemiroff (ed.), *Land, Spirit, Power: First Nations at the National Gallery of Canada*, Ottawa: National Gallery of Canada (1992).

Allan Ryan, *The Trickster Shift: Humor and Irony in Contemporary Native Art*, Vancouver: UBC Press, 1999.

Thom, Ian, M., *Challenging Traditions: Contemporary First Nations Art of the Northwest Coast*, Vancouver: Douglas & McIntyre, 2009.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

|                   |     |
|-------------------|-----|
| Short assignment: | 20% |
| Mid-term exam:    | 20% |
| Term paper:       | 35% |
| Final exam:       | 20% |
| Participation:    | 5%  |

**AH 204**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

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

Week 1: Introduction to Art of the Northwest Coast: Formal and Contextual Concerns  
Week 2: Framing Northwest Coast Visual/Material Culture: The Case of the Totem Pole  
Week 3: Potlatch: Seizing, Collecting, and Repatriating Feast Paraphernalia  
Week 4: Northwest Coast Art Abroad: Projections, Appropriations, and Primitivist Fantasies  
Week 5: Northwest Coast Culture and the Construction of a Canadian Artistic Canon  
Week 6: Photography of and by Indigenous Peoples  
Week 7: Aggressive Civilization and the Re-education of Indigenous Children: The Indian Residential Schools  
Week 8: Indigenous Moderns: New Identities and Urban Realities  
Week 9: Indigenous Women Artists: Imposition of and Resistances to Colonial Regimes of Gender  
Week 10: Fetish Objects and Cultures of Display in the Museums of British Columbia  
Week 11: Repatriation and the Revival of Indigenous Cultures on the Northwest Coast  
Week 12: Northwest Coast Art in Film  
Week 13: Against the Grain: Contemporary Indigenous Artists



## **MEMORANDUM**

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**To:** Bachelor of Arts Program Committee  
**From:** Elaine Newman, Director Arts Advice Centre  
**Date:** March 4, 2013  
**Re:** Science major or minor option within the BA

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This proposed change to the Bachelor of Arts degree would allow Arts students to complete Science majors or minors within the BA. The only current option for BA students is to complete an extended minor in Biology; therefore this proposal would expand students' options.

***Rationale:***

We have seen a trend in students wishing to combine Arts and Science disciplines within the BA. This option would allow students the flexibility to complete a degree that crosses faculties and disciplines and prepares them for a range of educational and career goals.

**Proposed Calendar copy:**

**Arts major or double extended minor with a Science major or minor**

A student completing the requirements for an Arts major or double extended minor may combine either of those programs with any Science major or minor. There are a few exceptions:

- A major, extended minor, or minor in mathematics in Arts cannot be combined with a mathematics major or minor in Science.
- A Geography major with a concentration in physical geography cannot be combined with Physical Geography major or minor in Science.

When a major or minor outside the Arts faculty is completed, the transcript will specify both the Arts and Science programs.

Note: Students who wish to combine their major or extended minor in Arts with a Science major or minor may need to complete more than 120 credits to satisfy all program requirements. Students will still need to satisfy BA graduation requirements.

**No comments were made at CWC**

# MEMO



To: Undergraduate Education Committee (UEC)  
From: Bruce Kirkley (Chair, Media Arts Degree Program Working Group)  
Date: September 17<sup>th</sup> 2013  
Re: Media Arts Degree – Minor Program Change

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Budget requirements for the Media Arts degree proposal necessitated creating a core set of courses to which a tuition surcharge could be assigned. To achieve this, the Media Arts Committee looked at the already existing course requirements for the degree and defined five courses to form the core requirements.

MEDA 350, MEDA 401, and MEDA 402 are all courses that have already been approved at all the committee levels. The former designations for these courses were MACS 350, MACS 401, and MACS 402. The only change with these courses is the adoption of a new subject code, MEDA. The committee decided the use of the MEDA subject code would help to clearly designate the core courses in the degree program for which the tuition surcharge would be applied.

MEDA 360 is a new course that replaces the previous requirement for one of CMNS 365 Grant and Proposal Writing or VA 360 Professional Development and Practices. MEDA 360 was developed jointly by CMNS and VA and pulls together the components from CMNS 365 and VA 360 most directly relevant to Media Arts students. Hence, this course is simply a reconfiguration of already existing and already approved requirements.

MEDA 260 is a new course that replaces the previous requirement for THEA 111 Acting I. In this case, content from THEA 111 has been reconfigured to apply more specifically to the development of creative practices for Media Arts students. Hence, it is also a reconfiguration of already existing and approved requirements.

Concerning the program changes, since all of the proposed MEDA courses are either already existing courses and/or adjustments to already existing course requirements; these are minor changes to the program. These exact changes have already been approved by SBC and APPC. These courses are simply re-numbering/coding or reconfigurations of a set of already existing core course requirements for the degree. They do not replace the original list, nor are they additions to it.

This minor program change has been submitted to Campus-Wide-Consultation and has passed CACC on September 13<sup>th</sup> 2013. Revisions as a result of the CACC meeting are found in track changes. As a result of the discussion at CACC, Option 3 of the Entrance Requirements for the Bachelor of Media Arts degree has been revised to:

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the program committee, will assess whether the entrance requirements relating to writing have been satisfied. To apply for admission under Option 3, consult with the educational advisor.

**Program Outline for Draft Calendar Copy**

**Bachelor of Media Arts**

**1. Faculty and department of program**

The program will be offered by the College of Arts.

**2. Website** (*department, or program-specific if applicable*) [www.ufv.ca/arts](http://www.ufv.ca/arts)

**3. Program title/credential: Bachelor of Media Arts**

**4. Associated degree program** (*for major, minor, or extended minor only*) **N/A**

**5. Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)

The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. Students may enroll in the general degree and craft a program to meet their individual interests, or may select one of the concentrations available. The advice of an advisor in course selection is highly recommended. Students graduating with the general Media Arts degree will be granted a Bachelor of Media Arts, while students satisfying the requirements for one of the concentrations will receive a Bachelor of Media Arts with the concentration noted. For example, a student meeting the requirements for Digital Art will receive a Bachelor of Media Arts (Digital Art).

The general Bachelor of Media Arts requires the core courses described below, plus a selection of theory and creative-practice courses. No course may count toward more than one requirement, and students must complete a minimum of 120 credits to qualify for the degree.

Note: Students planning to take CIS courses in either the general degree or one of the concentrations should consider the Mathematics pre-requisites for many of these courses.

**6. Entrance requirements**

Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined below, and must also submit a portfolio. The content and nature of the portfolio will be outlined in guidelines provided after application, and may be discussed with the educational advisor.

Students with complete credentials at the diploma level or better (Associate Degrees, Diplomas, Major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority admission for the first three years after the program is implemented. Students with credentials requiring 60 credits or more from other

institutions will be admitted next. Students meeting the entry requirements below will be admitted next, in an order determined by an assessment of their portfolios and their grades.

In the fourth year after implementation, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.

**Option 1: High school (for students with high school graduation only)**

a. BC secondary school graduation or equivalent.

b. A minimum of a B average in English 12 and two other approved Grade 12 courses; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.

*Out-of-province applicants*

Students will be considered on the basis of courses equivalent to Approved BC Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to BC secondary school graduation.

*Out-of-country applicants*

Students who have BC secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

*Alternatives to high school graduation*

If you have completed the International Baccalaureate diploma program, the BC Graduation diploma (BC Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of BC secondary school graduation for admission purposes.

**Option 2: University entrance (for students who have attended some post-secondary school)**

1. Prerequisite for ENGL 105 or CMNS 155.

2. One of the following alternatives:

Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.

or

A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Graphic and Digital Design, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum cumulative GPA of 2.0 (equated to the UFV grading scheme), calculated on all courses taken. Note: Students should be aware that not all courses taken in the diploma may apply to the Bachelor of Media Arts degree.

or

Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students may be admitted to, and be permitted to complete, the Media Arts degree if a minimum of 30 upper-level

credits are completed at UFV. (Subject to Subsequent Degree Policy [98])

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the program committee, ~~may admit under these circumstances, but his or her decision is final, and there is no appeal.~~ will assess whether the entrance requirements relating to writing have been satisfied. To apply for admission under Option 3, consult with the educational advisor.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#).

**When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted for entrance to the fall and winter semesters.

**7. How to apply**

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records (A&R) office. Application forms are available from any A&R or Student Services office. You can also print an application form or apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply)

- For university entrance, official transcripts (or interim transcripts) from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.

- For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, interim grades are required by March 30, with final grades due August 3.

2. When your application has been processed by the Admissions and Records office, you will receive information on program orientation and portfolio submission dates, and a copy of the portfolio guidelines. The portfolio is not due at the time of application, but will be submitted and reviewed in April for the Fall intake and in August for the Winter intake. All applicants must attend a program orientation. Applicants who reside outside the Lower Mainland area should contact the BMA educational advisor for alternate arrangements.

**8. Basis for admission decision** (*specify either competitive or non-competitive admission*)

Outlined above.

**9. Fees and additional costs** (*a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.*)

Students must have a computer, ideally a well-equipped laptop. For advice on [current](#) computer and software needs, consult with the educational advisor. The core MEDA courses are all 4 credit, and require payment of a tuition surcharge in addition to the regular tuition fees. Students should consult with the Admissions website for information on current Fees and Payments.

**10. Program duration and total number of credits**

The Bachelor of Media Arts requires a minimum of 120 credits, with no one course used to fulfill more than one requirement. A full time student, taking five courses a semester, could complete the degree in four years.

**11. Location (if applicable)**

Particular courses will be available at all three major campuses, but the degree will be offered primarily in Abbotsford. Students who choose Graphic and Digital Design courses may have to travel to Mission; students wanting to specialize in Performance will have to travel to Chilliwack.

**12. Program outline (courses to be completed)**

**Bachelor of Media Arts Requirements – No Concentration**

**Calendar Introduction:** The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. Students may enroll in the general degree and craft a program to meet their individual interests, or may select one of the concentrations available. The advice of an advisor in course selection is highly recommended. Students graduating with the general Media Arts degree will be granted a Bachelor of Media Arts, while students satisfying the requirements for one of the concentrations will receive a Bachelor of Media Arts with the concentration noted. For example, a student meeting the requirements for Digital Art will receive a Bachelor of Media Arts (Digital Art).

The general Bachelor of Media Arts requires the core courses described below, plus a selection of theory and creative-practice courses. No course may count toward more than one requirement, and students must complete a minimum of 120 credits to qualify for the degree.

Note: Students planning to take CIS courses in either the general degree or one of the concentrations should consider the Mathematics pre-requisites for many of these courses.

**YEARS 1 & 2**

| COURSE          | TITLE                                                                                  | CREDITS |
|-----------------|----------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                               | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                             | 3       |
| CMNS 175        | Writing for the Internet                                                               | 3       |
| ONE OF:         | ENGL 105 – Academic Writing                                                            | 3-9     |
|                 | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |         |
|                 | CMNS 155 – Introduction to Workplace and Academic Communication                        |         |
| FILM 110        | Introduction to Cinema                                                                 | 3       |
| MACS 130        | Mass Communication in Canada                                                           | 3       |

4

|                                       |                                                                             |              |
|---------------------------------------|-----------------------------------------------------------------------------|--------------|
| MACS 221                              | Media and Audiences                                                         | 3            |
| MEDA 260                              | Exploring Creativity                                                        | 4            |
| ONE OF:                               | VA 271 – New Media I: Introduction to Electronic Media                      | 3            |
|                                       | GD 157 – Primary Digital Graphics                                           |              |
|                                       | CIS 145 – Web Publishing                                                    |              |
| PLUS 3                                | Lower-level theory courses chosen from at least 2 disciplines (see below)   | 9            |
| PLUS 8                                | Lower-level practice courses chosen from at least 3 disciplines (see below) | 24-30        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                             | <b>61-73</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                  | CREDITS      |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| MACS 369                                 | Media Law and Ethics                                                                   | 4            |
| MEDA 350                                 | Critical Studies in Digital Media in Canada                                            | 4            |
| MEDA 401                                 | Media Arts Integrated Project I                                                        | 4            |
| MEDA 402                                 | Media Arts Integrated Project II                                                       | 4            |
| MEDA 360                                 | Professional Practices for Creative Digital Industries                                 | 4            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy                                                         | 4            |
|                                          | MACS 460 – Issues in the Information Society                                           |              |
| PLUS at least 4                          | General elective course from any discipline, at any level, offered in a degree program | 13           |
| PLUS 2                                   | Upper-level theory courses (see below)                                                 | 6-8          |
| PLUS 6                                   | Upper-level practice courses (see below)                                               | 19-25        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>61-73</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>61</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>61</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>122</b>   |

**THEORY COURSES**

| LOWER LEVEL                  |                                                  | UPPER LEVEL                                                                                     |                                                    |
|------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------|
| ART HISTORY                  |                                                  |                                                                                                 |                                                    |
| AH 100                       | History of Art and Culture in a Global Context   | AH 314                                                                                          | Arts in Context: Modernism                         |
| AH 101                       | History of Western Art to 1400                   | AH 315                                                                                          | Arts in Context: Contemporary                      |
| AH 102                       | History of Western Art from 1400 to the Present  | AH 316                                                                                          | Arts in Context: Gender, Art and Society           |
| AH 205                       | Arts Practices and Popular Culture I             | AH/FD 340                                                                                       | Fashion in Art/Fashion as Art                      |
| AH 210                       | Arts Practices and Popular Culture II            |                                                                                                 |                                                    |
| COMMUNICATIONS               |                                                  |                                                                                                 |                                                    |
| CMNS 155                     | Intro to Workplace and Academic Communication    | CMNS/ENGL 385                                                                                   | Language & Action: Survey of Contemporary Rhetoric |
| CMNS 180                     | Introduction to Intercultural Communication      | CMNS 430                                                                                        | Project Management Communication in Action         |
| COMPUTER INFORMATION SYSTEMS |                                                  |                                                                                                 |                                                    |
|                              |                                                  | CIS 386                                                                                         | Human Factors                                      |
|                              |                                                  | CIS 485                                                                                         | Ethics & Other Management Issues in Info Systems   |
| COMPUTING SCIENCE            |                                                  |                                                                                                 |                                                    |
| COMP 125                     | Principles of Computing                          |                                                                                                 |                                                    |
| ENGLISH                      |                                                  |                                                                                                 |                                                    |
| ENGL 109                     | Introduction to the English Language             | ENGL 370                                                                                        | The History of the English Language                |
| ENGL 115                     | Great Books: The Western Tradition in Literature | ENGL 372                                                                                        | Canadian English                                   |
| ENGL 120                     | Introduction to Modern Fiction                   | (ENGL Literature courses not designated as Creative Writing or Rhetoric numbered 300 and above) |                                                    |
| ENGL 130                     | Introduction to Modern Drama                     |                                                                                                 |                                                    |
| ENGL 209                     | The Structure of the English Language            |                                                                                                 |                                                    |
| ENGL 210                     | Composition                                      |                                                                                                 |                                                    |
| ENGL 263                     | Life Writing                                     |                                                                                                 |                                                    |

ENGL/AH/MACS 2 Signs and Meaning: An Introduction to Semiotics  
 MACS 267  
 ENGL 274 The Rhetoric of Science

#### FASHION DESIGN

FD 193 History of Fashion

#### FILM

FILM 110 Introduction to Cinema  
 FILM 120 The History and Aesthetics of World Cinema  
 FILM 200 Special Topics in Film  
 FILM 220 India on Film

FILM 310 Introduction to Film Theory

#### LINGUISTICS

LING 101 Introduction to Language

#### MEDIA AND COMMUNICATION STUDIES

MACS 110 Introduction to Communication Theory  
 MACS 215 Advertising as Social Communication  
 MACS 230 Cultural Industries in Canada  
 MACS/JRNL 235 Introduction to Journalism in Canada  
 MACS 240 Media, Money, and Power

MACS/SOC 334 Cultural Policy  
 MACS/SOC 385 Television and Social Values: The Simpsons  
 MACS 399 Special Topics in Media and Communication Studies  
 MACS 399C Rules of Play The Cultural Significance of Video Games  
 MACS 460 Issues in the Information Society

#### MUSIC

MUSC 100 Fundamentals of Music  
 MUSC 101\* Listening to Music  
 MUSC 150\* Intro to Music History – Music of the 20<sup>th</sup> Century  
 MACS/MUSC 201 Music and Society I  
 MUSC 202 Music and Society II  
 MUSC 204 Opera and Literature

