



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
May 23, 2025 - 10:00 AM
Zoom

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 5      **2.1. UEC draft minutes: April 25, 2025**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

6 - 32      **3.1. History**  
              Review with changes: HIST 100, 115, 331, 385  
              Review with changes including title: HIST 420  
              Review with changes: HIST 431

MOTION: To approve the HIST course outlines as presented.

33 -      **3.2. Psychology**  
51        Review with changes: PSYC 101, 102, 309  
              Review with changes including title: PSYC 429

MOTION: To approve the PSYC course outlines as presented.

52 -      **3.3. Social Work and Human Services**  
61        Discontinuation: SOWK 302

MOTION: To discontinue SOWK 302.

Review with changes: SOWK 380

MOTION: To approve the SOWK 380 course outline as presented.

Page

Changes to entrance and program requirements: Social Service Worker diploma

MOTION: To recommend approval of the Social Service Worker diploma changes as presented.

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

##### **4.1. 2025/26 UEC Chair**

##### **4.2. Memo templates**

Revised templates: New courses, course changes

MOTION: To approve the revised course memo templates.

##### **4.3. UEC Liaison reports**

##### **4.4. Policy Subcommittee report**

##### **4.5. APPC report**

##### **4.6. Senate report**

##### **4.7. Senate Teaching and Learning Committee report**

#### **5. ADJOURNMENT**

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64



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

April 25, 2025  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Chris Campbell, Joy Enyinnaya, Samantha Hannah, Claire Hay, Bobby Jaswal, Dana Landry, Carolyn MacLaren, Stan Manu, David McGuire, Lisa McMartin, Sylvie Murray, and Susan Stoneson  
**ABSENT:** Afeef Alam, Thais Amorim, Rhonda Colwell, Vlad Dvoracek, Shirley Hardman, Amber Johnston, David Johnston, Pavandeep Judge, Allyson Jule, Selena Karli, Cindy Schultz, and Shel Stefan  
**GUESTS:** Avril Alfred, Leanne Joe, Jessica Pulko  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: March 28, 2025**

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Continuing Education**

New program: Medical Lab Assistant certificate

This is a non-credit certificate program developed by Continuing Education. It was suggested that an additional program learning outcome be included that speaks to the UFV context and reflects the cultural diversity on S'ólh Téméxw.

**MOTION:**

To recommend approval of the Medical Laboratory Assistant certificate as amended:

- Course titles for MLA 03 and 04 will be corrected
- A program outcome centering the program at UFV and the local area will be added to further align with ILOs

CARRIED

New course: MLA 01, Professionalism and Cultural Competency

New course: MLA 02, Anatomy and Physiology

New course: MLA 03, Laboratory Safety and Infection Control

New course: MLA 04, Laboratory Fundamentals

New course: MLA 05, Specimen Procurement

New course: MLA 06, Pre/Post Laboratory Analysis

New course: MLA 07, Introduction to Electrocardiography

UEC Draft Minutes  
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New course: MLA 08, Practicum Orientation

New course: MLA 09, Practicum

The inclusion of "attendance and participation" in the evaluation section of the course outlines was discussed, along with the importance of ensuring that participation is tied to learning outcomes and active engagement.

*Note: Continuing Education confirmed after the meeting that this statement should be removed. This is not assessed separately, and if a student does not attend and engage with the material, they will not be able to achieve the required passing grade.*

**MOTION:**

To approve the new course code MLA (Medical Laboratory Assistant).  
CARRIED

**MOTION:**

To approve the MLA course outlines as amended:

- MLA 01 learning outcome #10 changed to "Explain one's professional commitment to upholding..."
- MLA 02 learning outcome #2: "analyze" will be changed to a more accurate verb for this course.
- MLA 03 learning outcome #8: "Obtain a certificate in First Aid CPR Level C" will be rephrased as a learning outcome.
- MLA 04 learning outcome #4 changed to "Prepare specimen slides."

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Terms of Reference**

Changes to the Terms of Reference were last approved by Senate in October 2024. The committee did not have suggestions for additional changes at this time.

**4.2. UEC Liaison reports**

There were no reports.

**4.3. Policy Subcommittee report**

Work has begun on a draft micro-credentials policy, and continues on the Subsequent and Concurrent Bachelor Degree policy (98), Credentials policy (64), and Course Credits policy (105).

**4.4. APPC report**

The committee reviewed PDQA's report to Senate on program development in progress and recommended the Social Innovation certificate for approval.

**4.5. Senate report**

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All program items recommended by UEC were approved.

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

The committee discussed proposed revisions to the Instructional Responsibilities policy (46), which is currently in the consultation stage. The STLC working group is continuing to work on defining holistic assessment.

**5. INFORMATION**

**5.1. 2024/25 UEC membership**

**5.2. Program suspensions and discontinuations**

Discontinued: Latin American Studies extended minor

Discontinued: Digital Manufacturing diploma

**6. ADJOURNMENT**

The meeting was adjourned at 10:44 am.

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Ian Rocksborough-Smith, HIST 100 course reviewer

Date: January 21, 2025

**Subject: Proposal for revision of HIST 100 Introduction to World History**

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

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

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

2. Rationale for change:

This course revision is for a course shell that is taught by different instructors at the 100, introductory level. Updates to the outline are minimal, with slight adjustments to both the course description and learning outcomes for a more streamlined structure. The outline provides three examples of how the course has been taught under “Course Content and Topics,” but it is important to underscore the flexibility of this course shell as outlined and that future versions of this course could present different content and topics under the rubric of “Introduction to World History.” Future instructors should be allowed the academic freedom to adapt content as they see fit for this vital first year course shell in our program, which helps introduce students to the study of history and attracts students to our program. Details about how the course has already been taught in relation to principles of Indigenization and EDI are outlined below.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): [The learning outcome descriptions has been updated to better reflect the course goals.](#)
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? [History Department.](#) n/a

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

All iterations of this course have been taught and will continue to be taught in ways that help affirm the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). As can be observed in the “Course Content and Topics” provided, nearly all versions of this course deal critically with the legacies of European empire and nation-making in the world. As such, they frequently highlight important anti-colonial struggles and movements for independence that shaped much world history through the 20<sup>th</sup> Century – from movements Indigenous in North America who resisted U.S. and Canadian colonial settlements to movements for pan-Asian and African unity that sought self-determination from European empires in the wake of World War I and II as well as the Cold War. In highlighting these globally connected histories for Indigenous self-determination, this course helps underscore Article 3 (page 8) of UNDRIP, which states: “Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.”

Curricula from History 100 is often delivered in a way to showcase the collective strength of our department’s teaching repertoires. This is done especially through visiting guest lectures to History 100D, which helps decenter the authority of the main instructor in ways that also demonstrates more collective ways of knowing and being in the classroom by including different guest lecturers as resources to the course. In this way, the course also contributes to some of the important anti-hierarchical pedagogies outlined by “Indigenizing Our Academy.” In History 100G, pairing and sharing techniques engage students with neurodiverse learning literacies who might have a harder time sharing in front of larger groups. Some instructors have also utilized circle sharing techniques (many of these techniques first developed and modeled to our department members by UFV’s Indigenous teaching and learning faculty) in group discussions following lectures, whilst lessening the duration of their lectures. Such inclusions contribute to a more accessible and caring learning environment.

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

As noted above, many iterations of this course deal critically with notions of European empires, colonization, and nation-making in the modern and/or early modern eras. Indeed, any cursory perusal of *syllabi* from History 100 offerings will demonstrate the important ways this course helps students challenge European-centric understandings of global history. Indeed, an example from History 100D would be the ways one module looks at Rosa Parks’ important refusal to give up her seat on a bus in Montgomery, Alabama on December 1, 1955 to white folks. This moment is connected to a parallel one in apartheid South Africa, when the Black-led African National Congress (ANC) issued its freedom charter, as well as the Bandung Conference of non-aligned nations in Indonesia - all taking place in that same year (1955) - marking an important moment of anti-colonial solidarities that were shared across

continents. Earlier in the same course, students are introduced to the rise of Muhammad the Prophet and the spread of Islam in the 7<sup>th</sup> century as a profound world-shaping event. These are just two examples from a course that can take students around the globe many times to examine periods of human change, connectivity, conflict, revolution, and/or rupture.

In all iterations of this course, students are encouraged to access, discuss, and utilize primary and secondary sources written from and for the perspectives of marginalized voices in history. For example, in History 100C, the voices of average Vietnamese people are considered in their decades-long struggles for Independence and self-determination against French colonialism and later American neo-colonialism. In History 100G, the end of World War II and the Cold War is considered in deeply global terms as the world entered the Age of Decolonization (particularly in Africa and Southeast Asia) which proceeded over the long-mid 20<sup>th</sup> Century. It features the critical voices of pan-African theorists like Aimé Césaire who once famously wrote that Europe is morally, spiritually, and culturally “indefensible.” Earlier in that same course, students are encouraged to consider the ways the great African American thinker, W.E.B. DuBois, envisioned the “problems” of the global 20<sup>th</sup> Century as “problem of the color line.” Instructors who adopt iterations of History 100 in the future, will be encouraged to continue engaging the voices of such historically marginalized perspectives and positionalities.

Depending on the specific course offering, instructors will sometimes provide open-access primary and secondary source materials that make readings more accessible to students beyond the adopted textbook which may or may not present a cost at the beginning of the term.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 0-100\$ Dependent on textbook adoptions by specific course instructors.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2018  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 100                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to World History                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to World History                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores various themes in world history designed to introduce students to historical thinking and methods.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify key components in selected subjects of world history in the periods and regions specified by the version of the course.
2. Analyze themes and issues related to history for their relevance to the present.
3. Identify the differences between primary and secondary sources and utilize both.
4. Articulate the relationship between the past and the present in the study of history.
5. Demonstrate some of the features of historical writing, including argument, use of evidence, audience, historical sources, and historical thinking.

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

|                        |     |              |     |   |
|------------------------|-----|--------------|-----|---|
| Final exam:            | 30% | Assignments: | 60% | % |
| Quizzes/tests/midterm: | 10% |              | %   | % |

**Details:**

Assignments might include a ladder process of low-stakes written work that will develop student research & writing skills and student presentations. This process might include some or all of the following: identifying a historical problem, selecting and citing sources, summarizing, writing a thesis statement, formulating an outline, and completing a paper.

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

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

Instructional methods may include lectures (including some guest lectures), audio-visual materials, seminar discussions, in-class assignments, and student presentations.

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

| Type               | Author or description | Title and publication/access details                                                                                | Year |
|--------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource |                       | A selection of subject specific online materials such as articles, journals, and open source textbooks may be used. |      |
| 2.                 |                       |                                                                                                                     |      |
| 3.                 |                       |                                                                                                                     |      |

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

None

**Course Content and Topics**

Example topics:

HIST 100C: A Century of Conflict: 1900-2000

- Setting the stage: race, empire, and industrialisation
- Gathering storm
- The First World War
- Wars of revolution: Russia and China
- A dark decade: the 1930s
- The Second World War in the West
- The Second World War in Asia and the Pacific
- The Cold War: from the Iron Curtain to the Cuban Missile Crisis
- Wars of independence and decolonization
- Vietnam: decolonization, independence, and Cold War
- Wars of the Middle East: religion, oil, and land
- The Cold War from 1963 to 1989: proxy wars, détente, Reagan, and Gorbachev
- Post Cold War: Intra-state conflict, peacemaking, ethnic cleansing, and genocide

HIST 100D: Ten Days That Changed History

- How do we decide what's important? Context in history
- 300 Spartans, 480 BCE. But they lost, didn't they?
- The death of Attila the Hun, 453 CE
- Rise of the Prophet Muhammad, 610
- Gutenberg's invention of the printing press, 1436
- Atom Bomb Strikes Hiroshima, August 6, 1945
- Direct Action Day, Calcutta and the Partition of British India, 1946

**HIST 100****University of the Fraser Valley Official Undergraduate Course Outline**

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- Rosa Parks sat down, 1955
- "Lucy" found in Ethiopia, 1974
- Fall of the Berlin Wall, November 9, 1989
- The World Wide Web, 1991
- Globalisation of terrorism, September 11, 2001

**HIST 100G: Global History, 1900-1945**

- The world through 1900
- Global empires and nations
- The Great War (World War I) and the global revolution
- Reflecting on the "Humanitarian Face of War" and imperial legacies
- Of mandates and movements
- The Soviet Project and international socialism
- The Great Depression and global authoritarianism
- From the Manchurian incident to war in Asia 1937-1942
- Nazism and wars in the Atlantic and the Pacific, 1933-1942
- World War II: total global war, 1942-1945
- The age of decolonization and the coming Cold War

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Eiji Okawa, HIST 115 course reviewer

Date: January 21, 2025

**Subject: Proposal for revision of HIST 115 Traditional East Asian Civilizations**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: Course updated for a 6-year revision
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Course LOs 1, 2, and 3 have been revised to contribute to students' ability to meet ILO 6 by giving them a nuanced historical understanding of East Asia as a globally important region today and as an area of the world with close ties to our region. LOs 4 and 5, focusing on the analysis of sources, contribute to ILO 2 and develop students' ability to answer sociohistorical questions with their own examination of primary and secondary historical sources. LOs 6 and 7 are tied to ILO 3 and support student competency in formulating and expressing ideas and perspectives in writing and speech.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course is

inspired by *Iyaqawtwxw* Integrated Strategic Plan 2021-2026. To contribute to UFV's role to serve as a "house of transformation" for learners, it draws on *Yoystexw ye totilthet* (Engaging Learners" concept to create an inclusive learning environment where students richly engage with non-Western and non-modern forms of knowledge and ways of being and doing. Traditional family values, communal customs, ritual interactions with spirits and ancestors, relating to land and nature in holistic ways, practices that prioritize values other than "efficiency and rationalization," etc. were crucial to the historical rhythms and processes of East Asian history, but these had come to be condemned and disparaged as "backward," "uncivilized," and "irrational" in modern regimes of knowledge underpinning colonial ideologies. Such negative assessments still influence popular representations of Asian pasts. This course equips students with the knowledge to counter those prejudices. It utilizes a multi-disciplinary approach, incorporating elementary forms analyses in philosophy, literary studies, political history, and religious studies, thereby allowing students to "deeply listen" to and appreciate the expressions of historical others.

Weekly engagement and conversations in class about Asian history, culture, and heritage help to develop our students into "ethical and engaged global citizens" who can make informed choices with a nuanced appreciation for the cultural, historical, and social diversities of our increasingly interconnected world. As a local Canadian university, it is inevitable that a lot of the content that our students study will have a Canadian focus, and an introductory course like this that gives them the opportunity to learn about other places, other cultures, and other times helps to make UFV into a richer and more diversified "House of Transformation."

7. How does the course reflect principles of [equity, diversity, and inclusion](#) through assignment design, topic selection, curriculum delivery, or other methods? The utmost goal of the course is to create an inclusive and caring community where all students are respected for who they are, feel safe and belong, and shine in their own distinctive ways. This goal will be expressly discussed with students early in the term. Course expectations will be outlined to promote this goal. The class community will uphold an inclusive pronoun statement.

In the classroom, small-group activities will be utilized to enable each student to take an active role in shaping their learning. Discussion questions will be open-ended, allowing students to respond in a way that draws on their experiences and backgrounds. Working in pairs, students will deliver a presentation on a short assigned reading (3-5 pages typically). This would allow them to take the centre stage of learning and inspire one another to strive towards excellence.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. No special considerations. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): no cost



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 115                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Traditional East Asian Civilizations                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Trad East Asian Civilizations                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the history and cultural traditions of East Asia from ancient times to about 1600 with an emphasis on China and Japan. Students study some of the ideas, narratives, events, and dynamics that shaped East Asian societies before the modern age.                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify the distinguishing features of different cultures and civilizations in pre-modern East Asia.
2. Explain key cultural concepts in traditional East Asia.
3. Describe themes and issues related to the history in question.
4. Reference written and visual sources from East Asian history.
5. Connect sources conveying different perspectives to answer socio-historical questions that are relevant to the region and the larger world.
6. Illustrate claims and interpretations of issues in East Asian history.
7. Employ evidence to support or question arguments.

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

|                        |     |                      |     |   |
|------------------------|-----|----------------------|-----|---|
| Final exam:            | 35% | Assignments:         | 30% | % |
| Quizzes/tests/midterm: | 20% | Holistic assessment: | 15% | % |

**Details:**

Assignments: 4 short essays on primary and secondary sources (30%)  
Holistic assessments include in-class contributions and presentation

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

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

Teaching will be conducted with a combination of lectures and small group discussion. Visual materials, such as painting and video, will be introduced. Apart from reading the basic textbooks, students will also be encouraged to interpret history from literary sources.

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

| Type                                                             | Author or description                    | Title and publication/access details                                                                          | Year |
|------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------|------|
| <i>Chapters and excerpts within fair use from the following:</i> |                                          |                                                                                                               |      |
| 1. Other                                                         | Sima Qian and Raymond S. Dawson          | The First Emperor: Selections from the Historical Records, Oxford University Press                            | 2007 |
| 2. Other                                                         | Stephen Owen                             | An Anthology of Chinese Literature: Beginnings to 1911, W. W. Norton                                          | 1996 |
| 3. Other                                                         | Wendy Swartz, et al. eds.                | Early Medieval China: A Sourcebook, Columbia University Press                                                 | 2014 |
| 4. Other                                                         | Marvin Marcus, ed.                       | Japanese Literature: From Murasaki to Murakami, Columbia University Press                                     | 2015 |
| 5. Other                                                         | Keller Kimbrough and Haruo Shirane, eds. | Monsters, Animals, and Other Worlds: A Collection of Short Medieval Japanese Tales, Columbia University Press | 2018 |
| 6. Other                                                         | Wm. Theodore de Bary, et al. eds.        | Sources of East Asian Tradition, vol. 1, Columbia University Press                                            | 2008 |

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

None

**Course Content and Topics**

Unit 1: Formation of a civilization in China

- Early China
- Ideas in ancient China
- Qin unification
- Han empire
- Divided realm after the Han

Unit 2: Divergent historical paths?