#### PHILOSOPHY

PHIL 100 Reasoning

PHIL 305 Philosophy of Decision Making & Dispute Resolution

#### THEATRE

THEA 101 Introduction to Theatre  
 THEA 201 History of Theatre: 19th Century to the Present  
 THEA 202 History of Theatre: Antiquity to the 18th Century

THEA 305 Theatre for Young Audiences  
 THEA/MUSC 306 History of Musical Theatre  
 THEA 307 World Theatre  
 THEA 401 Theories of Theatre

#### VISUAL ARTS

VA 360 Professional Development and Practices

### PRACTICE COURSES

#### LOWER LEVEL

#### UPPER LEVEL

#### BUSINESS ADMINISTRATION

BUS 120 Essentials of Marketing  
 BUS 145 Accelerated Financial Accounting

#### COMMUNICATIONS

CMNS 155 Introduction to Workplace Communication  
 CMNS/MACS 212 Basic Public Relations and Advocacy Communication  
 CMNS 235 Oral Communications  
 CMNS 251 Professional Report Writing

CMNS/JRNL 300 Introduction to the Practice of Journalism  
 CMNS/JRNL 301 Advanced Practice of Journalism  
 CMNS 312 Introduction to Public and Community Relations  
 CMNS 325 Writing for the Sciences and Technologies  
 CMNS 335 Advanced Oral Communication for Professionals  
 CMNS 351 Professional Formal Research Report Writing  
 CMNS 360 Advocacy Writing  
 CMNS 365 Grant and Proposal Writing  
 CMNS 375 Document Design, Desktop and Web Publishing

|                                           |                                                      |               |                                                          |
|-------------------------------------------|------------------------------------------------------|---------------|----------------------------------------------------------|
|                                           |                                                      | CMNS 390      | Designing End-User and Technical Documentation           |
|                                           |                                                      | CMNS 412      | Communications Practicum                                 |
|                                           |                                                      | CMNS 420      | Virtual Team Communication                               |
|                                           |                                                      | CMNS/ADED 445 | Facilitating Skills for the Workplace                    |
| <b>COMPUTER INFORMATION SYSTEMS</b>       |                                                      |               |                                                          |
| CIS 104                                   | Elements of Computer Information Systems             | CIS 370       | Software Engineering                                     |
| CIS 145                                   | Web Publishing                                       | CIS 385       | Project Management                                       |
| CIS 160                                   | Introductory Web Graphics & Animation                |               |                                                          |
| CIS 162                                   | Introduction to Animation                            |               |                                                          |
| CIS 165                                   | 3D Animation                                         |               |                                                          |
| CIS 185                                   | Introduction to Programming using Media              |               |                                                          |
| CIS 230                                   | Databases and Database Management Systems            |               |                                                          |
| CIS 245                                   | Intermediate Web Programming                         |               |                                                          |
| CIS 262                                   | Web-Based Computer Game Development                  |               |                                                          |
| CIS 270                                   | Analysis and Design                                  |               |                                                          |
| <b>COMPUTING SCIENCE</b>                  |                                                      |               |                                                          |
| COMP 150                                  | Introduction to Programming                          | COMP 360      | Computer Graphics                                        |
| COMP 152                                  | Introduction to Structured Programming               | COMP 361      | Introduction to Robotics and Embedded Systems            |
| COMP 155                                  | Object-oriented Programming                          | COMP 455      | Distributed Programming                                  |
| COMP 251                                  | Data Structures and Algorithms                       |               |                                                          |
| <b>ENGLISH</b>                            |                                                      |               |                                                          |
| ENGL 104                                  | Intro to Creative Writing: Fiction, Poetry and Drama | ENGL 302      | Creative Writing: Advanced Short Fiction                 |
| ENGL 208                                  | Creative Writing: Screenwriting                      | ENGL 303      | Creative Writing: Writing Historical Fiction             |
| ENGL 211                                  | Creative Writing: Play-Writing                       | ENGL 311      | Creative Writing: Novel Writing                          |
| ENGL 212                                  | Creative Writing: Fiction                            | ENGL 313      | Creative Writing: Advanced Poetry                        |
| ENGL 213                                  | Creative Writing: Poetry                             | ENGL 315      | Creative Writing: Writing Children's Literature          |
| ENGL 215                                  | Creative Writing: Creative Non-fiction               | ENGL/JRNL 373 | Rhetoric: Literary Journalism                            |
|                                           |                                                      | ENGL 374      | Rhetoric: Advanced Composition                           |
|                                           |                                                      | ENGL 377      | Creative Writing: Film Adaptations of English Literature |
|                                           |                                                      | ENGL 378      | Creative Writing: Advanced Screenwriting                 |
|                                           |                                                      | ENGL 381      | Creative Writing: Playwriting                            |
| <b>FASHION DESIGN</b>                     |                                                      |               |                                                          |
| FD 115                                    | Computer Applications for Fashion                    |               |                                                          |
| FD 163                                    | Fundamentals of Fashion Design                       |               |                                                          |
| <b>GRAPHIC DESIGN</b>                     |                                                      |               |                                                          |
| GD 101                                    | Fundamentals of Design                               | GD 332        | Virtual Space Design                                     |
| GD 154                                    | Typography                                           | GD 358*       | Interactive Design for Portfolio                         |
| GD 157                                    | Digital Design Media I                               | GD 378        | Advanced Digital Imaging                                 |
| GD 158                                    | Digital Design Media II                              |               |                                                          |
| GD 161                                    | Graphic & Digital Design I                           |               |                                                          |
| GD 203                                    | Dynamic Media I: Motion Graphics                     |               |                                                          |
| GD 204                                    | Interactive Design II                                |               |                                                          |
| GD 231                                    | Dynamic Media II: Animation & Character Modeling     |               |                                                          |
| <b>LIBRARY AND INFORMATION TECHNOLOGY</b> |                                                      |               |                                                          |
| LIBT 145                                  | Internet Information Retrieval                       |               |                                                          |
| <b>MUSIC</b>                              |                                                      |               |                                                          |
| MUSC 199                                  | Ensemble Practicum                                   |               |                                                          |
| MUSC 297                                  | Directed Independent Study I                         |               |                                                          |
| MUSC 298                                  | Directed Independent Study II                        |               |                                                          |
| <b>PHILOSOPHY</b>                         |                                                      |               |                                                          |
| PHIL 100                                  | Reasoning                                            | PHIL 305      | Philosophy of Decision Making & Dispute Resolution       |
| <b>THEATRE</b>                            |                                                      |               |                                                          |
| THEA 112                                  | Acting II                                            | THEA 311      | Acting for the Camera                                    |
| THEA 121                                  | Introduction to Technical Theatre                    | THEA 315      | Shakespeare in Performance                               |

|                    |                                               |                  |                                     |
|--------------------|-----------------------------------------------|------------------|-------------------------------------|
| THEA 123           | Introduction to Technical Theatre II          | THEA 352         | Playmaking I                        |
| THEA 199           | Practicum I                                   | THEA 353         | Playmaking II                       |
| THEA 211           | Acting III                                    | THEA 360         | Selected Topics in Theatre          |
| THEA 212           | Acting IV                                     | THEA 370         | Intro to Stage Design               |
| THEA 215           | Introduction to Voice                         | THEA 399         | Practicum III                       |
| THEA 250           | Introduction to Storytelling                  | THEA 450         | Directing I                         |
| THEA 297           | Independent Study                             | THEA 451         | Directing II                        |
| THEA 298           | Independent Study                             | THEA 499         | Practicum IV                        |
| THEA 299           | Practicum II                                  |                  |                                     |
| <b>VISUAL ARTS</b> |                                               |                  |                                     |
| VA 113             | Introduction to Drawing                       | VA/JRNL/FILM 365 | Documentary Video Storytelling      |
| VA 115             | Introductory Studio I: Material Practices     | VA 366           | Documentary Video Production        |
| VA 116             | Introductory Studio II: Space, Form and Time  | VA 371           | New Media III – Interactive Art     |
| VA 117             | Introduction to Animation Drawing             | VA 372           | New Media IV – Project in New Media |
| VA 160             | Introduction to Video Production              | VA 471           | Independent Study – New Media       |
| VA 161             | Video Production II                           | VA 472           | Independent Study – New Media       |
| VA 180             | Digital Photography I                         |                  |                                     |
| VA 223             | Painting & Drawing I                          |                  |                                     |
| VA 271             | New Media I: Introduction to Electronic Media |                  |                                     |
| VA 272             | New Media II: Computational Media Art         |                  |                                     |

#### **Bachelor of Media Arts Requirements – Concentrations**

The concentration options are outlined below:

- A. Digital Art
- B. Writing and Publishing
- C. Performance
- D. Interactive Media Programmer
- E. Interactive Media Production Management
- F. Screen Studies

#### **A. Digital Art**

**Calendar Description:** The Digital Art concentration will appeal to students interested in becoming independent or freelance creative artists. Following in the tradition of Fine Arts studies, artists specializing in digital media are equipped to produce work within the context of established galleries and arts venues, but are further capable of combining and exploring alternative circuits of dissemination at the abundant intersections of culture and technology. Video screens, sound systems, the Internet, stage performances, interactive physical locations, and mobile social spaces are all activated by the imaginations of new media artists. Artists in this field work at the forefront of digital media technology, but also drive the development of new technologies and cultural interfaces. The creative, imaginative, critical, and technical capabilities of digital media artists make them valuable members of any team-based effort working across a spectrum of cultural productions in the new digital media environment.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE                                | TITLE                                                                                                                                                              | CREDITS      |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| AH 102                                | History of Western Art: 1400 to the Present                                                                                                                        | 3            |
| AH 205                                | Arts Practices and Popular Culture I                                                                                                                               | 3            |
| BUS 100                               | Introduction to Business                                                                                                                                           | 3            |
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                                                                                                         | 3            |
| CMNS 175                              | Writing for the Internet                                                                                                                                           | 3            |
| ONE OF:                               | ENG 105 – Academic Writing<br>ARTS 100 – Home and the World: Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication | 3-9          |
| FILM 110                              | Introduction to Cinema                                                                                                                                             | 3            |
| MACS 130                              | Mass Communication in Canada                                                                                                                                       | 3            |
| MACS 221                              | Media and Audiences                                                                                                                                                | 3            |
| MEDA 260                              | Exploring Creativity                                                                                                                                               | 4            |
| VA 116                                | Introductory Studio II: Space, Form and Time                                                                                                                       | 3            |
| VA 160                                | Introduction to Video Production                                                                                                                                   | 3            |
| VA 180                                | Digital Photography I                                                                                                                                              | 3            |
| VA 271                                | New Media I: Introduction to Electronic Media                                                                                                                      | 3            |
| VA 272                                | New Media II: Computational Media Art                                                                                                                              | 3            |
| PLUS 1                                | Theory course chosen from Digital Art lower-level theory list below                                                                                                | 3            |
| PLUS 3                                | Practice course chosen from Digital Art lower-level practice list below                                                                                            | 9-12         |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                                                                                                    | <b>61-70</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                  | CREDITS      |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| AH 314                                   | Arts in Context: Modernism                                                             | 4            |
| AH 315                                   | Arts in Context: Contemporary                                                          | 4            |
| MACS 369                                 | Media Law and Ethics                                                                   | 4            |
| MEDA 350                                 | Critical Studies in Digital Media in Canada                                            | 4            |
| MEDA 360                                 | Professional Development and Practices                                                 | 4            |
| MEDA 401                                 | Media Arts Integrated Project I                                                        | 4            |
| MEDA 402                                 | Media Arts Integrated Project II                                                       | 4            |
| VA 371                                   | New Media III – Interactive Art                                                        | 3            |
| VA 372                                   | New Media IV – Project in New Media                                                    | 3            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy<br>MACS 460 – Issues in the Information Society         | 4            |
| PLUS any 4                               | General elective course from any discipline, at any level, offered in a degree program | 12-16        |
| PLUS 1                                   | Theory course chosen from Digital Art upper-level theory list below                    | 3-4          |
| PLUS 3                                   | Practice courses chosen from digital Art upper-level practice list below               | 9-12         |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>62-70</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>61</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>62</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>123</b>   |

**Digital Art  
LOWER-LEVEL**

| THEORY               |                                                 | PRACTICE |                                         |
|----------------------|-------------------------------------------------|----------|-----------------------------------------|
| AH 100               | History of Art and Culture in a Global Context  | CIS 145  | Web Publishing                          |
| ENGL/AH/<br>MACS 267 | Signs and Meaning: An Introduction to Semiotics | CIS 160  | Introductory Web Graphics & Animation   |
| FILM 120             | Foreign Film Studies                            | CIS 162  | Introduction to Animation               |
| FILM 200             | Special Topics in Film                          | CIS 165  | 3D Animation                            |
|                      |                                                 | CIS 180  | Introduction to Visual Programming      |
|                      |                                                 | CIS 185  | Introduction to Programming using Media |

|           |                                                                |          |                                                             |
|-----------|----------------------------------------------------------------|----------|-------------------------------------------------------------|
| FILM 220  | India on Film                                                  | CIS 245  | Intermediate Web Programming                                |
| MACS 110  | Introduction to Communication Theory                           | CIS 262  | Web-Based Computer Game Development                         |
| MACS 230  | Cultural Industries in Canada                                  | CIS 270  | Analysis and Design                                         |
| MUSC 101* | Listening to Music                                             | COMP 125 | Principles of Computing                                     |
| MUSC 150* | Intro to Music History – Music of the 20 <sup>th</sup> Century | COMP 150 | Introduction to Programming                                 |
|           |                                                                | COMP 152 | Introduction to Structured Programming                      |
|           |                                                                | COMP 155 | Object-oriented Programming                                 |
|           |                                                                | COMP 251 | Data Structures and Algorithms                              |
|           |                                                                | ENGL 104 | Introduction to Creative Writing: Fiction, Poetry and Drama |
|           |                                                                | ENGL 208 | Creative Writing: Screenwriting                             |
|           |                                                                | GD 157   | Primary Digital Graphics                                    |
|           |                                                                | GD 203   | Interactive Motion Design                                   |
|           |                                                                | GD 204   | Interactive Page Design                                     |
|           |                                                                | GD 231   | Character Modeling & Animation                              |
|           |                                                                | GD 358   | Interactive Design for Portfolio                            |
|           |                                                                | THEA 121 | Introduction to Technical Theatre                           |
|           |                                                                | THEA 123 | Introduction to Technical Theatre II                        |
|           |                                                                | THEA 250 | Introduction to Storytelling                                |
|           |                                                                | VA 116   | Introductory Studio II: Space, Form and Time                |
|           |                                                                | VA 117   | Introduction to Animation Drawing                           |
|           |                                                                | VA 161   | Video Production II                                         |
|           |                                                                | VA 180   | Digital Photography I                                       |

\*Note: Students who have completed MUSC 101 or 150 may use either or both courses for elective credit.

## Digital Art UPPER-LEVEL

| THEORY         |                                                         | PRACTICE |                                          |
|----------------|---------------------------------------------------------|----------|------------------------------------------|
| AH 316         | Arts in Context: Gender, Art and Society                | CIS 370  | Software Engineering                     |
| FILM 310       | Introduction to Film Theory                             | CMNS 365 | Grant and Proposal Writing               |
| MACS/SOC 334** | Cultural Policy                                         | COMP 350 | User Interface Design and Programming    |
| MACS/SOC 385   | Television and Social Values: The Simpsons              | COMP 351 | Advanced Website Programming             |
| MACS 399       | Special Topics in Media and Communication Studies       | COMP 360 | Computer Graphics                        |
| MACS 399C      | Rules of Play: The Cultural Significance of Video Games | ENGL 378 | Creative Writing: Advanced Screenwriting |
| MACS 460**     | Issues in the Information Society                       | GD 332   | Virtual Space Design                     |
|                |                                                         | GD 378   | Advanced Digital Imaging                 |
|                |                                                         | THEA 311 | Acting for the Camera                    |
|                |                                                         | THEA 370 | Intro to Stage Design                    |
|                |                                                         | VA/JRNL/ | Documentary Video Storytelling           |
|                |                                                         | FILM 365 |                                          |
|                |                                                         | VA 366   | Documentary Video Production             |
|                |                                                         | VA 471   | Independent Study – New Media            |
|                |                                                         | VA 472   | Independent Study – New Media            |

\*\*Note: courses marked \*\* may still be taken as stream core elective if not already selected as a degree core requirement

## B. Writing and Publishing

**Calendar description:** This is a writing-intensive concentration designed for students who love to write and want a career in the new media content industries. It covers the skills needed in industries where writing and publishing for media are a focus, such as: e-learning; interactive mobile applications; digital film and animation; interactive design and entertainment; communications; journalism; creative writing; technical writing; and public relations.