- Early Japan and Korea
- Narrative, ritual, and monarch in ancient Japan
- Medieval Japan
- Gender in traditional East Asia
- Late Imperial China
- Towards early modernity in Japan

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and HIST 331 course reviewer

Date: 7 January 2025

**Subject: Proposal for revision of HIST 331 Rebels, Reformers, and Realists: British North America, 1837-1867**

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

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

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

2. Rationale for change: The course is scheduled for 6-year review. The topics and assignment structure have been revised to reflect updated historiography and pedagogical methods.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): No significant changes, but greater specificity on some points.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NO

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

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course description makes more explicit that it will address important moments in Indigenous-newcomer relations. Newcomer mining activities in the Great Lakes region during the era in question demonstrated the risk attached to colonial self-government where obligations to Indigenous nations were concerned. The course offers the opportunity to consider the role of the Crown in concluding the 1850 Robinson Treaties—treaties that were unique insofar as they promised an ongoing share of resource revenue, and which have been the subject of ongoing high-profile litigation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course offers a number of methods for assessment, incorporating written elements, discussions, debates, and presentations.  
In this sense, it captures diverse areas of student strength, optimizing opportunities for students to excel. Student choices for essay topics and other course work allow wide latitude within the general theme. For example, although the course is defined in primarily political terms, topics and readings embrace topics that might vary widely. Some students might opt to consider religious diversity in British North America; others might focus on Black migration and the Underground Railway that flourished during this era; some readings focus on the nature of Crown-Indigenous relations and the example of the 1850 Robinson Treaties, and students might opt to do more work on this important theme. Special requirements can be accommodated- with the support of the CAS.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): N/A. All course materials are available online via UFV's library or open access.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 331                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Rebels, Reformers, and Realists: British North America, 1837-1867                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> British North America, 1837-67                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Choose an item. Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will analyze key political developments in British North America from 1837 to 1867. This will include the Rebellions of 1837-38, the union of the Canadas, Indigenous-newcomer relations, the transition to colonial self-government, and Confederation.                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze the impact of major events and individuals in British North America, 1837 to 1867.
2. Identify principal historiographical themes in this period.
3. Analyze primary and secondary sources in historical context.
4. Communicate an argument based on analysis of historical evidence in oral and written form.

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

|              |     |   |   |
|--------------|-----|---|---|
| Final exam:  | 15% | % | % |
| Assignments: | 85% | % | % |

**Details:**

Assignments: biographical presentation (10%), essay proposal (10%), essay (20%), primary source analysis (15%), discussion contribution and prep (20%), debate (10%)

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

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

Teaching methods will include lectures, discussions, in-class debates, and the use of audio-visual materials

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

| Type               | Author or description                                                 | Title and publication/access details                                                                                                                                                | Year |
|--------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Janet Ajzenstat and Gerald M. Craig, eds.                             | Lord Durham's Report                                                                                                                                                                | 2006 |
| 2. Online resource | Primary source material from Early Canadiana Online and other sources |                                                                                                                                                                                     |      |
| 3. Online resource | Selection of articles and book excerpts available via UFV databases.  | An example might include <i>Revolutions across Borders: Jacksonian America and the Canadian Rebellion</i> , ed. Maxime Dagenais and Julien Mauduit, McGill-Queen's University Press | 2019 |
| 4. Online resource | Dictionary of Canadian Biography online                               |                                                                                                                                                                                     |      |
| 5.                 |                                                                       |                                                                                                                                                                                     |      |

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

None

**Course Content and Topics**

- Political institutions and culture in British North America
- Rebels: the Rebellions of 1837
- Durham's mission and renewed rebellion
- Reformers: the Durham Report and its context
- The union of the Canadas
- The hinge of the imperial relationship
- Colonial self-government
- The Anishinaabe Nations and the Crown: the 1850 Robinson Treaties
- Religion and Republicans: the growth of Canada West, Protestant-Catholic sectarianism, and annexationism
- Realists: political machinations in the United Canadas
- Three weddings and a divorce: a pragmatic Confederation
- Ideology and Confederation

## Memo for Course Changes

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Eiji Okawa, HIST 385 course reviewer

Date: January 21, 2025

**Subject: Proposal for revision of HIST 385 Imperialism and Colonialism in Modern East Asia**

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

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

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

2. Rationale for change: 6-year revision to update content; [calendar description updated to be in active voice; learning outcome descriptions, texts and resources, evaluation methods, and course content updated.](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): LOs 1, 3, and 2 contribute to ILOs 2 or competency in critical examination; LOs 2 and 8 are tied to ILO 6 as students will develop a nuanced understanding of a globally important area with awareness of the complex relation between past and present; LO 5 promote ILO 4 or the ability to lead collaboratively with peers, and LOs 6 and 7 are tied to ILO 3 and promote effective communication skills.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course is designed to cultivate an in-depth understanding of the complexity of colonialism in the context of

modern East Asia. Often, colonialism is grasped and represented in overtly simplified ways, and this course challenges simplistic representations to consider the deeply constitutive ways in which colonialism and colonial forces operate historically, with a premise that a complex and pluralized understanding of colonialism is necessary to further our mission to decolonize and Indigenize. Mindful of recent trends in studies of colonial modernity in East Asia, the course uses but also relativizes a sharp binary of “colonialism versus resistance” and pursues open-ended inquiries into the complex ways in which interests, meanings, and identities were negotiated through various mediums and institutions to reproduce and challenge colonial conditions. Themes explored include agency and colonial strictures, the conundrum of translating narratives and ideas into colonial languages and vice versa, literature and identity, Indigeneity and modernity, “collaboration” and its moral-historical implications, contested application of modern property regime, social practice and activism, art and artistic connoisseurship, education, and disruptions caused by the imposition of allegedly universal and Eurocentric legal regime known as the International Law that was underwritten with all sorts of cultural assumptions that were foreign to communities in East Asia. Materials on these themes focus on writings, oral histories, artworks, literature, film, and newspaper articles produced by colonial subjects and Indigenous peoples, and with such materials, the course promotes a critical understanding of colonial spaces and of complex positions and ways of being/doing of colonial and Indigenous subjects.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? To create an inclusive learning space that supports different learning styles of students, the course adopts a Create Learning activity, which is an interactive learning session led by peers. With an assigned source, each student, typically working in a pair, develops a learning material for fellow students to work with in a group of about ten students. They have 45 minutes and the freedom to choose how they design and deliver their content: a traditional discussion session with a discussion aim and a set of questions; a presentation on the reading followed by other activities like a debate in which students take sides and defend their positions; quiz using textual and visual material; role playing activity; etc. This creates the opportunity to include all students as active contributors to our collective learning experience while allowing them to tap their own sets of skills, interests, and experiences. Afterwards, they individually write a reflection on their session, outlining their thoughts on how it went, what its joys and challenges were, what they got through the experience, and so on. This activity has been successful in allowing students to apply their creative prowess in their own distinctive ways in a setting that is supportive and safe.  
In some assignments, like the final project, students have the option of producing their works in forms other than traditional essays, such as such as podcast, video, art, or story. This flexibility allows students to develop their works in a way that suits their learning styles and preferences.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): no cost



ORIGINAL COURSE IMPLEMENTATION DATE: January 1996  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2031  
 Course outline form version: 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 385                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Imperialism and Colonialism in Modern East Asia                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Imperialism in East Asia                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine the process of empire building in East Asia by the major imperial powers and its impact in that region since the early nineteenth century.                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>30</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

HIST 385

University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Analyze key concepts and debates on the colonial history of East Asia.
2. Discuss the general contours of modern East Asian history, circa 1800 – 2000.
3. Illustrate the importance of context, evidence, perspective, and research in the study of history.
4. Employ multiple sources, both primary and secondary, to formulate and question interpretations and arguments.
5. Articulate questions, ideas, and interpretations in writing and speech.
6. Synthesize multiple data and perspectives to answer complex historical questions.
7. Articulate the relationship between the past and the present in the study of history.

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

|              |     |                      |     |  |   |
|--------------|-----|----------------------|-----|--|---|
| Project:     | 30% | Holistic assessment: | 20% |  | % |
| Assignments: | 50% |                      | %   |  | % |

**Details:**

Assignments: literature review (10%), ideas paper (20%), methods paper (20%)

Holistic assessment: contribution (5%), interactive learning session (15%)

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

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

Teaching method will combine classroom lectures and discussions of assigned readings. Relevant audio/visual materials will also be used.

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

| Type       | Author or description                                  | Title and publication/access details                                                                   | Year |
|------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------|
| 1. Book    | Nayoung Aimee Kwon                                     | Intimate Empire: collaboration and colonial modernity in Korea and Japan (Duke University press, 2015) | 2015 |
| 2. Book    | Kirsten Ziomek                                         | Lost Histories: Recovering the Lives of Japan's Colonial Peoples (Harvard U. Asia Center)              | 2019 |
| 3. Book    | Kate McDonald                                          | Placing Empire: Travel and the Social Imagination in Imperial Japan (University of California Press)   | 2017 |
| 4. Book    | Matthew P. Fitzpatrick                                 | Colonialism, China, and the Chinese (Routledge)                                                        | 2019 |
| 5. Journal | Forum: Anti-Colonialism in Asia: The Centenary of 1919 | Journal of Asian Studies 78/2                                                                          | 2019 |

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

None

**Course Content and Topics**

Unit 1: Shaking up a regional-global order

- A preliminary look
- Civilization and sovereignty: new international norms
- Perception and positions in flux: Korea and Japan in the late 19th century
- Establishing a colony: the Japanese colonization of Korea

Unit 2: Colonial spaces and dynamics

- Resistance
- Indigeneity
- Social practice and law
- Education
- Literature and identity
- Art
- Political power and cultural productions
- Reconciliation?

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Sebastian Huebel, HIST 420 course reviewer

Date: January 16, 2025

**Subject: Proposal for revision of HIST 420 World War II**

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

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

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

2. Rationale for change:

- 6 year review
- course title change to The Second World War to reflect the term most widely used in historical scholarship and used in similar university courses.
- Updating some course resources
- Minor revisions of course content

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): -No significant changes, but greater specificity on some points and changes to reflect the revised course title.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? --- no
5. Which program areas have been consulted about the change(s)? --- none
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Much of the learning is predicated on traditional Indigenous principles such as engagement and conversation. Students are encouraged to inquire about the past and respond to analytical questions to help them reach the Learning Objectives actively and on their own. Through class discussions and debates in Learning Circles, students will acquaint themselves with multiple perspectives and viewpoints and learn how to share and respect one another's viewpoints. Further emphasis will be placed on stories, historical primary sources, in writing and through oral (recorded) formats for students to better appreciate the personal-human aspects of history and empathize with the importance of learning lessons from the past.

In terms of content, this class takes global and holistic views (and not Eurocentric ones exclusively). The Asian theatre during WW2 comprises an important part of this course and questions of race, ethnicity and subjugation incl. colonization (by imperial Japan and Nazi Germany, to name two as well as forms of military and other resistance by the various subjugated peoples will get discussed in detail.

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

Pedagogically, the course strives to foster an inclusive and safe work environment that is based on mutual respect, inclusivity and reciprocity among students and the instructor. As students showcase a diverse range of needs and skills, students will be able to make use of different means of learning to contribute to the course and achieve Learning Outcomes. This includes oral participation in class, student-led presentations and discussions, written assignments including personal reflection pieces.

In terms of content, students will be exposed to a diverse range of historical topics, perspectives and geographies including a range of countries, languages and cultures that will foster a learning environment that is based on equity, diversity and inclusion. Students will develop a sensitivity for these subjects through the closer study of World History and the failed peace initiatives and diplomacy leading up to World War II.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)  
n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50-100



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 420                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> The Second World War                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> The Second World War                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>The largest war in history, the Second World War largely shaped the world we know today. This course takes a global approach to study in detail the origins, events, and outcomes of the Second World War, incorporating military, political, economic, social, and cultural perspectives. Topics are evenly divided between the European theatre, including the German conquest of Poland and Western Europe, the struggle between Germany and the Soviet Union, and the final liberation of Europe made possible by the Allies, and the military campaigns in Asia and the Pacific, including Japan's war in China and southeast Asia and eventual defeat following the first ever use of nuclear weapons. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                                                                                                                                                                                             |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze key themes in the history of the Second World War using a global perspective.
2. Investigate the origins and conduct of the Second World War, on both the battle fronts and the home front.
3. Debate themes and issues related to the history in question.
4. Present arguments and ideas to an audience
5. Create and facilitate discussions during seminars based on assigned readings.
6. Analyze historiographical debates on the subject.
7. Explain the importance of context, evidence, perspective, and research in the study of history to diverse audiences.
8. Utilize multiple primary and secondary sources.

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

|             |     |                      |     |              |     |
|-------------|-----|----------------------|-----|--------------|-----|
| Final exam: | 25% | Holistic assessment: | 45% | Assignments: | 30% |
|             | %   |                      | %   |              | %   |

**Details:**

Holistic assessment: presentation and discussion (15%), reading reflections (15%), participation (15%)

Assignments: term paper proposal (5%), term paper (25%)

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

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

Teaching methods will include lectures and the use of audio-visual materials, but the discussion of readings and other materials will be emphasized in the seminar format of the course.

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

| Type        | Author or description          | Title and publication/access details                                                 | Year |
|-------------|--------------------------------|--------------------------------------------------------------------------------------|------|
| 1. Book     | Ian Kershaw                    | Fateful Choices                                                                      | 2007 |
| 2. Textbook | Story                          | Concise Historical Atlas of World War Two                                            | 2006 |
| 3. Book     | Haruko & Theodore Cook         | Japan at War – An Oral History                                                       | 1992 |
| 4. Textbook | Richard Overy                  | The Oxford Illustrated History of World War II                                       | 2015 |
| 5. Book     | Sonke Neitzel & Harald Weltzer | Soldaten: On Fighting, Killing and Dying: The Secret WWII Transcripts of German POWS | 2012 |
| 6. Book     | Gottlob Bidermann              | In Deadly Combat                                                                     | 2000 |

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

None

**Course Content and Topics**

- Course introduction
- The origins of the Second World War
- Germany's early victories, 1939-1941
- The war in Asia: Japan's early victories
- Britain, the Atlantic, North Africa, and forging an alliance
- The Eastern campaign, 1941-1943: Blitzkrieg, Stalingrad and the Battle of Kursk
- The downfall of the Third Reich, 1943-1945: D-Day and the race to Berlin
- The Pacific War: midway to the atom bomb
- Total war: the home front and war economics
- The war on civilians: race and atrocity
- Culture, media, and propaganda in the Second World War
- Gender in the Second World War
- Legacies: a New World Order?

**Memo for Course Changes**

To: CACC, UEC

From: Barbara Messamore, History Dept. Curriculum Committee Chair and Scott Sheffield, HIST 431 course reviewer

Date: January 21, 2025

**Subject: Proposal for revision of HIST 431 Canada and the World**

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

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

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

2. Rationale for change:

A)-Calendar Description: During the last round of reviews, the institution required calendar descriptions to be reduced to a small maximum character size which did not enable much elaboration of the course design/content/coverage that students could expect. This has been redrafted to more accurately inform students of what the course covers.

B)-Learning Outcomes: have been revised to bring them into line with the current program and broader institutional learning outcomes.

C)-Delivery methods and/or texts and resource materials: has been revised to bring up to date with current text options, though in the last few years, only PDF course readings uploaded to Blackboard have been used, and no required text has been assigned. The publication of the new Chapnick-McKerchar (2024) text may change this going forward.

D)-Course Content and Topics: These have also been revised to reflect the evolution in the weekly construction of the course.

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

Learning outcomes have been made more precise with reference to course content. The general thrust of the course LOs, however, continues to respect both the revised History Program LOs

(revised 2022) and institutional LOs by addressing the knowledge and skills associated with the discipline of history while putting those skills into a broader context of understanding how social and political contexts in Canada shape its relations with the wider world and vice versa.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not connected to any other program.
5. Which program areas have been consulted about the change(s)? None formally, though I have spoken with Political Science about the idea of offering this course in the Fall semester going forward, and them offering their upper-level Canadian Foreign Policy course in the Winter term. The idea is that there is likely an overlap in audience for these classes; we can advertise them jointly to our mutual benefit, and there is a logical progression from historical to contemporary examination of the subject.
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - History 431 did not initially engage Indigenous topical issues given it was an outward looking perspective. However, in response to the increasing influence of global Indigenous political power and activism, often articulated as the Fourth World it is important for students to engage with the roots and historical development of Indigenous international activism. Indigenous peoples have proved adept at engaging the global community, finding allies, and creating leverage to apply to Canada in a long battle for recognition, Aboriginal rights and title, autonomy, and self-governance, and especially the achievement of the UNDRIP. Not only this, but Canada's international image and identity have been increasingly shaped by acknowledgment of residential schooling, the Sixties' Scoop, and other practices in its dealings with Indigenous societies that reflect poorly on the country and its legacy. This material includes work by Indigenous authors such as Rudolph R yser.
  - In delivering the learning experience, the course will prioritize the principles of reciprocity valued in some Indigenous pedagogy. It refers to the instructor learning from the students, or students playing crucial roles in shaping the learning experience of the entire class. In every class, students will be encouraged to take part in organic conversation in the classroom where their views and comments will be actively harnessed to enrich and diversify the classroom experience. The basic premise of a fully-seminar class such as this one is that students' views merit serious consideration in order to expand and diversify perspectives and understanding beyond what is presented by the instructor.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The course is designed to foster an inclusive and supportive learning environment, where all students are respected for who they are, feel safe, and have opportunities to succeed in their own ways. Almost the entire class time is taken up in group discussions, which are designed to enable each student to take an active role in shaping their learning. Discussion questions, which are produced by the students based on the readings each week, are open-ended and empower students to respond and steer their discussion as they deem appropriate.

-The course materials are made available via PDF format on Blackboard ensuring ease of access in different formats for diverse learners.

-Topic selection has evolved for the course in ways that open the discussion to a more diverse student body, and a more critical reading of notions of race, power and privilege in this historical content. In recent years, more space has been made for subjects and readings that encourage students to confront the racial and colonial underpinnings of Canada's place in the world after Confederation. These factors continued to shape the policy development and perception of the world order through the mid-twentieth century. For example, Canadian leaders throughout the first half of the Twentieth century subtly, and not-so-subtly, articulated 'whiteness' in the way they positioned Canada on the global stage as one of the English-speaking nations – a group perceived as a force for good, peace and stability. The latter half of the century saw Canada become an increasingly internationalist player on the global stage at the UN, via peace keeping, and offering itself as a friend to decolonising countries in Africa and Asia, but all within the framework of our positionality as a committed Cold Warrior, and in which Canadian corporate entities conducted themselves in the Global South in neo-colonial and exploitative ways.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): None.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 431                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canada and the World                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Canada and the World                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department/School:</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine Canadian foreign policy and how Canadians' understanding of their place in the world has intertwined with domestic politics and notions of Canadian identity, from Confederation to the post-Cold War era.                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 9 credits of lower-level history and any 300-level history course.                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> February 7, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

HIST 431

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

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

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

1. Explain key components in the history of Canada's role in the global context.
2. Debate themes and issues related to Canada's historical position in the world from a variety of perspectives.
3. Critique the historiographical debates on Canada's place in the world.
4. Assess the interrelationship of internal social and political context to foreign policy, and international context to domestic affairs.
5. Analyze the history of Canadian foreign relations using both primary and secondary sources.
6. Write using historical disciplinary conventions and consciousness.

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

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

**Details:**

Seminar participation (15%), seminar questions (3x5%; 15%), major essay (40%), presentation (10%), annotated bibliography and outline (20%)

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

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

Teaching methods will include seminar discussions, audio-visual materials, and student presentations.