Students may choose:

1. The genre of writing in which they wish to specialize (creative, technical, journalistic, or a combination); and
2. Which media, and how many, to focus on.

The Writing and Publishing concentration focuses on competencies in new media and reflects current workplace applications. It recognizes the need for: cross-disciplinary research; creative thinking and problem-solving; communication and interpersonal skills; proficiency in business writing; critical thinking; and writing skills needed in the digital age.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE          | TITLE                                                                                                                                                                                                                                                                                                                                                                                                       | CREDITS |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                    | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| CMNS 175        | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                    | 3       |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                    | 3-9     |
| MACS 130        | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                | 3       |
| MACS 221        | Media and Audiences                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| MEDA 260        | Exploring Creativity                                                                                                                                                                                                                                                                                                                                                                                        | 4       |
| ONE OF:         | CIS 145 – Web Publishing<br>GD 157 – Primary Digital Graphics<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                     | 3       |
| TWO OF:         | CIS 104 – Elements of Computer Information Systems<br>CMNS 125 – Introduction to Workplace Communication<br>CMNS 180 – Introduction to Intercultural Communication<br>ENGL 104 – Introduction to Creative Writing: Fiction, Poetry and Drama<br>ENG 115 – Great Books: The Western Tradition in Literature<br>ENGL 208 – Creative Writing: Screenwriting<br>MACS 110 – Introduction to Communication Theory | 6       |
| ONE OF:         | GD 101 – Fundamentals of Design<br>GD 154 – Typography<br>GD 159 – Digital Design Media II<br>GD 161 – Graphic & Digital Design I                                                                                                                                                                                                                                                                           | 3       |
| ONE OF:         | LIBT 145 – Internet Information Retrieval<br>VA 160 – Introduction to Video Production<br>VA 161 – Video Production II<br>VA 180 – Digital Photography I                                                                                                                                                                                                                                                    | 3       |
| ONE OF:         | AH 100 – History of Art and Culture in a Global Context<br>AH 102 – History of Western Art: 1400 to the Present<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema                                                                                                                                                                                               | 3       |
| TWO OF:         | CMNS/MACS 212 – Basic Public Relations and Advocacy Communication<br>CMNS 251 – Professional Report Writing<br>ENGL 211 – Creative Writing: Play-Writing<br>ENGL 212 – Creative Writing: Fiction<br>ENGL 213 – Creative Writing: Poetry<br>ENGL 274 – The Rhetoric of Science                                                                                                                               | 6       |

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                             |              |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ONE OF:                                                   | GD 203 – Dynamic Media I: Motion Graphics<br>GD 204 – Interactive Design II<br>GD 358 – Interactive Design for Portfolio<br>VA 280 – Digital Photography II                                                                                                                                                                                                                                 | 3            |
| TWO OF:                                                   | MACS 215 – Advertising as Social Communication<br>MACS 230 – Cultural Industries in Canada<br>MACS/JRNL 235 – Introduction to Journalism in Canada<br>ENGL 209 – The Structure of the English Language<br>ENGL 210 – Composition<br>ENGL 263 – Life Writing<br>AH 205 – Art Practices and Po Popular Culture I<br>CMNS 235 – Oral Communications<br>THEA 250 – Introduction to Storytelling | 6            |
| PLUS 3                                                    | General elective course from any discipline, at any level, offered in a degree program                                                                                                                                                                                                                                                                                                      | 9-12         |
| <b>TOTAL credits in years 1&amp;2 lower-level credits</b> |                                                                                                                                                                                                                                                                                                                                                                                             | <b>64-73</b> |

**YEARS 3 & 4**

| COURSE   | TITLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CREDITS |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| CMNS 320 | Editing Principles and Applications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4       |
| CMNS 375 | Understanding Design for Print Publications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3       |
| CMNS 412 | Communications Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4       |
| MACS 369 | Media Law and Ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4       |
| MEDA 350 | Critical Studies in Digital Media in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4       |
| MEDA 360 | Professional Practices for Creative Digital Industries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4       |
| MEDA 401 | Media Arts Integrated Project I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4       |
| MEDA 402 | Media Arts Integrated Project II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4       |
| ONE OF:  | MACS/SOC 334 – Cultural Policy<br>MACS 460 – Issues in the Information Society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4       |
| Two OF:  | CMNS/JRNL 300 – Introduction to the Practice of Journalism<br>CMNS/JRNL 301 – Advanced Practice of Journalism<br>CMNS 312 – Introduction to Public and Community Relations<br>CMNS 325 – Writing for the Sciences and Technologies<br>CMNS 351 – Professional Formal Research Report Writing<br>CMNS 360 – Advocacy Writing<br>CMNS/ENGL 385 – Language and Action: A Seminar in Contemporary Rhetoric<br>CMNS 390 – Designing End-User and Technical Documentation<br>ENGL 302 – Creative Writing: Advanced Short Fiction<br>ENGL 303 – Creative Writing: Writing Historical Fiction<br>ENGL 311 – Creative Writing: Novel Writing<br>ENGL/JRNL 373 – Rhetoric: Literary Journalism<br>ENGL 374 – Rhetoric: Advanced Composition<br>ENGL 381 – Creative Writing: Playwriting | 6-8     |
| ONE OF:  | AH 316 – Arts in Context: Gender, Art and Society<br>CIS 485 – Ethics & Other Management Issues in Information Systems<br>ENGL 313 – Creative Writing: Advanced Poetry<br>ENGL 315 – Creative Writing: Writing Children's Literature<br>ENGL 370 – The History of the English Language<br>ENGL 372 – Canadian English<br>ENGL 377 – Creative Writing: Film Adaptations of English Literature<br>MACS 399C – Rules of Play: The Cultural Significance of Video Games<br>THEA 311 – Acting for the Camera<br>VA/JRNL/FILM 365 – Documentary Video Storytelling                                                                                                                                                                                                                  | 3-4     |
| ONE OF:  | CMNS 420 – Virtual Team Communication<br>CMNS 430 – Project Management Communication in Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3-4     |

**PLUS 4** General elective courses from any discipline, at any level, offered in a degree program 12-16

|                                                           |              |
|-----------------------------------------------------------|--------------|
| <b>TOTAL credits in years 3&amp;4 upper-level credits</b> | <b>59-67</b> |
| <b>Minimum Total lower-level credits</b>                  | <b>64</b>    |
| <b>Minimum Total upper-level credits</b>                  | <b>59</b>    |
| <b>Minimum Total program credits</b>                      | <b>123</b>   |

### C. Performance

**Calendar description:** Performance plays an important role in the media arts. The performance concentration will provide students with opportunities to explore performance in a range of live, digital and interactive environments. Students will discover how the creation of compelling characters and the development of interesting stories are the foundations for content creation in all media platforms, whether it be performing live, developing a film script, or collaborating on a new videogame design.

Note: No course may be taken to meet more than one requirement.

#### YEARS 1 & 2

| COURSE             | TITLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CREDITS |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100            | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| CIS 110/BUS 160    | Computerized Business Application and MIS                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| CMNS 175           | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| ONE OF:            | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                                                                                                          | 3-9     |
| MACS 130           | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3       |
| MACS 221           | Media Audiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3       |
| MEDA 260           | Exploring Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4       |
| THEA 111           | Acting I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| THEA 112           | Acting II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| THEA 221           | Acting III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3       |
| ONE OF:            | THEA 212 – Acting IV<br>THEA 215 – Introduction to Voice                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| ONE OF:            | THEA 121 – Introduction to Technical Theatre I<br>THEA 123 – Introduction to Technical Theatre II<br>THEA 199 – Technical Theatre Practicum                                                                                                                                                                                                                                                                                                                                                       | 3       |
| ONE OF:            | THEA 290 – Theatre Practice – Small Ensemble<br>THEA 295 – Theatre Practice – Large Ensemble<br>THEA 299 – Theatre Production Practicum                                                                                                                                                                                                                                                                                                                                                           | 3       |
| ONE OF:            | CIS 145 – Web Publishing<br>GD 157 – Digital Design Media I<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                                                                                                             | 3       |
| Group A<br>TWO OF: | AH 100 – History of Art and culture in a Global Context<br>AH 101 – History of Western Art to 1400<br>AH 102 – History of Western Art: 1400 to the Present<br>MUSC 150 – Introduction to Music History: Music of the 20 <sup>th</sup> Century<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema<br>THEA 201 – History of Theatre: 19 <sup>th</sup> Century to the Present<br>THEA 202 – History of Theatre: Antiquity to the 18 <sup>th</sup> Century | 3       |
| Group B<br>TWO OF: | CIS 145 – Web Publishing<br>CIS 185 – Introduction to Programming using Media                                                                                                                                                                                                                                                                                                                                                                                                                     | 6       |

|                                           | CMNS 235 – Oral Communications                                                        |                |
|-------------------------------------------|---------------------------------------------------------------------------------------|----------------|
|                                           | ENGL 208 – Creative Writing: Screenwriting                                            |                |
|                                           | ENGL 211 – Creative Writing: Play-writing                                             |                |
|                                           | GD 101 – Fundamentals of Design                                                       |                |
|                                           | GD 157 – Digital Design Media I                                                       |                |
|                                           | THEA 250 – Introduction to Storytelling                                               |                |
|                                           | VA 115 – Introductory Studio I: Material Practices                                    |                |
|                                           | VA 160 – Introduction to Video Production                                             |                |
|                                           | VA 161 – Video Production II                                                          |                |
|                                           | VA 180 – Digital Photography I                                                        |                |
|                                           | VA 272 – New Media II – Computational Media Art                                       |                |
| Group C                                   | 9 credits of electives from courses at any level, including courses from group A or B | 9              |
| <b>TOTAL credits in years 1&amp;2</b>     |                                                                                       | <b>61-67</b>   |
| <b>YEARS 3 &amp; 4</b>                    |                                                                                       |                |
| <b>COURSE</b>                             | <b>TITLE</b>                                                                          | <b>CREDITS</b> |
| MACS 369                                  | Media Law and Ethics                                                                  | 4              |
| MEDA 350                                  | Critical Studies in Digital Media in Canada                                           | 4              |
| MEDA 360                                  | Professional Practices for Creative Digital Industries                                | 4              |
| MEDA 401                                  | Media Arts Integrated Project I                                                       | 4              |
| MEDA 402                                  | Media Arts Integrated Project II                                                      | 4              |
| THEA 311                                  | Acting for the Camera                                                                 | 4              |
| THEA 401                                  | Theories of Theatre                                                                   | 4              |
| VA/JRNL/FILM 365                          | Documentary Video Storytelling                                                        | 3              |
| ONE OF:                                   | MACS/SOC 334 – Cultural Policy                                                        | 4              |
|                                           | MACS 460 – Issues in the Information Society                                          |                |
| Group A                                   | THEA 315 – Shakespeare in Performance                                                 | 8              |
| TWO OF:                                   | THEA 352 – Playmaking I                                                               |                |
|                                           | THEA 353 – Playmaking II                                                              |                |
|                                           | THEA 450 – Directing I                                                                |                |
|                                           | THEA 451 – Directing II                                                               |                |
|                                           | THEA 399 – Intermediate Practicum in Theatre                                          |                |
|                                           | THEA 499 – Advanced Practicum in Theatre                                              |                |
| Group B                                   | GD 332 – Virtual Space Design                                                         | 6-7            |
| TWO OF:                                   | THEA 370 – Design for the Theatre                                                     |                |
|                                           | VA 371 – New Media III                                                                |                |
|                                           | VA 372 – New Media IV: Project in New Media                                           |                |
| Group C                                   | AH/FD 340 – Fashion as Art/ Art as Fashion                                            | 3-4            |
| ONE OF:                                   | CMNS 335 – Advanced Oral Communications for Professionals                             |                |
|                                           | CMNS/JRNL 301 – Advanced Practice of Journalism                                       |                |
|                                           | ENGL 377 – Creative Writing: Film Adaptations of English Literature                   |                |
|                                           | ENGL 378 – Advanced Screenwriting                                                     |                |
|                                           | ENGL 381 – Creative Writing: Film Adaptations of English Literature                   |                |
|                                           | FILM 310 – Introduction to Film Theory                                                |                |
|                                           | THEA 305 – Theatre for Young Audiences                                                |                |
|                                           | THEA/MUSC 306 – History of Musical Theatre                                            |                |
|                                           | THEA 307 – World Theatre                                                              |                |
|                                           | THEA 360 – Selected Topics in Theatre                                                 |                |
|                                           | VA/FILM 366 – Documentary Video Production                                            |                |
| THREE elective courses at the upper level |                                                                                       | 9-12           |
| <b>TOTAL credits in years 3&amp;4</b>     |                                                                                       | <b>61-66</b>   |

|                                   |     |
|-----------------------------------|-----|
| Minimum Total lower-level credits | 61  |
| Minimum Total upper-level credits | 61  |
| Minimum Total program credits     | 122 |

#### **D. Interactive Media Programmer**

**Calendar description:** Interactive media programmers write, modify, integrate and test computer code for Internet applications, computer-based training software, computer games, film, audio, video, animation and other interactive media. They often work closely with graphic designers and visual artists to create interfaces for interactive digital media (including e-commerce), or special effects for film. Because computer technology is constantly changing, this concentration emphasizes programming principles, literacy in related creative disciplines, teamwork, and the ability to adapt to new technologies as they appear.

Note: No course may be taken to meet more than one requirement.

##### **YEARS 1 & 2**

| <b>COURSE</b>                         | <b>TITLE</b>                                                                           | <b>CREDITS</b> |
|---------------------------------------|----------------------------------------------------------------------------------------|----------------|
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                             | 3              |
| CIS 145                               | Web Publishing                                                                         | 3              |
| CIS 162                               | Introduction to Animation                                                              | 3              |
| CIS 245                               | Intermediate Web Programming                                                           | 4              |
| CIS 262                               | Web-Based Computer Game Development                                                    | 3              |
| CMNS 175                              | Writing for the Internet                                                               | 3              |
| COMP 125                              | Principles of Computing                                                                | 3              |
| COMP 150                              | Introduction to Programming                                                            | 4              |
| COMP 155                              | Object-oriented Programming                                                            | 4              |
| COMP 251                              | Data Structures and Algorithms                                                         | 4              |
| ONE OF:                               | ENGL 105 – Academic Writing                                                            | 3              |
|                                       | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |                |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication                        |                |
| GD 157                                | Digital Design Media I                                                                 | 3              |
| One of: GD 231                        | Dynamic Media II: Animation & Character Modeling                                       | 3              |
| VA 272                                | New Media II: Computational Media Art                                                  |                |
| MACS 130                              | Mass Communication in Canada                                                           | 3              |
| MATH 125                              | Introduction to Discrete Mathematics                                                   | 4              |
| MEDA 260                              | Exploring Creativity                                                                   | 4              |
| VA 271                                | New Media I: Introduction to Electronic Media                                          | 3              |
| ONE OF:                               | GD 203 – Dynamic Media I: Motion Graphics                                              | 3              |
|                                       | GD 204 – Interactive Design II                                                         |                |
| ONE OF:                               | AH 100 – History of Art and Culture in a Global Context                                | 3              |
|                                       | AH 102 – History of western Art: 1400 to Present                                       |                |
|                                       | FILM 110 – Introduction to Cinema                                                      |                |
|                                       | FILM 120 – The History and Aesthetics of World Cinema                                  |                |
|                                       | FILM 220 – The History and Aesthetics of World Cinema                                  |                |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                        | <b>63</b>      |

##### **YEARS 3 & 4**

| <b>COURSE</b> | <b>TITLE</b>                      | <b>CREDITS</b> |
|---------------|-----------------------------------|----------------|
| CIS 230       | Databases and Database Management | 3              |

|                                          |                                                                                        |              |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| CIS 270                                  | Analysis and Design                                                                    | 3            |
| CIS 370                                  | Software Engineering                                                                   | 3            |
| CIS 386                                  | Human Computer Interaction                                                             | 3            |
| CMNS 235                                 | Oral Communications                                                                    | 3            |
| CMNS/ADED 445                            | Facilitating Skills for the Workplace                                                  | 4            |
| COMP 360                                 | Computer Graphics                                                                      | 3            |
| One of: GD 332                           | Virtual Space Design                                                                   | 3            |
| VA 371                                   | New Media III                                                                          |              |
| MACS 221                                 | Media and Audiences                                                                    | 3            |
| MACS 369                                 | Media Law and Ethics                                                                   | 4            |
| MEDA 350                                 | Critical Studies in Digital Media in Canada                                            | 4            |
| MEDA 360                                 | Professional Practices for Creative Digital Industries                                 | 4            |
| MEDA 401                                 | Media Arts Integrated Project I                                                        | 4            |
| MEDA 402                                 | Media Arts Integrated Project II                                                       | 4            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy                                                         | 4            |
|                                          | MACS 460 – Issues in the Information Society                                           |              |
|                                          | MACS 399C - Rules of Play: The Cultural Significance of Video Games                    |              |
| PLUS 1                                   | Non-CIS practice course chosen from the practice list                                  | 3-4          |
| PLUS 1                                   | General elective course from any discipline, at any level, offered in a degree program | 3-4          |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>58-60</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>63</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>58</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>121</b>   |

#### **E. Interactive Media Production Management**

**Calendar description:** Interactive media production management is an emerging field. Managing creative teams, coordinating work flow, and overseeing a large project in the new media require both a knowledge of new media production processes and management skills, particularly listening and writing. These skills, however, must be tailored to this particular field, where most projects are done in teams, self-employment is the norm, and projects must be funded through a new business model. This specialist program addresses such needs, focusing on problem-solving, facilitation, and persuasive communication, as well as basic creative production processes.

Note: No course may be taken to meet more than one requirement.

#### **YEARS 1 & 2**

| <b>COURSE</b>   | <b>TITLE</b>                                                                           | <b>CREDITS</b> |
|-----------------|----------------------------------------------------------------------------------------|----------------|
| BUS 100         | Introduction to Business                                                               | 3              |
| BUS 120         | Essentials of Marketing                                                                | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                             | 3              |
| CMNS 175        | Writing for the Internet                                                               | 3              |
| CMNS/MACS 212   | Basic Public Relations and Advocacy Communication                                      | 3              |
| CMNS 235        | Oral Communications                                                                    | 3              |
| ONE OF:         | ENGL 105 – Academic Writing                                                            | 3              |
|                 | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |                |
|                 | CMNS 155 – Introduction to Workplace and Academic Communication.                       |                |
| MACS 130        | Mass Communication in Canada                                                           | 3              |

|                                       |                                                                                           |              |
|---------------------------------------|-------------------------------------------------------------------------------------------|--------------|
| MACS 221                              | Media and Audiences                                                                       | 3            |
| MEDA 260                              | Exploring Creativity                                                                      | 4            |
| PHIL 100                              | Reasoning                                                                                 | 3            |
| ONE OF:                               | GD 157 – Digital Design Media I<br>VA 271 – New Media I: Introduction to Electronic Media | 3-9          |
| PLUS 3                                | Theory courses chosen from lower-level general degree list                                | 9            |
| PLUS 3                                | Practice courses chosen from lower-level general degree list                              | 9-12         |
| PLUS 2                                | General elective course from any discipline, at any level, offered in a degree program    | 6-8          |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                           | <b>61-75</b> |

#### YEARS 3 & 4

| COURSE                                   | TITLE                                                                                   | CREDITS      |
|------------------------------------------|-----------------------------------------------------------------------------------------|--------------|
| CMNS 335                                 | Advanced Oral Communication for Professionals                                           | 4            |
| CMNS/ADED 445                            | Facilitating Skills for the Workplace                                                   | 4            |
| MACS/SOC 334                             | Cultural Policy                                                                         | 4            |
| MACS 369                                 | Media Law and Ethics                                                                    | 4            |
| MEDA 350                                 | Critical Studies in Digital Media in Canada                                             | 4            |
| MEDA 360                                 | Professional Practices for Creative Digital Industries                                  | 4            |
| MEDA 401                                 | Media Arts Integrated Project I                                                         | 4            |
| MEDA 402                                 | Media Arts Integrated Project II                                                        | 4            |
| MACS 460                                 | Issues in the Information Society                                                       | 4            |
| PHIL 305                                 | Philosophy of Decision Making and Dispute Resolution                                    | 3            |
| ONE OF:                                  | CIS 385 – Project Management<br>CMNS 420 – Virtual Team Communication                   | 3-4          |
| PLUS 2                                   | Theory courses chosen from upper-level general degree list                              | 6-8          |
| PLUS 2                                   | Practice courses chosen from upper-level general degree list                            | 6-8          |
| PLUS 2                                   | General elective courses from any discipline, at any level, offered in a degree program | 6-8          |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                         | <b>60-67</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                         | <b>61</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                         | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                         | <b>121</b>   |

#### F. Screen Studies

**Calendar description:** We spend a large proportion of our waking lives staring at or into screens, from the tiny windows on our cell phones to the gigantic projections in IMAX theatres. Yet we don't necessarily reflect on the effect that these lifelong practices are having on us and on society as a whole. Screen studies focuses on enabling students to assess the impact that screens in the broadest sense are having on their lives. Students in this concentration will explore this impact in terms of how their viewing experiences affect thoughts, emotions and behaviours for better and for worse. They will also focus on the other side of the screen to examine how producers create messages that communicate effectively and persuasively to the audiences that they want to reach.

Note: No course may be taken to meet more than one requirement.

#### YEARS 1 & 2

| COURSE | TITLE | CREDITS |
|--------|-------|---------|
|--------|-------|---------|

|                                       |                                                                                        |              |
|---------------------------------------|----------------------------------------------------------------------------------------|--------------|
| BUS 100                               | Introduction to Business                                                               | 3            |
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                             | 3            |
| CMNS 175                              | Writing for the Internet                                                               | 3            |
| ONE OF:                               | ENGL 105 – Academic Writing                                                            | 3-9          |
|                                       | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |              |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication                        |              |
| ENGL 208                              | Creative Writing: Screenwriting                                                        | 3            |
| FILM 110                              | Introduction to Cinema                                                                 | 3            |
| FILM 120                              | The History and Aesthetics of World Cinema                                             | 3            |
| FILM 220                              | India on Film                                                                          | 3            |
| MACS 130                              | Mass Communication in Canada                                                           | 3            |
| MACS 221                              | Media and Audiences                                                                    | 3            |
| MEDA 260                              | Exploring Creativity                                                                   | 4            |
| ONE OF:                               | VA 271 – New Media I: Introduction to Electronic Media                                 | 3            |
|                                       | GD 157 – Digital Design Media I                                                        |              |
|                                       | CIS 145 – Web Publishing                                                               |              |
| PLUS 3                                | Theory courses chosen from lower-level Screen Studies list below                       | 9            |
| PLUS 5                                | Practice courses chosen from lower-level Screen Studies list below                     | 15-20        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                        | <b>61-72</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                   | CREDITS      |
|------------------------------------------|-----------------------------------------------------------------------------------------|--------------|
| MACS/SOC 334                             | Cultural Policy                                                                         | 4            |
| MACS 369                                 | Media Law and Ethics                                                                    | 4            |
| MEDA 350                                 | Critical Studies in Digital Media in Canada                                             | 4            |
| MEDA 360                                 | Professional Practices for Creative Digital Industries                                  | 4            |
| MEDA 401                                 | Media Arts Integrated Project I                                                         | 4            |
| MEDA 402                                 | Media Arts Integrated Project II                                                        | 4            |
| MACS 460                                 | Issues in the Information Society                                                       | 4            |
| PLUS 4                                   | General elective courses from any discipline, at any level, offered in a degree program | 12-16        |
| PLUS 3                                   | Theory courses chosen from upper-level Screen Studies list below                        | 9-12         |
| PLUS 4                                   | Practice courses chosen from upper-level Screen Studies list below                      | 12-16        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                         | <b>61-72</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                         | <b>61</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                         | <b>61</b>    |
| <b>Minimum Total program credits</b>     |                                                                                         | <b>122</b>   |

**Screen Studies  
LOWER-LEVEL**

| THEORY               |                                                 | PRACTICE |                                            |
|----------------------|-------------------------------------------------|----------|--------------------------------------------|
| AH 100               | History of Art and Culture in a Global Context  | CIS 145* | Web Publishing                             |
| AH 102               | History of Western Art: 1400 to the Present     | CIS 160  | Introductory Web Graphics and Animation    |
| AH 205               | Arts Practices and Popular Culture I            | CIS 162  | Introduction to Animation                  |
| ENGL 120             | Introduction to Modern Fiction                  | CIS 165  | 3D Animation                               |
| ENGL 130             | Introduction to Modern Drama                    | ENGL 104 | Introduction to Creative Writing: Fiction, |
| ENGL/AH/<br>MACS 267 | Signs and Meaning: An Introduction to Semiotics |          | Poetry and Drama                           |
|                      |                                                 | ENGL 211 | Creative Writing: Play-Writing             |

|            |                                                               |          |                                                  |
|------------|---------------------------------------------------------------|----------|--------------------------------------------------|
| FILM 200   | Special Topics in Film                                        | ENGL 212 | Creative Writing: Fiction                        |
| FILM 220*  | India on Film                                                 | ENGL 215 | Creative Writing: Creative Non-fiction           |
| MACS 110   | Introduction to Communication Theory                          | GD 157*  | Digital Design Media I                           |
| MACS 230   | Cultural Industries in Canada                                 | GD 203   | Dynamic Media I: Motion Graphics                 |
| MUSC 101** | Listening to Music                                            | GD 231   | Dynamic Media II: Animation & Character Modeling |
| MUSC 150** | Intro to Music History: Music of the 20 <sup>th</sup> Century | THEA 112 | Acting II                                        |
| THEA 101   | Introduction to Theatre                                       | THEA 121 | Introduction to Technical Theatre                |
| THEA 201   | History of Theatre: 19 <sup>th</sup> Century to the Present   | THEA 123 | Introduction to Technical Theatre II             |
| THEA 202   | History of Theatre: Antiquity to the 18 <sup>th</sup> Century | THEA 199 | Practicum I                                      |
|            |                                                               | THEA 211 | Acting III                                       |
|            |                                                               | THEA 212 | Acting IV                                        |
|            |                                                               | THEA 250 | Introduction to Storytelling                     |
|            |                                                               | THEA 297 | Independent Study                                |
|            |                                                               | THEA 299 | Practicum II                                     |
|            |                                                               | VA 117   | Introduction to Animation Drawing                |
|            |                                                               | VA 161   | Video Production II                              |
|            |                                                               | VA 180   | Digital Photography                              |
|            |                                                               | VA 271*  | New Media I: Introduction to Electronic Media    |

*\*Note:* courses marked \* may still be taken as if not already selected as a degree core requirement.

*\*\*Note:* Students who have completed MUSC 101 or 150 may use either or both courses for credit.

**Screen Studies**  
**UPPER-LEVEL**

| THEORY        |                                                   | PRACTICE             |                                                          |
|---------------|---------------------------------------------------|----------------------|----------------------------------------------------------|
| AH 314        | Arts in Context: Modernism                        | ENGL 377             | Creative Writing: Film Adaptations of English Literature |
| AH 315        | Arts in Context: Contemporary                     | ENGL 378             | Creative Writing: Advanced Screenwriting                 |
| AH 316        | Arts in Context: Gender, Art and Society          | ENGL 381             | Creative Writing: Playwriting                            |
| FILM 310      | Introduction to Film Theory                       | GD 332               | Virtual Space Design                                     |
| MACS/SOC 385  | Television and Social Values: The Simpsons        | THEA 311             | Acting for the Camera                                    |
| MACS 399      | Special Topics in Media & Communication Studies   | THEA 360             | Selected Topics in Theatre                               |
| MACS 399C     | Rules of Play: The Cultural Significance of Video | THEA 370             | Intro to Stage Design                                    |
|               | Games                                             | THEA 450             | Directing I                                              |
| THEA 305      | Theatre for Young Audiences                       | THEA 451             | Directing II                                             |
| THEA/MUSC 306 | History of Musical Theatre                        | VA/JRNL/<br>FILM 365 | Documentary Video Storytelling                           |
| THEA 307      | World Theatre                                     | VA 366               | Documentary Video Production                             |
| THEA 401      | Theories of Theatre                               | VA 371               | New Media III – Interactive Art                          |
|               |                                                   | VA 372               | New Media IV – Project in New Media                      |
|               |                                                   | VA 471               | Independent Study – New Media                            |
|               |                                                   | VA 472               | Independent Study – New Media                            |

**14. Program regulations** (*standard policies apply unless superseded by program-specific regulations*)

**a. Continuance and probation**

Students must maintain a 2.0 cumulative GPA to remain enrolled. Students who cannot maintain this cumulative GPA will be removed from the program.

Students must achieve a 2.0 CGPA to graduate, and may study part-time, but must complete the degree within seven years.

**b. Course repetition**

Students may not register in a course more than twice without permission of the appropriate dean or designate. When a course is repeated, the GPA at UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts.

**c. Readmission**

Students may apply for re-admission if they can raise their cumulative GPA to 2.0 in a subsequent semester, and will be admitted ahead of other applicants. Some disciplines limit the number of times a course may be repeated.

**d. Residency**

In order to earn a UFV Bachelor of Media Arts, students must complete at least 25% of the requirements at UFV. Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement.

**e. Graduation requirements**

In order to graduate, a student must have completed all required courses, and have a CGPA of 2.0.

**f. Maximum length of time to complete program**

Students must complete the requirements for the degree within seven years of admission.

# MEMO



**To:** Ashley Hoogendoorn (for Undergraduate Education Committee – UEC)  
**From:** Bruce Kirkley (Chair, Media Arts Degree Program Working Group)  
**Date:** September 16<sup>th</sup> 2013  
**Re:** Campus-Wide-Consultation Comments & Responses for BMA Minor Program Change

---

**Comment:**

*It is great to see the refined BMA program. I just have a few suggestions.*

*Page 2: Option 1 b: it might be better to provide a link to Approved Grade 12 courses. For Out-of-country applicants, I am not sure whether there is a link for academic Grade 12 subjects.*

*Page 2: Option 2. 2 "A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Graphic and Digital Design, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0."*

*Is CIS Diploma also eligible?*

*Page 2: Option 3 "Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission."*

*The language is a bit vague. "read and write at an appropriate level" How we do determine 'appropriate'? "meet the entrance requirements relating to writing" Does that mean the prerequisite for ENGL 105 or CMNS 155?*

*Page 3: 7. How to apply "see the Transfer Credit section for details" a link here?  
Admissions and Records is now called Office of the Registrar (OReg)*

*Page 5: YEARS 3 & 4: Plus at least 4 General elective courses from any discipline, at any level, offered in a degree program. The credit range should start at 12. The credit range should start at 12.*

*The credit range should start at 12.*

*Page 7 lower-level practice courses: Has FD 113 Fashion Drawing I been considered?*

*Page 19: 14. Program regulations a. Continuance and probation  
Will transfer credits be calculated into CGPA?*

*b. Course repetition*

*"Students may not register in a course more than twice without permission of the appropriate dean or designate." I think department head or director's permission suffices.*

*d. Residency*

*Do we want to reiterate a minimum of 30 upper-level credits here?*

**Response:**

*These are great suggestions. However, since this program package was recently approved at UEC,*

Senate Budget, and APPC, it might be difficult to make anything more than editorial changes now. Other changes will likely have to wait for a separate program change submission later.

The package is coming to UEC now with changes to the budget model and to the names of some of the courses because of advice received from Senate Budget (after UEC approval) that necessitated these minor changes.

Please note that as a result of the discussion at CACC on Friday, September 13<sup>th</sup>, Option 3 of the entrance requirements to the Bachelor of Media Arts Degree proposal has been revised to:

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. **The coordinator of the program, in conjunction with the program committee, will assess whether the entrance requirements relating to writing have been satisfied.** To apply for admission under Option 3, consult with the educational advisor.

This change is also noted on the cover memo of the minor program change and highlighted in track changes in the submission.

# MEMO



**To:** Ashley Hoogendoorn (for Undergraduate Education Committee – UEC)  
**From:** Bruce Kirkley (Chair, Media Arts Degree Program Working Group)  
**Date:** September 16<sup>th</sup> 2013  
**Re:** Campus-Wide-Consultation Comments & Responses for BMA Minor Program Change

---

**Comment:**

*It is great to see the refined BMA program. I just have a few suggestions.*

*Page 2: Option 1 b: it might be better to provide a link to Approved Grade 12 courses. For Out-of-country applicants, I am not sure whether there is a link for academic Grade 12 subjects.*

*Page 2: Option 2. 2 "A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Graphic and Digital Design, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0."*

*Is CIS Diploma also eligible?*

*Page 2: Option 3 "Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission."*

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*The credit range should start at 12.*

*Page 7 lower-level practice courses: Has FD 113 Fashion Drawing I been considered?*

*Page 19: 14. Program regulations a. Continuance and probation  
Will transfer credits be calculated into CGPA?*

*b. Course repetition*

*"Students may not register in a course more than twice without permission of the appropriate dean or designate." I think department head or director's permission suffices.*

*d. Residency*

*Do we want to reiterate a minimum of 30 upper-level credits here?*

**Response:**

*These are great suggestions. However, since this program package was recently approved at UEC,*

Senate Budget, and APPC, it might be difficult to make anything more than editorial changes now. Other changes will likely have to wait for a separate program change submission later.