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

| Type        | Author or description                   | Title and publication/access details                                                                                                                                                                                                             | Year |
|-------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Bothell, R.                             | Alliance and Illusion: Canada and the World 1945-1984                                                                                                                                                                                            | 2007 |
| 2. Textbook | Bratt, D and Christopher J Kukucha eds. | Readings in Canadian Foreign Policy: Classic Debates and New Ideas                                                                                                                                                                               | 2006 |
| 3. Textbook | Adam Chapnick and Asa McKerchar         | Canada First, Not Canada Alone: A History of Canadian Foreign Policy                                                                                                                                                                             | 2024 |
| 4. Article  | Rudolph Ryser                           | Breakpoint: Fourth World Nations' International Resistance to Canada during Patriation," <i>BC Studies</i> 212 (Winter 2021-22):103-128                                                                                                          | 2022 |
| 5. Article  | Leah Sarson                             | "Becoming Comfortable Being Uncomfortable: Canadian Foreign Policy and Indigenous Global Politics," <i>Canadian Foreign Policy: Reflections on a Field in Transition</i> , eds. Brian Bow and Andrea Lane. University of British Columbia Press. | 2020 |

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

None

**Course Content and Topics**

- Introduction
- Between the eagle and the lion, 1867-1911
- Canada and the relationship with the empire, 1896-1914
- The Great War and Canadian emergence on the world stage, 1914-1919
- Canada and the Commonwealth, 1918-1939
- The 1930s, the League of Nations, and the descent into war
- The Second World War
- Canada and the New World Order, 1945-49
- Canada after 1945: Cold Warrior or liberal internationalist, 1945-1963
- Vietnam, Pearson, and Trudeau, 1960s-70s
- Canada, the Global South, and the Fourth World, 1960s-2000
- From Cold War to post-Cold War

## Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date: February 5, 2025

**Subject: Proposal for revision of PSYC 101 Introduction to Psychology I**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. **Rationale for change:** The course description and the learning outcomes have been revised to include more specific detail, both for students and for transfer, and to update the wording to the current standard. Typical course content had previously been worded based on the chapters of a specific textbook, so the wording has been changed to be a better description of the subfields. PLAR option has been updated as previous form did not have a PLAR section.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** Learning outcomes have been updated for clarity and an additional learning outcome has been added to reflect Indigenous content.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** This course is a service course to other programs, but as these changes are mostly to improve the representation of the content, they will not be affected.
5. Which program areas have been consulted about the change(s)? N/A
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)?** Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The psychology department is engaged in an ongoing process of creating a pool of Indigenous resources to be used by all introductory psychology instructors. Instructors will include Indigenous content in modules throughout the course. The research and resources will be authored primarily by Indigenous scholars and selections will emphasize themes of growth, resilience, and reconciliation.

Here we include some sample content drawn from our pool of resources. Given that we have so many instructors who teach this course, content will vary, and thus, we didn't want to list it all in the official course outline.

Examples of content:

Ball, J. (2009). Fathering in the shadows: Indigenous fathers and Canada's colonial legacies. *The Annals of the American Academy, AAPSS* (624), 29-48. DOI: 10.1177/0002716209334181

First Peoples Principles of Learning (developed by FNESC of BC). <https://www.fnesc.ca/first-peoples-principles-of-learning/>

Geia, L.K., Hayes, B., & Usher, K. (2013). Yarning/Aboriginal storytelling: Towards an understanding of Indigenous perspective and its implications for research practice. *Contemporary Nurse* (46), 13-17. DOI: [10.5172/conu.2013.3288](https://doi.org/10.5172/conu.2013.3288)

Hunt, C., Michalak, A., Lefkimmatis, C., Johnston, E., Macumber, L., Jocko, T., Ouchterlony, D. (2018). Exploring concussion awareness in hockey with a First Nations community in Canada. *Public Health Nursing*, 35(3):202-210.

Keightley, M.L., King, G.E., Jang, S.H., White, R.J., Colantonio, A., Minore, J.B., Katt, M.V. et. al (2011). Brain injury from a first nations' perspective: Teachings from elders and traditional healers. *Canadian Journal of Occupational Therapy*, 78(4):237-245.

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

Introductory psychology is taught from a variety of perspectives and examines a wide range of psychological issues. Instructors incorporate diverse cultural and minority group issues into course content. Students are assessed using a variety of mixed evaluation methods. Students are encouraged to engage in self-reflection and bring their own personal experiences into their learning. One or more sections use a zero-cost online resource as a textbook; instructors are encouraged to adopt no-cost textbooks. This course is regularly offered in all formats; in-person, hybrid, and online to accommodate individual student preferences.

- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A**
- 9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** From \$0 (free online textbook) to \$150 (new textbook with publisher website access).

**CWC comment and response (also applies to PSYC 102):**

- Pre-Check is aware that the 4% mark for research participation exists in the current official course outline, but would like to know how this is presented in the syllabus so it is clear to students that this is not mandatory. Also, does this mean they must participate in one, or multiple projects for their 4%? And what the options are for those who chose not to participate?

*We will include the 4% research participation in the "Assignments" category as it does really fulfill an assignment. For this assignment, students have the option of actively participating in research studies or observing research studies (posters or video presentations); both of which are tied to the learning outcome #2: Explain the strengths and limitations of basic research methods of psychology at an introductory level.*

*Attached are the standard instructions that are provided to introductory students. Students are free to choose either option (participate or observe).*

**UFV Psychology Research Experience Credit Information*****What is the Research Experience Credit?***

UFV Psychology students enrolled in PSYC 101 and/or PSYC 102 are expected to fulfill a research experience assignment worth 4% of the final course grade---the equivalent of one letter grade. This exercise is designed to expose introductory students to one of the most fundamental and important learning outcomes in this discipline: how research is conducted in psychology.

***How do I participate in the Research Experience Assignment?***

There are two streams of the Research Experience Assignment to choose from to obtain your research experience credit.

1. You can take part directly in research being conducted in the Psychology department as a participant.
2. You can complete an observational learning assignment on research materials provided to you by the Psychology department.

*What you need to do for OPTION 1:* you may choose from a selection of research studies being conducted during the semester of your enrollment in PSYC 101 or 102. You may participate in online or in-person studies to complete your research participation credits.

Online Studies:

Each online 30-minute study is worth 1 credit. Sometimes a study is worth more than 1 credit if it is expected to take more than 30 minutes. You receive 1% for each of the first two credits, and 2% for the third credit, so completing three 30-minute studies will result in the full 4%.

In-Person Studies:

If you participate in an in-person study on campus, you will receive an additional 1 credit for taking part in that study. Thus, you will receive 2 credits for participating in a 30 minute in-person study. Sometimes a study is worth more credits if it is expected to take more than 30 minutes. You receive 1% for each of the first two credits, and 2% for the third credit, so completing two 30-minute in-person studies will result in the full 4%.

***\*\*\*If you are enrolled in BOTH PSYC 101 AND PSYC 102, you MUST PARTICIPATE in the Research Experience Credit independently for EACH COURSE (PSYC 101 AND 102). Participation credits WILL NOT be applied to more than one course or more than one semester.\*\*\****

*What you need to do for OPTION 2:* you may choose from a selection of research-based presentations to observe which will take approximately 30 minutes to complete. Each of these presentations is worth 1% credit and will require brief responses to a set of questions about the presentation. Having completed your first 2 presentation observation assignments, the last assignment you complete will be valued at 2%, so IF YOU PARTICIPATE IN 3 OBSERVATIONAL ASSIGNMENTS, YOU WILL RECEIVE YOUR FULL 4% RESEARCH EXPERIENCE CREDIT.

**\*\*\*You may mix and match any 3 options from EITHER the ACTIVE RESEARCH PARTICIPATION stream (option 1) OR the OBSERVATIONAL LEARNING ASSIGNMENT stream (option 2) in order to obtain your full 4% Research Experience Credit.\*\*\***

### ***How do I sign up for the Research Experience Credit?***

We use the Sona Systems Experiment Management System for you to sign up for your Research Experience Credit and track your progress throughout the term. You can access the system at any time, from any computer or mobile device with a standard web browser. Here is how you sign-up:

1. Go to <http://ufv.sona-systems.com>
2. Click on *Create an Account* located on the front page of the site
3. Enter *Basic Personal* information
4. IMPORTANT!! Make sure to choose your correct Introductory Psychology section when signing up. If you do not choose the correct section, your instructor will not be able to assign credit to you.
5. An email will be sent to you with your userID/password (ensure your junk email filters will allow email from the administrator's email address listed on the request account page)
6. Once you have received your userID/password information, go back to the front page of the SONA site and enter this userID and password
7. Review and acknowledge the *Human Subject Policy for Research* (you only need to do this once)
8. Click on *View Available Studies* to select studies to participate in.

All research studies have ethics approval. Once you have participated in the study you signed up for and read/heard the study instructions, if you do not want to participate in the study, you can decline to participate and you will still receive your participant credit.