The package is coming to UEC now with changes to the budget model and to the names of some of the courses because of advice received from Senate Budget (after UEC approval) that necessitated these minor changes.

# MEMO



**To:** Ashley Hoogendoorn (for Undergraduate Education Committee, UEC)  
**From:** Bruce Kirkley (Chair, Media Arts Degree Program Working Group)  
**Date:** September 17<sup>th</sup> 2013  
**Re:** Campus-Wide-Consultation Comments & Responses for BMA Core Courses: MEDA 260, MEDA 350, MEDA 401, MEDA 402, and MEDA 360

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## **MEDA 350**

### **Comment:**

*Is the plan to cross-list this course with MACS 350 or to re-name this course? Either way, please add a reference to the previous offering as MACS 350 to the official course outline under the Calendar Description and the Synonymous Course section. "Note: Students with credit for MACS 350 cannot take MEDA 350 for further credit."*

*The prereqs are a bit awkward too. My suggestion is to state something along the lines of "45 university-level credits to include MACS 110 or MACS 130; MACS 230 recommended."*

### **Response:**

*There is a plan to cross-list this course as MACS 350 in the future. However, for budgetary reasons, the MACS 350 course needs to be designated as MEDA 350 in order to facilitate applying a tuition surcharge to the course. Since MACS 350 has never in fact been offered (it was originally created for the Media Arts degree and consequently has never been timetabled), there is no need to add the Synonymous Course reference. No students have ever taken MACS 350.*

## **MEDA 401**

### **Comment:**

*I don't know what your intent is with the prereqs. My interpretation of what is currently stated: a student could potentially need to complete more than 120 credits. My suggestion is to state the prereqs as "90 completed credits of the Media Arts Degree to include all of the required core courses."*

### **Response:**

*This is a good suggestion. Please see the revised prerequisites for MEDA 401 as "90 completed credits of the Media Arts Degree including all required core courses" in the attached.*

### **Comment:**

*Please note Banner can read for the number of credits, but cannot determine if the courses are associated with a specific program or not. If you have specific courses students must take in order to be successful in the course, then I would suggest you list those courses out. E.G. "90 credit with Course A, Course B, Course C."*

**Response:**

Please note that the list of required courses for the Media Arts degree is fairly long (13 courses), with a number of options available in certain groupings (i.e. "VA 271 or GD 157 or CIS 145") which expands the list to 21 courses in total. This would make for a rather long and involved calendar listing. If this is what is required, then the prerequisite would read as follows:

"90 completed credits of the Media Arts degree including: BUS 100; CIS 110/BUS 160; CMNS 175; ONE OF ENGL 105 OR ARTS 100 OR CMNS 155; ONE OF AH 100 OR AH 102 OR FILM 110 OR FILM 120; MACS 130; MACS 221; MEDA 260; ONE OF VA 271 OR GD 157 OR CIS 145; MEDA 350; MEDA 360; MACS 369; ONE OF MACS/SOC 334 OR MACS 460"

Please advise on the viability for Banner to check prerequisites for MEDA 401 if listed as shown in the revised copy above. If so, we will revise accordingly.

**MEDA 402****Comment:**

*In the Note section under the Calendar Description, the last line references MEDA 401 first then MACS 401 second. My guess is that both references need to be MEDA 401.*

*Does it make sense to keep the second line in the prereqs? I wouldn't consider this a prereq and it is already covered in the Note section. My suggestion is to remove it.*

**Response:**

Thanks for catching this missed revision. Please see the revision in the attached course outline.

The rationale for keeping the second line in the prereqs was to ensure this information was provided on the timetable listing for the course, as well as in the calendar description. However, this may be primarily an advising issue. I would be comfortable with removing the second line, if required.

**Comment:**

*To be clear, we would only be able to enforce the MACS 110 and 130 prerequisites. Any recommended courses would be left out of the prereq check.*

**Response:**

The specific prerequisite for MEDA 402 is MEDA 401.

# MEMO



To: Ashley Hoogendoorn (for submission to UEC)  
From: Bruce Kirkley, Chair, Media Arts Program Working Group  
Date: September 17<sup>th</sup> 2013  
Re: MEDA 260

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## MEDA 260: Exploring Creativity

This new course has been designed as one of 5 core courses for the proposed Media Arts Degree program. The new course designation "MEDA" will be attributed to these core courses. Please see the revisions made as a result of the review by CWC and CACC.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                          |                           |             |
|--------------------------|---------------------------|-------------|
| MEDA 260                 | BMA Program Working Group | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT        | UFV CREDITS |
| Exploring Creativity     |                           |             |
| COURSE DESCRIPTIVE TITLE |                           |             |

**CALENDAR DESCRIPTION:**

This course introduces strategies and techniques for developing creative ideas and working effectively as part of a creative team. Students will learn how to generate ideas both individually and collectively, how to engage in a creative process that includes planning, experimentation, and revision, and how to analyze and critique creative work constructively to improve quality and effectiveness.

PREREQUISITES: 15 university-level credits.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)

Bachelor of Media Arts

**TOTAL HOURS PER TERM:**

**60**

**STRUCTURE OF HOURS:**

|                            |    |     |
|----------------------------|----|-----|
| Lectures:                  | 12 | Hrs |
| Seminar:                   | 12 | Hrs |
| Laboratory:                |    | Hrs |
| Field experience:          |    | Hrs |
| Student directed learning: | 12 | Hrs |
| Other (specify): Studio    | 24 | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: **36**

Expected frequency of course offerings: Annual

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes ☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes ☒ No

|                                                         |                                            |
|---------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Dr. Bruce Kirkley</u>            | Date approved: <u>June 26 2013</u>         |
| Department Head: <u>Chair of BMA, Dr. Bruce Kirkley</u> | Date of meeting: <u>July 19, 2013</u>      |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>September 13 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>July 15, 2013</u>        |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                            |

**MEDA 260**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Apply creative thinking techniques and strategies to develop creative ideas;
- Demonstrate self-reflexive awareness of their own creative process and choices;
- Use analysis and critique constructively to improve the effectiveness and quality of creative work;
- Incorporate different perspectives and approaches in developing creative ideas;
- Work collaboratively with others on a creative project that includes planning, experimentation, and revision.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Short lectures, group exercises and projects, seminars, and presentations

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)      ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): All students must complete the core MEDA courses required for the BMA at UFV.

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Michalko, Michael. *Thinkertoys: A Handbook of Creative Thinking Techniques*. 2<sup>nd</sup> ed. Berkeley: Ten Speed Press, 2006.

Michalko, Michael. *Creative Thinking: Putting Your Imagination to Work*. Novato, CA: New World Library, 2011.

Von Oech, Roger. *A Whack to the Side of the Head: How You Can Be More Creative*. New York: Business Plus, 2008

## SUPPLIES / MATERIALS:

Comfortable clothing for movement and group exercises may be required. Computer (or ready access to a computer) capable of running Adobe Creative Suite. Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the educational advisor.

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

### Sample 1:

|                                                                                                         |     |
|---------------------------------------------------------------------------------------------------------|-----|
| Participation:                                                                                          | 20% |
| Personal Reflections:                                                                                   | 15% |
| Performance Project:                                                                                    | 25% |
| Pitch and Critique (in which a student proposes an idea that the rest of the class then comments upon): | 15% |
| Multimedia Project:                                                                                     | 25% |

### Sample 2:

|                                                                 |     |
|-----------------------------------------------------------------|-----|
| Creative Thinking Exercises:                                    | 5%  |
| Perception Exercises:                                           | 5%  |
| Concept Map: 20%                                                |     |
| Group Assignment (multi-platform communication design project): | 40% |
| Self-assessment:                                                | 10% |
| Participation:                                                  | 20% |

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

### Sample 1:

- Week 1: Introductions / Outline / What is Creativity?
- Week 2: Ensemble / Play / Thinking with our Bodies
- Week 3: Creating a Scene: Devising
- Week 4: Creating a Scene: Improvising
- Week 5: Creating a Scene: Structuring
- Week 6: Creating a Scene: Revising
- Week 7: Creating a Scene: Presenting
- Week 8: Multimedia: Storytelling in Different Media
- Week 9: Multimedia: Creative Writing / Team Writing
- Week 10: Multimedia: Explorations in Visual Art and Music
- Week 11: Multimedia: Re-imagining / Inventing
- Week 12: Multimedia: Pitching / Critiquing
- Week 13: Multimedia: Group Project Work
- Week 14: Multimedia: Presentations / Review / Wrap

**MEDA 260**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course content continued:*

**Sample 2:**

Week 1: What is creativity? What is creative thinking? *Creative thinking exercises.*

Week 2: What is an idea? Brainstorming techniques. How to generate ideas and present ideas. *Idea generation and presentation workshop.*

Week 3: How design is influenced by the way people see. Gestalt theory and the role of illusions and metaphor. *Perception exercises.*

Week 4: Edward de Bono's 6 Thinking Hats. A framework for thinking. *Group exercise: Exploring your own creativity.*

Weeks 5 and 6: The concept map. Analyzing an object. Defining the social, historical, informational, and instructional contexts. *Assignment: Creating a visual map.*

Week 7: Making meaningful connections between concepts. Visualizing relationships. *Group assignment: Framing a problem. Defining a creative brief.* Working in teams: politics, diplomacy, and consensus.

Week 8: Design thinking and the design process. How discovery, research, ideation, iteration, prototyping, feedback, and implementation are used to identify new solutions to diverse problems. *Group assignment: Implementing design thinking.*

Week 9: The discovery process. Defining the emotional and physical requirements of an audience. *Group assignment: Creating personas. The imaginary audience.*

Week 10: Research. Using research as a guide for problem solving. *Group assignment: Implementing a research plan.*

Week 11: Ideation through visual storytelling. Using structure to create meaning. Developing content. *Group assignment: Making the abstract concrete.*

Weeks 12 to 13: Solving a problem. The iterative process. Design and prototyping. *Group assignment: Critiquing incremental work.*

Week 14: Final group presentations. Evaluating a design solution. Personal reflections. *Critique and self-assessment.*

# MEMO



To: Ashley Hoogendoorn (for submission to UEC)  
From: Bruce Kirkley, Chair, Media Arts Program Working Group  
Date: September 17<sup>th</sup> 2013  
Re: MEDA 350

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MEDA 350: Critical Studies in Digital Media in Canada

This new course has been designed as one of 5 core courses for the proposed Media Arts Degree program. The new course designation "MEDA" will be attributed to these core courses. Please see the revisions made as a result of the review by CWC and CACC.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                                             |             |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                                             |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                                             |             |
| MEDA 350                                                                                                                  | Social, Cultural and Media Studies          | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                          | UFV CREDITS |
|                                                                                                                           | Critical Studies in Digital Media in Canada |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                             |             |

**CALENDAR DESCRIPTION:**

This course covers the critical debates in the emerging field of new media studies, focusing on the forms of computer-mediated communication that have emerged since the late 1980s. The shape and character of the digital media industries in Canada are examined, along with the ways in which they have changed how content is created. This course also addresses the question of how traditional freedoms of the press and individual artistic expression fare in this new "borderless" world.

PREREQUISITES: MACS 130 or MACS 110 required; MACS 230 recommended or 45 university-level credits.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: MACS 350  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: MACS 350 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 45 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 15 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: Every other year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                   |                                            |
|---------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Cheryl Dahl</u>            | Date approved: <u>July 2013</u>            |
| Department Head: <u>Stephen Piper</u>             | Date of meeting: <u>July 19, 2013</u>      |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>September 13, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                            |

**MEDA 350**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Describe the fields of study included within the study of digital media;
- Critically analyze some of the complex relationships between technological change and socio-cultural change in relation to the ultimate shape of technological systems;
- Explain the ways in which Canadians interact with digital media;
- Outline and analyze the basic elements of the regulatory regimes that have governed those traditional industries converging to create the new interactive media, and key issues in the regulation of the Internet;
- Debate some of the issues in Canadian policy that have been carried into or emerge from interactive media, such as freedom of speech, access to information, the rights of content creators, access rights, and measures to protect Canadian culture;
- Compare and contrast the key features of new artistic forms, such as virtual realities, video games, multimedia performance and simulation, that have emerged from interactive media;
- Differentiate and compare the features of the digital media industries – collaboration, project orientation, piecework, integration into more traditional industries.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, student-led discussions, and guest presentations.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify): Methods will be considered on a case-by-case basis.

☒ PLAR cannot be awarded for this course for the following reason(s): All students must complete the core MEDA courses required for the BMA at UFV.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

Britton, John N.H., Diane-Gabrielle Tremblay and Richard Smith. "Contrasts in Clustering: The Example of Canadian New Media." *European Planning Studies*. 17.2 (Feb. 2009): 211-234.

Guillin, Mauro F. and Sandra Suarez. "Explaining the Digital Divide: Economic, Political and Social Drivers of Cross-national Internet Use." *Social Forces*. 84.2 (2005): 681-708

Kline, Stephen; Nick Dyer-Witheford and Greig De Peuter. *Digital Play: The Interaction of Technology, Culture, and Marketing*. McGill-Queen's University Press. (2008)

Lister, Martin and Jon Dovey, Seth Giddings, Iain Grant, and Kieran Kelly. "New Media and New Technologies" *New Media: A Critical Introduction*. Routledge. (2008): 1-38

Mosco, Vincent. "Working Knowledge: Why Labour Matters for Information Studies." *Canadian Journal of Information and Library Sciences*. 33.3/4 (2009): 193-214.

Mulhern, Frank. "Integrated Marketing Communications: From Media Channels to Digital Connectivity." *Journal of Marketing Communications* 15.2/3 (2009): 85-101.

Perigoe, Ross. "Ten-year Retrospective: Canada and the United States in the Age of Digital Journalism." *Journal of Media Practice* 10.2&3 (2009): 247-253.

Shepherd, Tamara. "Twittering in the OECD's "Participative Web": Microblogging and New Media Policy." *Global Media Journal: Canadian Edition* 2.1 (2009): 149-165.

Taylor, Gregory. "Shut-Off: The Digital Television Transition in the United States and Canada." *Canadian Journal of Communication* 35.1 (2010): 7-25.

**MEDA 350**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****SUPPLIES / MATERIALS:**

No extraordinary supplies or materials required.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                       |     |
|-----------------------|-----|
| Mid-term exam:        | 20% |
| Final exam:           | 20% |
| Major paper proposal: | 15% |
| Major paper:          | 35% |
| Presentation:         | 10% |

**COURSE CONTENT:**

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

**Unit 1** (Weeks 1-2)

How Canadians communicate – a brief history of Canadian adoption of interactive digital technologies

**Unit 2** (Weeks 3-5)

Defining characteristics of new media; historical perspectives on new media and the concept of “new”; ideological perspectives as they are reflected in discussions of new media; theoretical perspectives on media development

**Unit 3** (Weeks 6-8)

Political economy of digital industries in Canada; traditional media industries and their adaptations to the new digital environment; the character of work for content and platform creators in the digital industries

**Unit 4** (Weeks 9-11)

Legal and regulatory issues emerging from the adoption of interactive digital media; regulatory challenges; forms of state control

**Unit 5** (Weeks 12-13)

Defining and defending a new vision of free artistic expression in the “borderless world”

# MEMO



To: Ashley Hoogendoorn (for submission to UEC)  
From: Bruce Kirkley, Chair, Media Arts Program Working Group  
Date: September 17<sup>th</sup> 2013  
Re: MEDA 360

---

## MEDA 360: Professional Practices for Creative Digital Industries

This new course has been designed as one of 5 core courses for the proposed Media Arts Degree program. The new course designation "MEDA" will be attributed to these core courses. Please see the revisions made as a result of the review by CWC and CACC.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                                                        |                           |             |
|--------------------------------------------------------|---------------------------|-------------|
| MEDA 360                                               | BMA Program Working Group | 4           |
| COURSE NAME/NUMBER                                     | FACULTY/DEPARTMENT        | UFV CREDITS |
| Professional Practices for Creative Digital Industries |                           |             |
| COURSE DESCRIPTIVE TITLE                               |                           |             |

**CALENDAR DESCRIPTION:**

In this course, students undertake independent research to identify the particular skills needed in the digital industries, prepare a professional portfolio, represent themselves to employers, manage self-employment, and conduct themselves professionally in creative digital occupations.

PREREQUISITES: 45 university-level credits, including MEDA 260 and 3 credits of ENGL or CMNS  
 COREQUISITES: MEDA 350 recommended.  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
 Bachelor of Media Arts

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 15 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Annual  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                              |                                            |
|--------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Cheryl Dahl and Samantha Patridge</u> | Date approved: <u>June 26, 2013</u>        |
| Department Head: <u>Chair of BMA, Bruce Kirkley</u>          | Date of meeting: <u>July 19, 2013</u>      |
| Campus-Wide Consultation (CWC)                               | Date approved: <u>September 13, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u>          | Date approved: <u>July 15, 2013</u>        |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                   | Date of meeting: <u>September 27, 2013</u> |
| Undergraduate Education Committee (UEC) approval             |                                            |

**MEDA 360**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate independent research skills in relation to career and professional goals
- Identify the skill set required for a specific chosen career path
- Conduct an information interview
- Identify the industry/occupation-specific portfolio required for employment
- Prepare a personal portfolio that represents skills required for employment
- Present/pitch a portfolio
- Pitch a concept or project to a potential employer, including costing and timelines
- Prepare a personal budget that reflects fluctuating income
- Identify accounting and taxation issues for self-employment
- Identify appropriate insurance coverage options
- Demonstrate professional interpersonal skills related to assertiveness, team work, and conflict resolution
- Identify the particular challenges related to work/life balance within this industry

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Guest lectures, presentations, and lectures.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): All students must complete the core MEDA courses required for the BMA at UFV.

**TEXTBOOKS, REFERENCES, MATERIALS:** [Textbook selection varies by instructor. An example of texts might be:]

- Course Pack
- Centre for Public Management Inc. *Digital Media Content Creation Technology Roadmap*. Cultural Human Resources Council, January 2009.
- Gollmitzer, Mirjam; Murray, Catherine. *From Economy to Ecology: A Policy Framework for Creative Labour*; Canadian Conference for the Arts, March 2008.
- Sanderson, Paul; Hier, Ronald N. *Artists Contracts Agreements for Visual and Media Artists*. CARFAC 2006.
- *Information for Artists: A Practical Guide for Visual and Media Artists*, CARFAC, Ontario 2005.
- Cultural Human Resources Council; *Recommended Skills for Interactive/New Media Producer: Competency Profile*, 2009.
- Hartley, J. (2013). *Key Concepts in Creative Industries*. Los Angeles, CA: SAGE.
- Beardon, C., & Malmberg, L. (2010). *Digital Creativity: A Reader*. London: Routledge
- Davies, R., & Sigthorsson, G. (2013). *Introducing the Creative Industries: From Theory to Practice*. London: SAGE
- Monteiro, Mike. *Design is a Job*. A list apart, 2012.
- Colette, Henry; DeBruin, Anne (Ed.). *Entrepreneurship and Creative Economy: Process, Practice and Policy*. Edward Elgar Pub, 2011.

**SUPPLIES / MATERIALS:**

Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the educational advisor.

**STUDENT EVALUATION:** [An example of student evaluation for this course might be:]

- |                                                                           |     |
|---------------------------------------------------------------------------|-----|
| ▪ Research Summary:                                                       | 15% |
| ▪ List of Portfolio Requirements:                                         | 5%  |
| ▪ Full or Partial Digital Portfolio:                                      | 20% |
| ▪ Case Study/Concept Pitch:                                               | 20% |
| ▪ Annual Business Plan for Self-Employment:                               | 20% |
| ▪ Professional Department Role-Play and Self-Evaluation:                  | 10% |
| ▪ Reflective Paper on Matching Personal Needs with Industry Requirements: | 10% |

**MEDA 360**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

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

1. How to conduct research on the industry
2. Identifying the skills you have and the skills you need
3. Conducting an information interview
4. Designing a portfolio
5. Putting your portfolio in a digital format
6. Introducing yourself to potential employers
7. Organizing a persuasive presentation; costing your time and materials
8. Preparing a business plan for self-employment; record-keeping, and taxation issues
9. Taking care of the future: insurance, career planning; professional development; copyright and contracts
10. Professional deportment in the workplace – creative teams and how they work
11. Resolving work place conflict; communicating professionally
12. Staying creative: how to stay focused and productive in a volatile industry

# MEMO



To: Ashley Hoogendoorn (for submission to UEC)  
From: Bruce Kirkley, Chair, Media Arts Program Working Group  
Date: September 17<sup>th</sup> 2013  
Re: MEDA 401

---

## MEDA 401: Media Arts Integrated Project I

This new course has been designed as one of 5 core courses for the proposed Media Arts Degree program. The new course designation "MEDA" will be attributed to these core courses. Please see the revisions made as a result of the review by CWC and CACC.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

|                                                                                                                           |                           |             |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------|
| Students are advised to keep course outlines in personal files for future use.                                            |                           |             |
| Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor |                           |             |
| MEDA 401                                                                                                                  | BMA Program Working Group | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT        | UFV CREDITS |
| Media Arts Integrated Project I                                                                                           |                           |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                           |             |

**CALENDAR DESCRIPTION:**

This is the first course of a two-course capstone project for the Media Arts Degree. Students will apply their skills, in teams, to a creative project, typically for an organization or business. After consulting with a faculty advisor, students will develop a detailed project proposal. Once the proposal is approved, students will take MEDA 402, typically working in the same creative team and consulting with the same faculty advisor, to implement their approved project.

Note: MEDA 401 is normally offered in the fall semester and MEDA 402 in the Winter semester. MEDA 401 and MEDA 402 must be taken in the same academic year unless special arrangements are made with the course instructor.

PREREQUISITES: 90 completed credits of the Media Arts Degree including: MEDA 260, 350, 360.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**Bachelor of Media Arts**

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 15 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 45 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: \_\_\_\_\_  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                                         |                                            |
|-------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Bachelor of Media Arts Program Working Group</u> |                                            |
| Department Head: <u>Chair of BMA, Bruce Kirkley</u>                     | Date approved: <u>June 26 2013</u>         |
| Campus-Wide Consultation (CWC)                                          | Date of meeting: <u>July 19, 2013</u>      |
| Curriculum Committee chair: <u>Amanda McCormick</u>                     | Date approved: <u>September 13 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                              | Date approved: <u>July 15 2013</u>         |
| Undergraduate Education Committee (UEC) approval                        | Date of meeting: <u>September 27, 2013</u> |

**MEDA 401**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

1. Critically evaluate their role as content creators, and understand the social impact of their work;
2. Demonstrate knowledge of the basic skills required to run a small business in this sector, including skills in project management, labour management, client relations, marketing, and financial planning;
3. Work productively and effectively in a creative team;
4. Develop networks of other content creators to assist with projects;
5. Communicate with a high level of proficiency in both visual and text media;
6. Develop a comprehensive project proposal;
7. Work to deadlines.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Team assignments, presentations, field work, lectures, and seminars.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This is a process course where a group of students, through ongoing consultation with faculty, design and develop a creative project proposal and implement their plan. All students must complete the core MEDA courses required for the BMA at UFV.

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Will vary according to project proposal.

**SUPPLIES / MATERIALS:**

Students must have a computer, ideally a well-equipped laptop.

For advice on current computer and software needs, consult with the educational advisor.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

|                                                                  |     |
|------------------------------------------------------------------|-----|
| Group participation and scheduled meetings with faculty advisor: | 10% |
| Research review (comprehensive resources):                       | 15% |
| Progress reports:                                                | 10% |
| Project proposal:                                                | 45% |
| Presentation of proposal:                                        | 20% |

**COURSE CONTENT:**

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

The course content will vary according to the project and needs of student groups. It will be determined in consultation with the faculty advisor.

# MEMO



To: Ashley Hoogendoorn (for submission to UEC)  
From: Bruce Kirkley, Chair, Media Arts Program Working Group  
Date: September 17<sup>th</sup> 2013  
Re: MEDA 402

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## MEDA 402: Media Arts Integrated Project II

This new course has been designed as one of 5 core courses for the proposed Media Arts Degree program. The new course designation "MEDA" will be attributed to these core courses. Please see the revisions made as a result of the review by CWC and CACC.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: September 2020  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

|                                  |                    |             |
|----------------------------------|--------------------|-------------|
| MEDA 402                         | BMA Working Group  | 4           |
| COURSE NAME/NUMBER               | FACULTY/DEPARTMENT | UFV CREDITS |
| Media Arts Integrated Project II |                    |             |
| COURSE DESCRIPTIVE TITLE         |                    |             |

**CALENDAR DESCRIPTION:**

This is the second course in a two-course capstone project for the Media Arts Degree. Students will apply their skills to a team-oriented project in a creative environment and/or business venture related to media arts. The creative team approach is integral to this experience. Students continue to work with local businesses or industries on this project in the same creative team as MEDA 401.

Note: MEDA 401 is normally offered in the fall semester and MEDA 402 in the winter semester. MEDA 401 and MEDA 402 must normally be taken in the same academic year, unless special arrangements are made with the course instructor. Students who complete MEDA 401 in a different academic year may have to repeat MEDA 401 for no additional credit.

PREREQUISITES: MEDA 401.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**Bachelor of Media Arts**

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 15 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 45 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25

Expected frequency of course offerings: \_\_\_\_\_

(every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                                     |                  |                           |
|--------------------------------------------------|-----------------------------------------------------|------------------|---------------------------|
| Course designer(s):                              | <b>Bachelor of Media Arts Program Working Group</b> | Date approved:   | <b>June 26 2013</b>       |
| Department Head:                                 | <b>Chair of BMA, Bruce Kirkley</b>                  | Date of meeting: | <b>July 19, 2013</b>      |
| Campus-Wide Consultation (CWC)                   |                                                     | Date approved:   | <b>September 13 2013</b>  |
| Curriculum Committee chair:                      | <b>Amanda McCormick</b>                             | Date approved:   | <b>July 15 2013</b>       |
| Dean/Associate VP:                               | <b>Jacqueline Nolte</b>                             | Date of meeting: | <b>September 27, 2013</b> |
| Undergraduate Education Committee (UEC) approval |                                                     |                  |                           |

**MEDA 402**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

1. Demonstrate a solid grasp of one or more artistic/creative practices, including the creation of work that integrates existing and new forms of knowledge and practice as well as existing and new venues and production and display spaces;
2. Demonstrate these practices on a digital platform;
3. Critically evaluate their own role as content creators, and understand the social impact of their work;
4. Demonstrate knowledge of the basic skills required to run a small business in this sector, including skills in project management, labour management, client relations, marketing, and financial planning;
5. Apply knowledge of media law including the protection of intellectual property;
6. Make decisions within the framework of media ethics;
7. Work productively on a creative team;
8. Develop networks of other content creators to assist with projects;
9. Communicate with a high level of proficiency in both visual and text media;
10. Independently master new software and new technologies;
11. Manage project implementation, and in particular, work to deadlines, develop a project/life balance, manage project-based issues, and manage stress.

**METHODS:** (Guest lecturers, presentations, online instruction, field trips, etc.)

Team assignments, presentations, field work, lectures, and seminars.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)      ☐ Portfolio assessment      ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This is a process course where a group of students, through ongoing consultation with faculty, design and develop a creative project proposal and implement their plan. All students must complete the core MEDA courses required for the BMA at UFV.

## TEXTBOOKS, REFERENCES, MATERIALS:

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Will vary according to project proposal.

## SUPPLIES / MATERIALS:

Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the educational advisor.

## STUDENT EVALUATION:

*[An example of student evaluation for this course might be:]*

|                                                                  |     |
|------------------------------------------------------------------|-----|
| Group participation and scheduled meetings with faculty advisor: | 10% |
| Progress reports:                                                | 10% |
| Completion report and reflective evaluation (written and oral):  | 30% |
| Project implementation (measured by proposal objectives):        | 50% |

## COURSE CONTENT:

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

The course content will vary according to the project and needs of student groups. It will be determined in consultation with the faculty advisor.

# MEMO



**To:** Undergraduate Education Committee (UEC)  
**From:** Betty-Joan Traverse (Chair, French Major Program Working Group)  
**Date:** September 17<sup>th</sup> 2013  
**Re:** BA, French Major – New Program

---

Please accept the attached French Major proposal for review by the UFV Undergraduate Education Committee. The proposed credential is for a French Major within the Bachelor of Arts Degree. The program will be offered by the Modern Languages Institute, housed within the College of Arts. The anticipated implementation date is September 2014.

The proposal has gone through Campus – Wide – Consultation and has been approved by College of Arts Council on May 24<sup>th</sup> 2013.



**University of the Fraser Valley  
Bachelor of Arts, French Major  
Program Proposal**

|                                                                      |                                                                          |
|----------------------------------------------------------------------|--------------------------------------------------------------------------|
| Jacqueline Nolte                                                     | Betty-Joan Traverse                                                      |
| Dean, College of Arts                                                | Department Head, Modern Languages                                        |
| <a href="mailto:Jacqueline.nolte@ufv.ca">Jacqueline.nolte@ufv.ca</a> | <a href="mailto:bettyjoan.traverse@ufv.ca">bettyjoan.traverse@ufv.ca</a> |

Submission Date: September 17, 2013

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**Bachelor of Arts, French Major, University of the Fraser Valley****1. Executive Summary****a. Overview of UFV's history, mission and academic goals**

*This section will be completed by the Program Development Office before the proposal is submitted for external review.*

**b. Proposed credential to be awarded**

The proposed credential is a French Major within the Bachelor of Arts degree.

**c. Location**

Presently, all of the French courses at UFV are offered at the Abbotsford campus and the additional courses required for the Major will also be offered in Abbotsford, but the program could be extended to the other UFV campuses if demand warranted it.

**d. Faculty(ies) or schools offering the proposed new degree program**

The program will be offered by the Modern Languages Institute, housed within the College of Arts.

**e. Anticipated program start date**

It is anticipated that students could begin taking courses to fulfill the requirements for a French Major by September 2014.

**f. Anticipated completion time in years or semesters**

Students taking the French Major could complete this credential within the four years typical of the Bachelor's Degree completion time, although factors such as students' part-time work may contribute to a slower completion time.

**g. Summary of the proposed program*****Aims, goals and/or objectives of the proposed program***

In view of the official language status of the French language in Canada, the primary goal of the program is to enable graduates to participate in employment that requires knowledge of French, as well as to prepare students for today's globalized, multicultural and multilingual workplace.

Graduates with a Major in French will be able to read, write, speak and understand French at an advanced level. In addition to the personal and intellectual growth the Major will give them, these students will be well-prepared for employment in teaching French, translation, and working in bilingual positions such as those offered by the Federal Government. The immersion component of the Major will

give students the opportunity to enhance their ability to understand other cultures and worldviews, and to communicate accurately and reliably, both orally and in writing, to a wide range of audiences.

***Anticipated contribution of the proposed program to the mandate and strategic plan of the institution***

The Major in French fulfills many of the goals and objectives of UFV's Strategic Plan, which aims to:

*1 A. Offer degrees that provide the knowledge and foster the development of critical-thinking, leadership and practical skills that students require for employment, entrepreneurship, further education and responsible citizenship, locally and globally:*

The diversity of methods and experiences required for the French major promotes critical thinking and leadership, by enhancing awareness of cultural differences and promoting student engagement through projects providing linkages with local schools. For example, the new French 415 course will include a writing project in which students will create their own myths, tales and legends. These projects will be assembled into a booklet that could be distributed to local immersion and French schools. Students in French 420 will be asked to translate English-language brochures and pamphlets, such as those relating to the struggle against bullying, for distribution in local immersion and French classrooms. We will also be investigating other academic projects in which students could collaborate with Canadian Parents for French or other francophone associations.

*1 B. Provide services for students that enable successful progress toward their educational goals:*

The French major at UFV will be the only one of its kind in the Fraser Valley. While SFU's Burnaby Campus has offered a French major for many years, its courses are not offered at the Surrey Campus. Offering a French major at UFV will enable students, especially those who live south of the Fraser, to achieve their educational goals in their local community.

*1 C. The University will provide an environment that embraces diversity, supports cross-cultural exchange and promotes the respectful debate of ideas and views:*

The French major includes an immersion experience, which will increase students' awareness of a different culture and language, and heighten their awareness of different perspectives and worldviews.

*2. To be a leader of social, cultural, economic and environmentally-responsible development in the Fraser Valley, the University will give priority to educational programs, co-op placements, practica and service learning opportunities for students that benefit the citizens of the Fraser Valley;*

The French Major will contribute significantly to the cultural and social development of the Fraser Valley by preparing students for high-quality jobs in the civil service. It will also benefit the residents of the Fraser Valley by providing graduates capable of filling the demand for French immersion teachers, thereby helping to alleviate a critical labour shortage in the region.