### ***Having trouble?***

Email **Tracy.Porter@ufv.ca**, Tracy administers the Sona site.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1978  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 101                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Psychology I                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Introduction to Psychology I                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to psychology with an emphasis on research methods. Topics include the history of psychology, brain structure and neural communication, learning, memory, and social behaviour. Additional topics from the following areas will be included: sensation and perception; consciousness; language, thought, and problem solving; and introductory statistics.                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Same as for ENGL 105; see ENGL 105 for details.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>None</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br>( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>( <i>If yes, the course will be offered under different letter designations representing different topics.</i> )<br>Directed Study course: <b>No</b><br>( <i>See <a href="#">policy 207</a> for more information.</i> )<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br>( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Describe the major theoretical perspectives of psychology.
2. Explain the strengths and limitations of basic research methods of psychology at an introductory level.
3. Describe the components of the nervous system and neural communication at an introductory level.
4. Apply principles of classical, operant, and observational learning.
5. Describe the types, mechanisms, and limitations of human memory.
6. Identify major constructs and research in social psychology.
7. Examine methods and research in Indigenous psychology.
8. Discuss selected research covered in two or more additional topics (sensation and perception; consciousness; language, thought, and problem solving; and introductory statistics).

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

|                |     |             |     |   |
|----------------|-----|-------------|-----|---|
| Assignments:   | 24% | Final exam: | 35% | % |
| Quizzes/tests: | 41% |             |     | % |

**Details:**

All sections will include a number of individual written assignments totaling 24%

All sections will normally include a 4% research participation or observation assignment. The research participation grade reflects participation or observation of departmental research studies.

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

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

Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

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

| Type               | Author or description           | Title and publication/access details                                                                                                                                    | Year |
|--------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Passer et al.,                  | Psychology: Frontiers and Applications                                                                                                                                  | 2023 |
| 2. Textbook        | Weiten, W.                      | Psychology: Themes and Variations                                                                                                                                       | 2021 |
| 3. Online resource | Noba Project Modules            | nobaproject.com                                                                                                                                                         |      |
| 4. Article         | Goodwill, O. A. & McCormick, R. | Giibinenimidizomin: Owning ourselves—Critical incidents in the attainment of Aboriginal identity. <i>Canadian Journal of Counselling and Psychotherapy</i> (46), 21-34. | 2012 |
| 5.                 |                                 |                                                                                                                                                                         |      |

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

**Course Content and Topics**

All sections of PSYC 101 will include 7-10 weeks of:

- Introduction to the history of psychology
- Research methods in psychology
- Nervous system structure and function: brain structure, neural communication
- Learning: classical conditioning, operant conditioning, observational learning
- Memory
- Social psychology

In addition, all sections of PSYC 101 will include 3-6 weeks of at least two of the following four topics:

- Sensation and perception
- Consciousness
- Language, thought, and problem solving
- Introduction to statistics

Most topics will include a segment from Indigenous psychology research.

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology

Date: February 5, 2025

**Subject: Proposal for revision of** PSYC 102 Introduction to Psychology II

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

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

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

2. **Rationale for change:** The course description and the learning outcomes have been revised to include more specific detail, both for students and for transfer, and to update the wording to the current standard. Typical course content had previously been worded based on the chapters of a specific textbook, so the wording has been changed to be a better description of the subfields. PLAR option has been updated as the previous form did not have a PLAR section.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** Learning outcomes have been updated for clarity and an additional learning outcome has been added to reflect Indigenous content.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** This course is a service course to other programs, but as these changes are mostly to improve the representation of the content, they will not be affected.
5. **Which program areas have been consulted about the change(s)?** N/A
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)?** Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The psychology department is engaged in an ongoing process of creating a pool of Indigenous resources to be used by all introductory psychology instructors. Instructors will include Indigenous content in modules throughout the course. The research and resources will be authored primarily by Indigenous scholars and selections will emphasize themes of growth, resilience, and reconciliation.

Here we include some sample content drawn from our pool of resources. Given that we have so many instructors who teach this course, content will vary, and thus, we didn't want to list it all in the official course outline.

Examples of content:

Ansloos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., McCormick, R., Harder, H., & Mushquash, C. (2019). Indigenous peoples and professional training in psychology in Canada. *Canadian Psychology / Psychologie canadienne*, 60(4), 265–280. <https://doi.org/10.1037/cap0000189>

O'Reilly, J., & Peterson, C. C. (2014). Scaling theory of mind development in Indigenous- and Anglo-Australian toddlers and older children. *Journal of Cross-Cultural Psychology*, 45(9), 1489-1501. <https://doi.org/10.1177/0022022114542285>

First Nations Information Governance Centre (<https://www.fnigc.ca/>)

Manitowabi, A. & Young, J. Z. (2024). Braiding Indigenous knowledges into brain health research: A holistic perspective. Canadian Science Policy Centre. <https://sciencepolicy.ca/posts/braiding-indigenous-knowledges-into-brain-health-research-a-holistic-perspective/>

Stewart, S. L. (2008). Promoting Indigenous mental health: Cultural perspectives on healing from Native counsellors in Canada. *International Journal of Health Promotion and Education*, 46(2), 49–56. <https://doi.org/10.1080/14635240.2008.10708129>

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

Introductory psychology is taught from a variety of perspectives and examines a wide range of psychological issues. Instructors incorporate diverse cultural and minority group issues into course content. Students are assessed using a variety of mixed evaluation methods. Students are encouraged to engage in self-reflection and bring their own personal experiences into their learning. One or more sections use a zero cost online resource as a textbook. This course is regularly offered in all formats; in-person, hybrid, and online to accommodate individual student preferences.

- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A**
- 9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** From \$0 (free online textbook) to \$150 (new textbook with publisher website access).



ORIGINAL COURSE IMPLEMENTATION DATE: January 1978  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 102                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Psychology II                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Introduction to Psychology II                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to psychology with an emphasis on research methods. Topics will include the history of psychology, motivation, emotion, development over the lifespan, personality, psychological disorders, and treatment of psychological disorders. Additional topics from the following areas will be included: applied psychology, intelligence, evolutionary psychology, and health psychology.                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Same as for ENGL 105; see ENGL 105 for details.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>None</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                        |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Describe the major theoretical perspectives of psychology.
2. Explain the strengths and limitations of basic research methods of psychology at an introductory level.
3. Identify the stages and key concepts of development across the lifespan.
4. Discuss the models for motivation and emotion and their role in psychological health and well-being.
5. Describe current conceptualizations of personality.
6. Identify categories of psychological disorders.
7. Describe treatment approaches aimed at improving the symptoms of psychological disorders.
8. Examine methods and research in Indigenous psychology.
9. Discuss selected research covered in two or more additional topics (applied psychology, intelligence, evolutionary psychology, and health psychology).

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 24% | Quizzes/tests: | 41% | Final exam: | 35% |
|              |     |                | %   |             | %   |

**Details:**

All sections will include a number of individual written assignments totaling 24%.

All sections will normally include 4% research participation or observation assignment. The research participation grade reflects participation or observation of departmental research studies.

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

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

Lectures. May also include seminars, and laboratory experiences. This course may also be offered online or as a hybrid.

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

| Type               | Author or description         | Title and publication/access details                                                                                                                                | Year |
|--------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook        | Passer et al.,                | Psychology: Frontiers and Applications                                                                                                                              | 2023 |
| 2. Textbook        | Weiten, W.                    | Psychology: Themes and Variations                                                                                                                                   | 2021 |
| 3. Online resource | Noba Project Modules          | nobaproject.com                                                                                                                                                     |      |
| 4. Article         | O'Reilly, J., Peterson, C. C. | Scaling theory of mind development in Indigenous- and Anglo-Australian toddlers and older children. <i>Journal of Cross-Cultural Psychology</i> , 45(9), 1489-1501. | 2014 |
| 5.                 |                               |                                                                                                                                                                     |      |

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

All sections of PSYC 102 will include 7-10 weeks of:

- Introduction to experimental and applied psychology
- Introduction to the history of psychology
- Research methods in psychology
- Motivation and emotion
- Development over the life span
- Personality
- Psychological disorders
- Treatment of psychological disorders

In addition, all sections of PSYC 102 will include 3-6 weeks of at least two of the following topics:

- Applied psychology
- Intelligence
- Evolutionary psychology
- Health psychology

Most topics will include a segment from Indigenous psychology research.

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

**Subject: Proposal for revision of PSYC 309: Psychology of Music**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. **Rationale for change:** The changes to the calendar description and to the learning outcomes provide clarity and/or meet the recommendations for official course outlines. The text options have been updated.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** Learning outcomes have been revised to reflect the manner in which the new course designer teaches the course. Updated learning outcomes encourage application of knowledge, critical evaluation and reflection. Learning outcomes engage students with Indigenous and global knowledge systems.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** No
5. **Which program areas have been consulted about the change(s)?** N/A
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)?** Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Indigenous content is included in topics such as the social/cultural role of music and cases studies. This course is largely discussion based and includes reflection on the role of music

within a variety of cultures, including Indigenous ways. For example, the following content is included:

Mehr et al (2018). Form and function in human song. *Current Biology*, 28(3), 356-368

This article studies song from Indigenous cultures around the world (as well as non-Indigenous cultures). The goal of this paper is to identify universals/idiosyncrasies in human music. Participants in this study reflect a global sample, coming from 38 different countries with a mixture of low and high Human Development Indices.

Hilton et al. (2022). Acoustic regularities in infant-directed speech and song across cultures. *Nature Human Behaviour* 6(11), 1545-1556

This article documents infant-directed song and speech from Indigenous and non-Indigenous cultures around the world (ex. Tsimané, Mentawai Islanders, Hadza, Finland, and Beijing, among other cultures). The goal of this paper is to study acoustic universals/idiosyncrasies in how humans speak and sing to infants.