Finally, the Major will solidify the mutually beneficial relationships with local schools, community groups and francophone associations, such as Canadian Parents for French, that the French Division of the Modern Languages Institute has cultivated over the years. Specific examples of activities of the French major program that will benefit the broader community are provided in Appendix 1, “Benefit of French Major to Local Communities.”

An additional UFV priority that the program will promote is indigenization by *increasing students’ awareness of Aboriginal culture and history*: An important component of the major at the fourth-year level includes francophone Aboriginal literature, myths and legends.

***Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program;***

The Major Program’s Learning Outcomes are listed below, along with the specific courses that support each outcome in brackets.

- 1) Demonstrate an understanding of a wide range of demanding, longer texts, and recognize implicit meaning. (FREN 315, 319, 415)
- 2) Express him/herself fluently and spontaneously with native speakers without much obvious searching for expressions. (FREN 342, 325)
- 3) Use French flexibly and effectively for social, academic and professional purposes. (FREN 345, 325, 420, 315, 430)
- 4) Produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (FREN 315, 319, 345, 415, 430)
- 5) Apply critical terms and methodology in completing literary and linguistic analyses, following the conventions of academic written French. (FREN 315, 319, 415, 430)
- 6) Debate, in a structured, organized way, orally and in writing, important ideas raised by the significant literary works that have been studied in French. (FREN 315, 415, 319)
- 7) Locate, apply and cite effective secondary materials in their own texts. (FREN 315, 319, 345, 415, 430)
- 8) Accurately read and translate French texts. (FREN 420)
- 9) Demonstrate an understanding of different francophone and indigenous cultures and world perspectives. (FREN 315, 319, 345, 342, 325, 415, 430, 420)

Work experience is not required within the Major, although students are encouraged to seek part-time employment or summer experiences in which they can practice and develop their French. Such experiences include the Explore bursary ([www.jexplore.ca](http://www.jexplore.ca)) or the Odyssey bursary ([www.myodyssey.ca](http://www.myodyssey.ca)), both provided by the Federal government, which offer students intensive language-immersion experiences. A large number of our French students have participated in these exchanges and they are highly recommended by our faculty, although not compulsory for the Minor, Extended Minor or Major.

The annual \$1,000 Modern Languages Scholarship in French, offered to a UFV student with the highest GPA in French and who has also volunteered in French community organizations, also serves to

encourage students to participate in projects which will benefit both their own French language skills and the community at large.

***Potential areas/sectors of employment for graduates and/or opportunities for further study***

The student survey carried out by UFV's Institutional Research in the fall semester of 2012 reveals that the career goal of 54% of French program students is to teach in the K-12 school system. A French Major will prepare them well to meet the growing demand for graduates qualified to teach in the French Immersion programs. That demand has been noted by many in the sector:

- The Abbotsford Chapter of Canadian Parents for French (CPF) has expressed concerns about difficulties in recruiting French immersion teachers.<sup>1</sup>
- The Chilliwack Board of Education, which has offered Late French Immersion (Gr. 6 – 12) for many years, has recently approved the introduction of early French Immersion program at the earliest possible time, aiming for a September 2014 start date. In a recent interview with the *Chilliwack Progress*, the district superintendent Evelyn Novak identified “personnel” as the main challenge facing this new program: “We know from what other districts have experienced, hiring early French immersion staff, early French immersion learning assistants, teachers, resource assistants, can be a challenge.”<sup>2</sup> The challenge of staffing immersion programs had already been identified by the *Early French Immersion Feasibility Study for School District #33 (Chilliwack)* published on February 12, 2013, and training in the community has been identified as the most cost-efficient solution to the personnel shortage.<sup>3</sup>

The shortage of trained French teachers that has been identified for the region has also been noted at the provincial level. School districts across British Columbia, when surveyed in a labour market study conducted by the BC Public School Employers' Association (BCPSEA), stated that “when trying to fill positions for French language teachers, qualified candidates were in short supply, applicants had minimal qualifications or districts had concerns about the quality of the candidates”.<sup>4</sup>

The increasing demand for qualified French teachers is reflected by the number of teaching positions posted on <http://www.makeafuture.ca/>, which lists careers in BC education. Out of 96 teaching and TOC positions posted on this website in just the one-month period between December 19 2012, and January 18, 2013, 41 positions (42.7%) required some degree of French, and 23 (56%) of these were explicitly for French immersion teachers.

A recent article in the *Globe and Mail* highlighted the “skyrocketing” demand for French immersion throughout Canada. “2011 marks an all-time high of more than 342,000 students in elementary and secondary immersion programs. Even more remarkable, that increase occurred when the number of

<sup>1</sup> Agenda, Meeting of the Abbotsford Chapter of Canadian Parents for French, Tuesday January 24, 2011

<sup>2</sup> Alina Konevski, “Looking forward to a new school year,” *Chilliwack Progress*, September 3, 2013 (<http://www.theprogress.com/news/222203641.html>)

<sup>3</sup> <http://www.sd33.bc.ca/sites/default/files/Early%20FI%20Study%20Report%20-%20Feb%2012%202013.pdf>. See p. 31.

<sup>4</sup> [http://www.bcteacherregulation.ca/documents/TC/2008/TCMagazine\\_Spring\\_2008.pdf](http://www.bcteacherregulation.ca/documents/TC/2008/TCMagazine_Spring_2008.pdf)

children in school is declining.... Often it's a lack of capable teachers that restricts the number of immersion places in some districts.<sup>5</sup>

The major in French will provide school districts with qualified and competent graduates in French.

In addition to careers in the K-12 school system, students with a major in French will find employment in the Federal civil service, where advanced bilingualism is a major asset, in International Development, in the Diplomatic Corps, in translation, and in bilingual or French journalistic, media and communications industries.

### **Delivery Methods**

The French Major will be delivered as a face-to-face classroom experience, although many courses will also have an on-line, hybrid component. Students choosing the immersion option through the three immersion courses (French 450, 451 and 452) will pursue some of their education in a francophone university through an official student exchange program that has been developed for this purpose between the French Division of the Modern Languages Institute at UFV and the University of Laval in Québec City, Québec.

Delivery methods in the program include lectures, seminars, computerized exercises, on-line supplemental components, task-based projects, student group work and student presentations.

### **Program strengths**

One of UFV's strengths is small class sizes, which is a significant asset in language learning, where human interaction and immediate feedback are crucial to the learning process.

In addition to small classes, the major strengths of the program include:

- An immersion option at the fourth-year level
- Seminar groups at the lower-level to enhance oral expression and aural comprehension
- Unique approaches to literature, which include a francophone indigenous perspective
- Dedicated faculty whose primary passion is teaching
- Innovative approaches to teaching linguistics, where practical applications to learning and teaching French are emphasized

***An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system.***

*The program was reviewed by scholars from French departments from four different colleges and universities in the region; their comments were positive. All provided formal letters of recommendation (please see Appendix 5).*

---

<sup>5</sup> <http://www.theglobeandmail.com/news/national/french-immersion-enrolment-skyrockets-as-a-new-linguistic-category-emerges/article7935100/>

*Most UFV French courses transfer to other institutions in BC and UFV is actively involved with the transfer process through BCCAT.*

***Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any***

Presently, students cannot obtain a Major in French without leaving the Fraser Valley. The only institutions to offer French Majors in BC are UVIC, UBC and SFU, which all require students to move from the Abbotsford area to complete their education. SFU only offers its Major in French at its Burnaby campus, and not at its Surrey campus, making the cost of pursuing a French Major prohibitive for many of our local students. UFV is the closest university for the roughly 800,000 residents of Surrey, Langley, Abbotsford, Aldergrove, Mission, Maple Ridge, and Chilliwack. (Please see Appendix 2 for live links to related programs in BC.

**Program Working Group Membership:**

The following faculty members compose the Curriculum Working Group for the French Major:

|                                  |                                                                          |
|----------------------------------|--------------------------------------------------------------------------|
| Alan Cameron, PhD                | <a href="mailto:alan.cameron@ufv.ca">alan.cameron@ufv.ca</a>             |
| Ghizlane Laghzaoui, PhD, EdD     | <a href="mailto:ghizlane.laghzaoui@ufv.ca">ghizlane.laghzaoui@ufv.ca</a> |
| Sylvie Murray, PhD               | <a href="mailto:sylvie.murray@ufv.ca">sylvie.murray@ufv.ca</a>           |
| Betty –Joan Traverse, MA (Chair) | <a href="mailto:bettyjoan.traverse@ufv.ca">bettyjoan.traverse@ufv.ca</a> |

The working group has developed this proposal under the guidance of:

|                             |                                                                      |
|-----------------------------|----------------------------------------------------------------------|
| Dean, Jacqueline Nolte, PhD | <a href="mailto:jacqueline.nolte@ufv.ca">jacqueline.nolte@ufv.ca</a> |
|-----------------------------|----------------------------------------------------------------------|

## **2. Degree Level Standard**

### **a. Depth and Breadth of Knowledge**

The curriculum is similar to those at the other universities in BC offering a French major (See Appendix 3). Since our smaller institution has fewer resources than the larger universities, students have fewer optional courses, but the number of mandatory credits is similar to the French major at UBC, SFU and UVIC.

- The lower level requirement of 18 credits is the same as the requirement for French majors at both UBC and SFU. (UVIC's lower-level requirements are unclear).
- The upper level requirement of 32 credits exceeds the number of upper-level requirements for French Majors at UBC, SFU and UVIC which require only 30 credits.

- The pre-requisites at these institutions of writing courses in French mirror the importance of our writing courses: French 219 (Intermediate French Composition) and French 319 (Advanced French Composition). These are pre-requisites for the upper-level courses.

Because students enter UFV with widely varying proficiency levels in French, students may start their studies as absolute beginners, or ladder in at a higher level.

For those entering at the beginner level, three first-year courses are offered to bring them up to the level of a student with Grade 12 French. Once they have completed these courses, they join graduates with French 12 and may begin their compulsory courses to build towards the Major. (See Calendar Description of Courses, Section 4).

Major students will gain ability to apply knowledge in the following ways: In French 319, students learn to present clear, well-structured, detailed texts on complex subjects, and in French 325, they hone their oral competency to defend their point of view and explain that of others in structured, verbally-nuanced oral presentations. In French 315, they learn to critically evaluate arguments, assumptions and information they have learned through the study of great French and Québécois authors. In French 225 (Francophone Language and Cultures via the Media), students learn how to efficiently read, write and convey information through the media and at the same time obtain the linguistic and methodological skills applicable in a communication-oriented professional environment. French 325 provides an intensive study of phonetics and phonology, with a focus on refining pronunciation and developing native-like rhythm, intonation, prosody and phoneme articulation. A comparative analysis of English pronunciation helps students surmount the obstacles which face any Anglophone who wishes to acquire a sophisticated French pronunciation. French 430 studies the major aspects of linguistics (phonology, phonetics, morphology, semantics, syntax and lexicology) but focuses on applying linguistic theory to the acquisition of French, so that learners can effectively use these theories to help them improve their command of French

#### **b. Knowledge of Methodologies**

The curriculum for the French major has been designed to foster skills that will be very useful to graduates in the workplace. Building on oral, aural, written and reading skills acquired in the French Minor and Extended Minor, the fourth-year courses will enable students to achieve a higher level of proficiency in all these areas. French 420 will enable students to translate non-technical texts from English to French and from French to English and to avoid the pitfalls of interlinguistic transfer. French 415 will enhance students' critical thinking through an exploration of different francophone and indigenous literatures in a comparative perspective. French 430 is particularly useful for the many French students who wish to teach French, as it enables them to apply French linguistic theory to the effective acquisition and teaching of the language. In addition, the three immersion courses (French 450, 451, 452) allow students to further their studies at the fourth-year level in a francophone university and to then transfer their credits back to UFV, thereby encouraging students to pursue an enriching and practical immersion experience.

**c. Communication Skills**

All French courses focus on communication, either through written evaluated components, or through oral projects, presentations and exams. As early as French 219, (Intermediate French Composition), students are taught the importance of adapting their writing style to their intended audience, and how to vary tone, grammatical and syntactic structures, and vocabulary to communicate their message more effectively. Courses in oral communication, such as French 242 (Intermediate Oral Expression), French 342 (Advanced Oral Expression) and French 325 (Phonetics and Pronunciation) aim specifically at teaching students how to improve their oral expression and pronunciation in a wide variety of social, cultural and professional situations. French 245 (Cultures of the Francophone World) emphasizes the importance of learning and understanding different ways of thinking, socio-cultural traditions and history in the widely different areas of the Francophone world, from an intercultural perspective. UFV's small classes enable faculty to engage students in such activities and give them individualized support and feedback.

**d. Awareness of Limits of Knowledge**

Students are introduced to the concept of differing points of view very early on in their French studies. Differences in cultural traditions, social norms and value systems are underlined throughout the French program. Upper-level courses such as French 345 (French and Québécois cinema), and our literature courses, enable students to delve more deeply into the social, historical and literary roots of very different cultures and value-systems from their own, and to challenge their own perspectives and worldviews. Sociolinguistic differences and regionalisms form a focus of study in French 325 and 430. Students learn and are able to explain other approaches to the important issues with which all societies grapple, and in this way are able to realize the limitations of any particular society's approach. They also learn that the skills and knowledge each of them obtains may not be necessarily sufficient for every purpose, and are taught the importance of recognizing when they reach the limit of their competence.

**3. Credential Recognition and Nomenclature**

The major in French is a common, well-recognized credential within the Bachelor's degree in most major universities in North America. The curriculum and content of this program is similar to that of many other French majors offered in North America, although many do not offer the immersion option. UFV already successfully offers a minor and extended minor in French; graduates of these programs have gone on to obtain employment directly tied to their proficiency in French.

**4. Curriculum/Program Content**

In addition to meeting the Bachelor of Arts requirements, students must complete the following courses to complete a BA with a major in French. Information on additional Bachelor of Arts requirements can be found [here](#). French course descriptions in the UFV Academic calendar can be found [here](#).

Note: A minimum grade of 2.33 in FREN 219, as well as a minimum cumulative GPA of 2.33 in all other courses applicable to the major, is required for graduation with a major in French. Successful completion of LING 101 with a minimum grade of 2.0 is required prior to the declaration of a French Major.

*For students entering UFV with no previous knowledge of French:*

| Course                   | Title                  | Prerequisites | Credits |
|--------------------------|------------------------|---------------|---------|
| <a href="#">FREN 100</a> | Introduction to French | None          | 3       |

*For those with up to French 11:*

| Course                   | Title              | Prerequisites                                                                                                       | Credits |
|--------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------|---------|
| <a href="#">FREN 101</a> | French Language I  | One of the following: FREN 100, FREN 103, French 11, or instructor's permission                                     | 3       |
| <a href="#">FREN 102</a> | French Language II | FREN 101, or French 12 but without the provincial exam, or instructor's permission, or assessment of the department | 3       |

*For those with French 12 or UFV's FREN 102:*

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

**Lower-level requirements: (18 French credits and 3 Linguistics 101 credits)**

| Course                                                                                      | Title                                               | Prerequisites                                                                                                             | Credits   |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------|
| <a href="#">LING 101</a>                                                                    | Introduction to Language                            | None                                                                                                                      | 3         |
| ONE OF:<br><br><a href="#">FREN 215</a><br>or<br><a href="#">FREN 230</a>                   | Intermediate French I                               | French 12 with the provincial exam, or FREN 101 and FREN 102, or instructor's permission, or assessment of the department | 3         |
|                                                                                             | Intermediate French for French Immersion Students I | Minimum four years study (up to Grade 11) in the French Immersion program, or instructor's permission                     |           |
| <a href="#">FREN 216</a>                                                                    | Intermediate French II                              | French 12 with the provincial exam, or FREN 101 and FREN 102, or instructor's permission, or assessment of the department | 3         |
| <a href="#">FREN 219</a>                                                                    | Intermediate French Composition                     | One of FREN 215, 216, or 230; two of the three are recommended.                                                           | 3         |
| <a href="#">FREN 225</a>                                                                    | Francophone Language and Culture via Media          | FREN 219                                                                                                                  | 3         |
| <a href="#">FREN 242</a>                                                                    | Intermediate French Oral Communication              | FREN 215 or FREN 230, and FREN 216                                                                                        | 3         |
| <a href="#">FREN 245</a>                                                                    | Cultures of the Francophone World                   | FREN 219                                                                                                                  | 3         |
| <b>Minimum total lower-level credits</b>                                                    |                                                     |                                                                                                                           | <b>21</b> |
| <b><i>Note: each lower-level course is articulated on the basis of 45 contact hours</i></b> |                                                     |                                                                                                                           |           |

**Upper-level requirements: 32 credits (20 credits at the 300 level; 12 credits at the 400 level)**

| Course                                                                                                                                                        | Title                                                   | Prerequisites                                                                                                                                                                                               | Credits   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <a href="#">FREN 315</a>                                                                                                                                      | Introduction to Francophone Literature                  | FREN 219 or instructor's permission. Note: One of either FREN 225 or FREN 245 is strongly recommended, and will be required as of September 2013                                                            | 4         |
| <a href="#">FREN 319</a>                                                                                                                                      | Advanced French Composition                             | FREN 219 or instructor's permission. Note: One of either FREN 225 or FREN 245 is strongly recommended, and will be required as of September 2013                                                            | 4         |
| <a href="#">FREN 325</a>                                                                                                                                      | Phonetics and Pronunciation: The Silky Sounds of French | FREN 219 or instructor's permission                                                                                                                                                                         | 4         |
| <a href="#">FREN 342</a>                                                                                                                                      | Advanced French Oral Communication                      | FREN 219 and 242                                                                                                                                                                                            | 4         |
| <a href="#">FREN 345</a>                                                                                                                                      | Cinéma français et québécois depuis 1950                | FREN 219                                                                                                                                                                                                    | 4         |
| <a href="#">FREN 415</a>                                                                                                                                      | Myths, Legends, and Tales in Francophone Literatures    | FREN 315 and 319                                                                                                                                                                                            | 4         |
| <a href="#">FREN 420</a>                                                                                                                                      | French Translation and Comparative Stylistics           | FREN 319 and 2 other 300-level FREN courses                                                                                                                                                                 | 4         |
| <a href="#">FREN 430</a>                                                                                                                                      | French Applied Linguistics                              | LING 101, FREN 319 and 2 other 300-level FREN courses                                                                                                                                                       | 4         |
| <a href="#">FREN 450</a>                                                                                                                                      | Special Topics in French I                              | Permission to enter requires students to have completed FREN 319 and 2 other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course | 4         |
| <a href="#">FREN 451</a>                                                                                                                                      | Special Topics in French II                             | Permission to enter requires students to have completed FREN 319 and 2 other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course | 4         |
| <a href="#">FREN 452</a>                                                                                                                                      | Special Topics in French III                            | Permission to enter requires students to have completed FREN 319 and 2 other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course | 4         |
| <b>Minimum total upper-level credits</b>                                                                                                                      |                                                         |                                                                                                                                                                                                             | <b>32</b> |
| <b>Total credits for the French Major</b>                                                                                                                     |                                                         |                                                                                                                                                                                                             | <b>53</b> |
| <i>Note: 12 of the 32 required upper-level credits must be at the 400-level.<br/>Each upper-level course is articulated on the basis of 60 contact hours.</i> |                                                         |                                                                                                                                                                                                             |           |

**Program Sequencing**

One possible program sequencing for a student pursuing a BA with a major in French is given in the table below. Only French courses are indicated here; students will also fit in other courses leading to their Bachelor's degree within their course schedule.

| Semester      | Year 1                      | Year 2               | Year 3               | Year 4               |
|---------------|-----------------------------|----------------------|----------------------|----------------------|
| <b>Fall</b>   | FREN 215 or 230<br>FREN 216 | FREN 245<br>FREN 325 | FREN 319<br>FREN 342 | FREN 415             |
| <b>Winter</b> | FREN 219<br>LING 101        | FREN 225<br>FREN 242 | FREN 315<br>FREN 345 | FREN 420<br>FREN 430 |

**5. Learning Methodologies/Program Delivery**

First and second-year French courses consist of two 80-minute classes per week with an instructor, as well as one 55-minute seminar led by a Seminar Assistant, during which vocabulary and grammar structures introduced by the instructor are reinforced, and oral expression and aural comprehension are enhanced. In addition, many classes require students to complete and submit computerized exercises either in one of our computer labs or at home. At the upper-level, classes take place either twice a week for 110 minutes each, or once a week for 220 minutes.

The general pedagogical approach of the French program at UFV at the lower-level is to balance the communicative approach with explicit grammar instruction. Instructors use visual aids, music, TPR (Total Physical Response), multi-media, pair work, class discussions, student presentations, role-play, debates, field trips and task-based projects as integral parts of their methodology.

At the upper-level, the students' advanced ability to express themselves in the target language enables them to engage in reflective and critical thinking of the literary, linguistic and cultural aspects of the language they are studying, and communicate their thoughts orally and in writing at an advanced level.

Students are assessed in a variety of ways, amongst which the most frequent are:

- written grammar and vocabulary tests
- essays which are often marked twice (Students are marked for a first version of the essay, whose errors are underlined and explained, then they must correct those errors and submit the essay for a second detailed marking)
- in-class essays
- workbooks
- projects (ex. creation of a French magazine)

- Oral practice on the digitized Can8 audio system, used for improving speaking and listening outside of class.
- individual and group oral presentations
- on-line discussion groups through Blackboard
- research papers
- final written exams
- computerized oral mini-tests
- face-to-face oral exams and interviews

Because language learning requires frequent reinforcement and feedback to correct errors, instructors generally assess often for a small percentage of the mark each time.

The University of the Fraser Valley is particularly well-suited to implementing a French major because the institution has a strong commitment to maintaining small class sizes, which are crucial for language learners. The additional compulsory small seminar groups, offered in very few other institutions in BC, are extremely beneficial to students learning a language which, although it is one of Canada's two official languages, is not widely spoken in this region of Canada. The computer instructional labs at UFV also provide an ideal setting for the computerized exercises and tests that are components of many of our courses, and which are also very beneficial to language students.

## **6. Admission and Transfer/Residency**

### **Admission Requirements**

Requirements for general admissions to UFV may be found in the online calendar at:

[http://www.ufv.ca/calendar/2012\\_13/general/admissions.htm](http://www.ufv.ca/calendar/2012_13/general/admissions.htm)

Applicants must satisfy the English Language Proficiency Requirement. The above link also provides details on this requirement.

### **Bachelor of Arts General Requirements**

In the course of their studies, students must complete the general requirements (breadth, writing, reasoning, lab science, humanities and social science requirements) for the UFV Bachelor of Arts Degree. Full details of requirements for the UFV Bachelor of Arts can be found [here](#).

### **Transfer Credits**

Many credit courses offered at recognized post-secondary institutions have been evaluated for equivalency by UFV. The Office of the Registrar at UFV maintains a list of transfer credits agreements.

Transfer credit arrangements for first and second year courses, and some upper-level courses, in B.C. Institutions are published in the B.C. Transfer Guide, available at [www.bctransferguide.ca](http://www.bctransferguide.ca). Transfer credit would be evaluated based on existing BCCAT agreements and in accordance with UFV's policy on transfer credit.

For details see: <http://www.ufv.ca/Assets/Secretariat/Policies/107.pdf>

#### **Prior Learning Assessment Credit (PLAR)**

UFV's Prior Learning Assessment and Recognition can take one of two forms: course challenge or portfolio assessment. In the Modern Languages department, course challenge is the accepted form. To challenge a course, students must write the associated compositions and tests for the challenged course, as well as pass the final oral and written exam. Final grades and credits obtained through challenge are recorded on the student's transcript.

For details see: <http://www.ufv.ca/Assets/Secretariat/Policies/94.pdf>

#### **Residency Requirements**

**Students must complete at least 25% of the required credits for the Major in French at UFV.** Courses transferred from another post-secondary institution do not meet the residency requirement.

#### **7. Faculty**

There are three regular faculty members in the French division of the Modern Languages department: two of these hold PhD's, one of these also holds an EdD. The faculty member without a PhD will be retiring within the next few years, and will be replaced by an individual with a PhD. Current faculty are sufficient to run the proposed French major Program.

#### **8. Program Resources**

##### **Enrollment Plan for the Bachelor of Arts, French Major:**

Enrollment Plan for first four years:

In year 1, an estimated 25 students will be admitted. Most will be students currently enrolled in the French minor or extended minor, and they will be given reserved seats in the upper level courses.

In year 2, any qualified student will be admitted. Many students will have completed lower-level requirements. Seats will be reserved for major students first, extended minor students second, and minor students third. If the number of applicants to the program exceeds the number of seats available, a competitive entry process will be created for applicants in year 3, restricting total enrolment to the number of seats available.

##### **i) Library Resources**

The French program has been building its resources for over 30 years, and has been intensifying its purchases since the approval of the French Minor and Extended Minor, and the arrival of our third permanent French instructor.

Appendix 4 contains the UFV Library Collection Analysis library that establishes that the UFV library has sufficient holdings to support the French major. Over the next few years, the department's yearly budget for Library acquisitions will be partially used to acquire further acquisitions of monographs to support French oral communication, Francophone literature and supporting sources on mythology and folktales, translation and linguistics.

**ii) Computers and computer access**

It is not anticipated that the three new courses for the French major will make further demands on UFV's existing computing and media facilities and software. Existing computer labs and support will be sufficient for implementation of the program.

**iii) Classrooms, laboratories and equipment**

It is anticipated that the Major program will only involve the use of one classroom in addition to those used for the present French program. No additional laboratories or equipment are needed.

**iv) Existing and shared resources at the institution or at other institutions**

UFV has all the necessary support resources in place. The department will work with the Office of the Registrar and UFV International to ensure integrity of the program in management of admissions, registration of courses, and articulation with other universities and colleges. The student exchange program with Laval may be expanded to involve other universities in Quebec, and the smooth transfer credit process from these programs will be a high priority for the department.

**v) Additional resources that will be required to offer this program**

The French major involves the addition of three new courses at the fourth year level. By offering one of these new courses in each of the fall and winter semesters, the program would require funding for one new section as of its first semester, and two new sections in the following academic year, so that the three fourth-year courses may be offered each academic year. Since present permanent faculty can teach these new fourth-year courses, the program would only require that sessionals be hired to teach lower-level courses in order to enable permanent faculty to teach the new courses. Consequently, a maximum of three new sessional positions would be needed.

**9. Program Consultation**

This proposal has been written by the Program Working Group, approved by the Dean of Arts, Jacqueline Nolte; the Group members are Betty-Joan Traverse (Chair), Alan Cameron, Ghizlane Laghzaoui, all from the French division of the Modern Languages department, and Sylvie Murray (History).

Comments and suggestions from other stakeholders and academics were solicited. Appendix 5 contains letters of recommendations and favorable comments from faculty members at Douglas College, Kwantlen Polytechnic University, Simon Fraser University, and Trinity Western University.

In addition, the members of the External Program Review who assessed UFV's Modern Languages Department in 2012/2013 presented, as the first of fourteen recommendations, that "a Major in French be established" (p. 15). The reviewers stated their support very clearly: "The French section of MOLA has proposed to offer a major in French, for very compelling reasons. None of the institutions to which MOLA compares itself offers such a program/content, and given the limited mobility of its students, such a program makes sense. Within the context of both official bilingualism and of the linguistic and cultural diversity found in the Fraser Valley, the focus on *francophonie* embraces the community-oriented priorities stated in the Education Planning at UFV (Students and Community Education Planning at UFV, 2011 – 2015, p. 4)....We believe that such a major in French could/would attract new students to the program, especially students who are interested in becoming French teachers and need strong credentials in French before going into education "(p. 5).<sup>6</sup>

Interest in the major was reflected in student comments on UFV's Institutional Research's recent student survey. Conducted via the internet over a three and a half week period during the fall semester 2012, participation in the survey was entirely voluntary. Surveys were sent to three types of student groups: Non-program students presently attending UFV and having taken at least one course in the Modern Languages department within the last 5 years, program students presently attending UFV and program graduates.

22 students replied to the Graduate Survey. One question asked Graduates the following: « If a Major in French had been available when you were studying at UFV, would you have chosen it? » 54% replied Yes, only 18% replied negatively, and for 27% this question was not applicable

One question related directly to the student demand for a French Major. 68 students indicated support for a French Major, and no students were against it. Here are excerpts of some of their many comments in favour of the French major:

- I would 100% stay at UFV if the university offered a French major!
- Please offer a French major! Nearly all of my classmates in French class would love a major!
- It is a bit shameful that UFV does not offer a French major, as that is our other official language.

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<sup>6</sup>External Review Report of the Modern Language Program, presented to Dean Jacqueline Nolte, University of the Fraser Valley, by External Review Committee (Dr. Catherine Caws, Chair, Dr. Derek C. Carr, Dr. Cécile Sabatier, and Dr. Sumiko Nishizawa. )

- I feel very strongly about having a French major in this university. I think that it is appalling that our country's official languages are both English and French, yet our university does not offer a French major.
- PLEASE GIVE UFV STUDENTS A FRENCH MAJOR! ! I would love to continue my studies at UFV; however, a French major is currently not offered. I know nearly all of my French classmates would enroll in a French major if it were offered. Please make it happen SOON before UFV loses a bunch of terrific students who are planning on transferring elsewhere to pursue a French major. I would like to remain loyal to UFV but a major in French is needed!

Further data on the demand for the French Major at UFV is included in Appendix 6.

#### **10. Program Review and Assessment**

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. In January 2009, the Senate and the Board of Governors adopted a new policy on Academic Program and Unit Reviews (Policy Number 189). This policy requires that all academic programs and units normally be reviewed every five years. In accordance with the policy a multi-year plan was developed and adopted for the review of academic programs and units at UFV. Program Review is the central component in a continuous process of program monitoring and improvement. All aspects of this process share the same objective: to foster a culture of continuous improvement throughout the institution.



**Memo**

**To:** Samantha Pattridge, UEC Chair

**From:** Darren Francis, UEC Transfer Credit – Sub-committee Chair

**Subject:** Renewal of Columbia Bible College Transfer Agreement

**Date:** September 25<sup>th</sup>, 2013

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The transfer credit sub-committee is recommending a 5 year renewal of the Columbia Bible College (CBC) transfer agreement. After analyzing the academic performance of CBC students who have utilized the agreement (attachment 1) we feel comfortable in continuing the partnership.

This is a school to school agreement and does not set precedent for any other private schools affiliated with CBC.



Columbia Bible College (CBC) Transfers Statistics since 2011

|                             |               |
|-----------------------------|---------------|
| Total Transfer Students     | 73            |
| • Total Credits Transferred | 927 Credits   |
| • Average Transfer          | 12.36 Credits |

Of the students who went on to complete UFV coursework statistics are as follows:

|                                                    |                                                                                             |
|----------------------------------------------------|---------------------------------------------------------------------------------------------|
| Total Students with UFV courses completed          | 55 (remaining students are current term applicants who have yet to complete UFV coursework) |
| • Total Credits Completed                          | 2204 Credits                                                                                |
| • Average UFV GPA on students transferred from CBC | 3.009                                                                                       |

Students transferring from CBC applied to a variety of UFV programs with the majority going into the BA (18), BSc (5), Nursing degree (5), other arts programs (AA, Art Studies, Theatre 10).

## Report of the UEC Transfer Credit Subcommittee (TCS)

### September 2013

Decision approved by the committee (approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Vancouver College of Art & Design<br>Location: Vancouver, BC<br>Recommended by: Deanna Devitt<br>Approval Date: September 16, 2013 (3 in favour) |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                 | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| Winter 2012    | Fall 2013               | Fashion Illustration/Fashion Design                                                                                                                                | C                                      | FD 113                                   | 3       |

#### Rationale for recommendation:

The course content and learning objectives are equivalent to UFV Fashion Design department's Fashion Illustration course FD 113. Similar weekly schedule and credit hours of 4 hours per week up to 12 week (total 48 hours). Course materials and textbooks are identical.



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Ashley Hoogendoorn  
Phone: 4571

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**TO:** Recipients of the weekly Campus-Wide Consultation agenda  
**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair  
**DATE:** September 10, 2013  
**RE:** CWC submission folder

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Until recently, the only way to view Campus-Wide Consultation (CWC) submissions was by requesting them through the UEC assistant. In an effort to make CWC submissions more accessible to recipients of the weekly CWC agenda, a shared folder has been set up that authorized users can access.

This folder can be found in the S:\ drive at S:\Groups\CWC. If you cannot immediately access this folder, a log-off and log-on will be required.

All members of the CWC agenda mailing list and UEC have been authorized to access the CWC folder. Please contact Ashley Hoogendoorn, the UEC assistant, to set up authorization for additional members.