7. **How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?** Course design includes multiple perspectives of music and culture and welcomes a diversity of student perspectives on this topic. Varied assignments encourage students to examine course topics through multiple lenses. Currently, no textbook costs are incurred for this course. Students have flexibility in when they submit certain assignments across the semester, which provides them with additional control over their schedule and some choice as to which content they wish to engage with most deeply. Peer review is also used to give students an opportunity to receive feedback on drafts of their work. This promotes respectful engagement.
8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.** N/A
9. **Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** \$0-150 for the textbook.

## CWC comment and response:

- Evaluation methods should align to specific learning outcomes. What learning outcomes are the participation and peer review aligned with?

*Participation and peer review are key methods for meeting a number of learning outcomes. More specifically, in-class participation often involves peer-to-peer discussion of research articles, so students practice summarising research findings to one another (learning outcome 1), generating research questions and appropriate methodology through whole-group discussions led by the instructor (learning outcome 3), and critically evaluating debates in music psychology via jigsaw-style discussions (learning outcome 4). Similarly, peer review allows for refinement of research questions and methodological considerations in music psychology (learning outcome 3).*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2026  
 COURSE TO BE REVIEWED (six years after UEC approval): May 2031  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 309                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to the Psychology of Music<br><b>Course Short Title:</b> Intro to Psychology of Music                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An interdisciplinary introduction to research in the psychology of music. Students examine the physical, perceptual, cognitive, social, and emotional properties of music; music processing in the brain; the evolution of music, learning, and memory in music; and development of music perception and production. A basic understanding of music may be helpful but is not required.                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 university-level credits including PSYC 101 and 102.                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 200R</b><br>Cross-listed with: <b>None</b><br>Equivalent course(s): <b>None</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Summarize the main areas of research and findings in the psychology of music literature.
2. Describe the key aspects of music perception and production.
3. Generate research questions and experimental methodologies based on psychology of music theory.
4. Critically evaluate current debates within the literature, such as evolution and music, cross cultural universals, and the relationship between music and emotion.
5. Apply current research findings in music psychology to real world and therapeutic contexts.
6. Describe neurobiological and physiological bases of music perception and production.
7. Examine the psychology of music in global context, including music in Indigenous culture.

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

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

**Details:**

Assignments: in-class activities/assignments (10%), participation (10%), peer review (10%), research paper (20%)

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

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

Lectures, guest lectures, presentations, participatory experiential exercises, smaller and large group discussion, online instruction, accessing local community resources.

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

| Type       | Author or description | Title and publication/access details                                                                                                                                                                                                             | Year |
|------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Article | Mehr et al.           | Form and function in human song. <i>Current Biology</i> , 28(3), 356-368                                                                                                                                                                         | 2018 |
| 2. Article | Hilton et al.         | Acoustic regularities in infant-directed speech and song across cultures. <i>Nature Human Behaviour</i> 6(11), 1545-1556                                                                                                                         | 2022 |
| 3. Article | Zatorre               | Musical pleasure and reward: mechanisms and dysfunction. <i>Annals of the New York Academy of Science</i> , 1337 I(1), 202-211                                                                                                                   | 2015 |
| 4. Article | Sakaguchi et al.      | Relationship between musical characteristics and temporal breathing pattern in piano performance. <i>Frontiers in Human Neuroscience</i> . 10<br><a href="https://doi.org/10.3389/fnhum.2016.00381">https://doi.org/10.3389/fnhum.2016.00381</a> | 2016 |
| 5. Article | Savage et al.         | Music as a coevolved system for social bonding. <i>Behavioral and Brain Sciences</i> . 44. Doi: 10.1017/S0140525X20000333                                                                                                                        | 2020 |

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

- Introduction to the psychology of music, research methods, and design issues
- Cognitive neuroscience of hearing and music
- Psychoacoustic and music perception
- Evolutionary origins of music
- Universality of music
- Psychophysiology of music perception and performance
- Music and language
- Infant directed music and singing
- Auditory rhythm perception in infants
- Interpersonal synchronization and music
- Musical disorders and applications of music in therapeutic settings
- Music, emotion, and altered states of consciousness
- Comparative music psychology

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date: February 10, 2025

**Subject: Proposal for revision of PSYC 429: Heuristics, Biases, and Critical Thinking**

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

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

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

**2. Rationale for change:** Title was changed to be more explicit regarding course content. Changes to the calendar description were to improve overall clarity. Learning outcomes were revised to reflect student activity and Indigenization. Resource materials were updated to reflect current content.

**3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** N/A as there are no substantial changes.

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

**5. Which program areas have been consulted about the change(s)?** None

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

Content has been updated to include Indigenous issues. At least one unit within the course will explicitly address the rootedness of much of the material of the course in Western epistemologies and will point to the possibility of Eastern and/or Indigenous epistemologies addressing blind spots in the current perspective. Throughout the course, the importance of cultural perspectives is discussed. Indigenous ways of learning are included in the course through the assignments; students

are asked to reflect weekly on the readings and write about their own personal experiences and interpretations of the material. Students are encouraged to share their experiences in the class discussions. In addition, for the written paper in the course, students are welcomed to select any topic as it relates to the course, and they have choice in whether they review the literature on their topic or propose a study to investigate their topic.

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

This course reflects principles of EDI in a variety of ways. This course is largely discussion based, and students are encouraged to actively contribute to the conversation and provide their lived experiences. Assessments for this course are varied and encourage students to examine and reflect upon aspects of the content from their own perspectives and individual experiences.

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

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

Students will need to buy two mass market paperback books for an approximate total cost of \$30-\$40.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** January 2026  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 29/08/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 429                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Critical Thinking and Psychology                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Critical Thinking & Psychology                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department/School:</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the psychology of human thinking, with special emphasis on how those ways of thinking often lead us into error. Students learn tools for thinking that are intended to reduce the frequency of error in real-world contexts.                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 60 university-level credits including PSYC 202 and PSYC 221.                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 491T</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> March 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 14, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze judgments to identify erroneous judgments and logical fallacies.
2. Use bias-reduction techniques to analyze contemporary issues.
3. Analyze a range of judgment and problem-solving tasks for their potential for bias.
4. Apply basic Bayesian updating methodologies.
5. Select thinking techniques for solving a variety of problems.
6. Assess the rootedness of critical thinking in Western ways of knowing and reflect on alternative perspectives.

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

|                        |     |              |     |   |
|------------------------|-----|--------------|-----|---|
| Final exam:            | 25% | Assignments: | 40% | % |
| Quizzes/tests/midterm: | 20% | Project:     | 15% | % |

**Details:**

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

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

Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.

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

| Type       | Author or description | Title and publication/access details                                                                                | Year |
|------------|-----------------------|---------------------------------------------------------------------------------------------------------------------|------|
| 1. Book    | Kahneman, D.          | Thinking fast and slow                                                                                              | 2011 |
| 2. Book    | Levitin, D.           | Weaponized lies                                                                                                     | 2016 |
| 3. Book    | Gigerenzer, G.        | Rationality for mortals                                                                                             | 2008 |
| 4. Article | Broadhead and Howard  | Confronting the contradictions between Western and Indigenous science                                               | 2021 |
| 5. Article | Nesterova, Y.         | Rethinking environmental education with the help of indigenous ways of knowing and traditional ecological knowledge | 2020 |

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

**Course Content and Topics**

- Considerations regarding critical thinking, heuristics, biases, and the functions of beliefs
- Evaluating numbers and introduction to Bayes' theorem
- Evaluating verbal arguments and the nature of science
- Introduction to cognitive biases and the roles of automatic and controlled processing
- Overconfidence and prospect theory
- Story bias, framing and fluency effects
- An ecological approach to heuristics
- Social psychological influences on thinking
- Ideology and bias
- The role of culture and the limitations of the Western approach to critical thinking; consider alternative views including Indigenous ways of knowing
- Existential band-aids

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Dr. Brianna Strumm, Chair, BSW Committee, School of Social Work and Human Services

Date: November 8, 2024

**Subject: Discontinuation of SOWK 302 Interdisciplinary Collaborative Practice: Working with Families**

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

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

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

2. Rationale for change:

SOWK 302 is not currently offered as an elective course in the BSW program because it does not differ significantly from two courses the school already offers [*SOWK 380: Social Work and Community Development* and *SOWK 483: Social Work Practice with Families*].

SOWK 302 was introduced in 2019 by the School's then Director, Dr. Margaret Coombes, and was co-taught with two faculty members from other program areas. SOWK 302 was offered three times between 2020 and 2022, and enrolments in the course were low. The last time the course ran was Winter 2022, and it had 16 students enrolled. Since Dr. Coombes retired from UFV in 2022, the school's faculty have not been willing to teach the course and students in the BSW have not requested it.

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

N/A

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

No.

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

The BSW Committee, MSW Committee, and the School of Social Work and Human Services Committee.

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

N/A

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

N/A

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

N/A

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

N/A

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Dr. Brianna Strumm, Chair BSW Program Committee, SWHS

Date: March 12, 2025

**Subject: SOWK 380 Social Work and Community Development Course Changes**

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

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

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

2. Rationale for change:

The course was overdue for a six-year review. The calendar description has been updated to reflect the core competencies and skills required for community development work in an increasingly complex world. The learning outcomes have been updated to reflect the current and changing nature of community development work and Canada's diversity and socio-political climate. The textbook has been updated to an OER resource, and the assignments reflect an experiential and holistic approach to assessment.

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

The updated learning outcomes in this course meaningfully align with the ILOs. Within this course, we would expect students to apply community development knowledge and competencies proficiently, communicate effectively, lead collaboratively, engage with Indigenous knowledge, make connections between course content and international community issues, advocate for equity, diversity, and inclusion, and engage in reflective practice as budding social work practitioners.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
Global development studies (GDS) students can take this course as an elective and have done so or many years. The changes proposed will not affect either GDS or SWHS programs.
5. Which program areas have been consulted about the change(s)?  
Social Work and Human Services
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
An updated learning outcome is that students are aware of different models of community development, including Indigenous perspectives to address community needs and promote social change efforts. Furthermore, the impact of oppressive colonial and neo-colonial systems on Indigenous communities are examined within the course.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The course includes a variety of assessment methods as well as an OER resource. Within social work practice and community development, principles of EDI are prioritized as social workers engage with communities that are marginalized and experience discrimination. Therefore, the topic selection is reflective of working alongside communities that require social work intervention based on valuing EDI.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
N/A
9. Estimate of the typical costs for this course, including textbooks and other materials:  
N/A



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1995  
**REVISED COURSE IMPLEMENTATION DATE:** January 2025  
**COURSE TO BE REVIEWED** (six years after UEC approval): May 2031  
**Course outline form version:** 26/01/2024

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOWK 380                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Social Work and Community Development<br><b>Course Short Title:</b> SW & Community Development                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department (or program if no department):</b> School of Social Work & Human Services                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Introduces the theory, ethics, practice approaches, and core competencies of community development. Explores transformative processes and essential social work skills in community engagement, mobilization, planning, facilitation, and evaluation, with an emphasis on collaboration among residents, communities, organizations, and allies to address complex social issues and foster sustainable social change.                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Admission to the Bachelor of Social Work, or (admission to the Bachelor of Arts in Global Development Studies and 45 university-level credits), or permission of the School of Social Work and Human Services.                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                            | <b>Course Details No</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>32</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                    | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date of meeting:</b> January 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> April 11, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> May 23, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |

**SOWK 380**

**University of the Fraser Valley Official Undergraduate Course Outline**

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

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

1. Describe the diverse nature of communities, including those defined by interest, place, practice, action, or shared experiences.
2. Explain how different levels of participation are required to create community change, using anti-colonial, anti-racist, and social justice perspectives.
3. Explain the core values, principles, and philosophical underpinnings of community development, with a focus on their practical application.
4. Analyze the critical role of collaboration between communities, organizations, and allies in addressing complex social issues and facilitating sustainable community change.
5. Articulate various theories and models of community development, including Indigenous worldviews, to effectively address community needs and promote social change.
6. Examine how neoliberalism and broader social, political, and economic systems impact Indigenous, racialized, and marginalized communities.
7. Apply advanced community development skills such as needs assessment, planning, engagement, facilitation, mobilization, and evaluation to design and assess community-driven initiatives.

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

|              |     |   |                      |     |
|--------------|-----|---|----------------------|-----|
| Assignments: | 35% | % | Holistic assessment: | 25% |
| Project:     | 40% |   |                      | %   |

**Details:**

Assignments: Community needs assessment (15%) and integrative community development theory and practice paper (20%)

Projects: Community engagement group initiatives (25%) and neighbourhood mapping (15%)

Holistic assessment: Reflective journals 25%

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

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

This course will be taught using a combination of lectures, class discussions, group projects, small group exercises, multi-media resources and guest lecturers.

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

| Type        | Author or description | Title and publication/access details                                  | Year    |
|-------------|-----------------------|-----------------------------------------------------------------------|---------|
| 1. OER book | Hassan, M.            | Community development practice: From Canadian and global perspectives | Current |
| 2.          |                       |                                                                       |         |
| 3.          |                       |                                                                       |         |
| 4.          |                       |                                                                       |         |
| 5.          |                       |                                                                       |         |

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

**Course Content and Topics**

1. Introduction to community development, principles and values of community development
2. History and the process of community development
3. Skills for community engagement and building relationships
4. Ethics and community development
5. Participatory action research framework and its applications in community development
6. Needs assessment: asset-based community development and issue-based community development
7. Community development models/frameworks and theories
8. Community development in a Canadian context
9. Indigenous community development
10. International community development

**Memo for Program Changes**

**To:** Chair, Undergraduate Education Committee

**From:** Dr. Beth Watters, HSER Program Chair, SWHS

**Date:** April 11, 2025

**Subject:** Program change (Social Service Worker diploma)

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☒ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ **Other – Please specify:**
  - HSER and SOWK courses completed more than 10 years prior to admission will not count towards program requirements.

**2. Rationale for change(s):**

Admission changes:

- a) We have used more consistent language throughout regarding “social service settings and schools”, as well as “practicum settings”.
- b) To reduce confusion, we have replaced the term “personal statement” with “four short-answer questions” to better reflect this requirement in the Additional Application Information Form.
- c) We are imposing a 10-year limit on HSER and SOWK courses to be consistent with the BSW program. This limit is important because courses older than 10 years have not been indigenized; for example, they typically lack content related to Indigenous histories, cultures, worldviews, and approaches. Moreover, the older the course, the greater is the likelihood that it included outdated—and potentially problematic—content, such as key concepts or theories. Without any limit, we have a recent example of having to accept courses completed more than 30 years ago as credit towards the diploma program.

Program continuance change:

d) In consultation with our Academic Advisor, Adrian Bontuyan, we have revised the language regarding program continuance to be consistent with the BSW program. The revised wording is clearer, reduces confusion, and does not require revisions whenever the university changes policies regarding program continuance.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

- A change to continuous admission will positively impact prospective students by providing a second entry period to the program (January) to the current fall entry. We expect that this may increase enrolment in the program.

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

No.

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

Not applicable.

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

No.

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

Not applicable.

**Social Service Worker diploma****Entrance requirements**

1. One of:
  - B.C. secondary school graduation or equivalent with an overall C average.
  - Successful completion of at least nine university-level credits that are required by the Social Service Worker diploma program with a minimum GPA of 2.00.
2. Prerequisites for [CMNS 125](#) or [ENGL 105](#).
3. Demonstrated ability to work effectively in social services is required. The ability to work in culturally safe ways with Indigenous Peoples is required when applying to the Social Service Worker diploma – Indigenous focus. Evidence of this may include volunteer and/or paid work in social service settings. This is demonstrated through submission of the Additional Application Information Form (see below).

Students who do not meet these requirements might consider [Qualifying Studies](#).

**When to apply**

Applications are accepted for entrance to the Fall and Winter semesters. For application deadlines, see [Specific intake application process](#).

**How to apply**

Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).

**Additional documents required for a complete application:**

- Proof of B.C. secondary school graduation or equivalent.
- Evidence of having met the prerequisites for [CMNS 125](#) or [ENGL 105](#).
- Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- An Additional Application Information Form detailing related education, [professional development](#), work, and volunteer experience (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)), including [four short-answer questions \(each response should be 100-150 words in length\)](#). ~~a personal statement of at least 250 and no more than 500 words.~~
- Two recent, satisfactory references from employers, teachers, or volunteer supervisors who are qualified to comment on the applicant's ability to work in the social service field. These must be on reference forms available from the [School of Social Work and Human Services](#).

Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

#### **Basis for admission decision**

1. All complete applications received by the application deadline will be reviewed.
2. Professional suitability of applicants ~~will be~~ assessed using a point rating system. Up to 30 points are awarded for each of academic performance, related volunteer and/or work experience, and ~~responses to short-answer questions~~ ~~a personal statement~~, including an assessment of writing ability; and up to 10 points for two references. Admission will be granted ~~on a first-qualified, first-served basis~~ to those who score above the required threshold ~~on a first-qualified, first-served basis~~.
3. Only those who submit complete applications and score above the required threshold will be considered.

...

#### **Program requirements**

HSER and SOWK courses completed more than 10 years prior to admission will not count towards the Social Service Worker diploma program requirements.

#### **Program continuance**

Students in the Social Service Worker diploma program must maintain a **program GPA (PGPA)** of 2.00 throughout their program and achieve a grade of C (2.00) or better in all HSER and SOWK courses and a passing grade ("CR") in the practicums to continue in the program.

Students must maintain a PGPA of 2.00 to be considered for practicum placement and graduation.

~~All HSER and SOWK required courses must be completed with a grade of C (2.00) or better. Students who are not making satisfactory progress will be required to withdraw from the program. Unsatisfactory progress includes but is not limited to:~~

- ~~• Being placed on academic warning or probation for academic misconduct~~
- ~~• Failing two or more required courses in one semester~~
- ~~• Failing a required course twice~~
- ~~• Failing to achieve the minimum grade of C in a required course twice~~
- ~~• Failing a practicum~~
- ~~• Failing to maintain a PGPA of 2.00~~

**Memo for New Course**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for new course (insert title of course)**

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

1. Rationale for new course, including how this course fits into the program(s) and rationale for prerequisites (even if none):  
*Note: Adding this course to a program will usually require a program change request.*
2. Explain how the course learning outcomes align with the program learning outcomes ~~of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):~~
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
4. Which ~~program~~ areas have been consulted about the course (e.g other program areas, CECE for experiential learning/WIL, library, etc.)?
5. If a new discipline designation is required, explain why:
6. In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following:.....?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

## Memo for Course Changes

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for revision of (insert title of course)**

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

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

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

2. Rationale for each change identified above:

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

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

5. Which ~~program~~ areas have been consulted about the change(s) (e.g other program areas, CECE for experiential learning/WIL, library, etc.)?

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

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This can use guidance from one or more of the following resources: BC Human Rights, BC Office of the Human Rights Commissioner, BC Accessibility Hub, Equity, Diversity & Inclusion Learning Resources, Canadian Centre for Diversity and Inclusion, Resilience BC: Anti-Racism Network, and/or Egale Canada.

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