FACULTY OF ARTS AND SCIENCE
FACULTY BOARD
A meeting of Faculty Board will be held on
Friday, September 29, 2023 at 3:30 p.m.
Mackintosh-Corry B201

AGENDA

Land Acknowledgement

1. Adoption of the Agenda

2. Approval of the Minutes
   The minutes of April 21, 2023 have been posted.

3. Arts and Science Undergraduate Society Report

4. Reports
   1. Dean’s Report
   2. Associate Dean (Teaching and Learning) Report
   3. Associate Dean (Academic) Report

5. ASC Curriculum Committee – Minor Report # 1 – 2022-23 Cycle – Appendix A – for approval
   J. Stephenson will move “that the ASC Curriculum Committee – Minor Report #1 be approved.”

6. Report of the Nominating Committee – Appendix B – for approval
   P. Fachinger will move “that the Faculty of Arts and Science Committee Membership attached be approved.”

7. Roadmap for consultation on the temporary suspension of admissions to the Liberal Studies BA - Appendix C - for information.
   B. Nelson and A. Chowdhury will discuss.

8. Roadmap for consultation on the temporary suspension of admissions to the Hispanic Studies BAH and German Studies Joint Honours BAH - Appendix D - for information
   B. Nelson and B. Bjorkman will discuss.

9. Question Period

10. Other Business

   M. Norris, Secretary
   Faculty Board

   P. Pufahl, Chair
   Faculty Board
### NEW COURSE PROPOSALS

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course Subject</th>
<th>Catalogue Number</th>
<th>New Course Units</th>
<th>New Course Title</th>
<th>Transcript Title</th>
<th>New Course Description</th>
<th>Topics</th>
<th>New Course Notes</th>
<th>New Prerequisite</th>
<th>New Corequisite</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
<th>Learning Hours</th>
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<tbody>
<tr>
<td>Film and Media</td>
<td>FILM</td>
<td>111</td>
<td>3.0</td>
<td>Film, Media, and Screen Cultures: History and Aesthetics</td>
<td>History and Aesthetics</td>
<td>This course offers an introduction to global time-based media starting with the emergence of film in 1895, through the development of television, video, digital and online technologies, accounting for the historical, political, and technological contexts in which each medium emerged. In doing so, students will learn to recognize the aesthetics associated with each medium. From large visual landscapes in 70mm film to small interiors in TV sitcoms, to artificial worlds in video games - each medium develops an arsenal of forms and aesthetic norms capable of capturing the imagination.</td>
<td>No</td>
<td>NOTE FILM 111 and FILM 112 together, are equivalent to FILM 110.</td>
<td>None.</td>
<td>None.</td>
<td>FILM 110/6.0.</td>
<td>None.</td>
<td>112 (36 Lecture, 12 Laboratory, 12 Tutorial, 10 Practicum, 42 Private Study)</td>
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<tr>
<td>Film and Media</td>
<td>FILM</td>
<td>112</td>
<td>3.0</td>
<td>Film, Media, and Screen Cultures: Theory and Practice</td>
<td>Theory and Practice</td>
<td>This course offers an introduction to theoretical and critical approaches to global time-based media, focusing on the theories of film and media. Students will learn to identify an array of interpretive approaches (auteurism, structuralism, psychoanalysis, affect, postcolonialism, reception, algorithmic theory, material cultures) and apply such theories to the analysis of global time-based media. Students will pair these conversations with the process of creation, learning the production and circulation of time-based media in order to strengthen their own creative visual storytelling skills.</td>
<td>No</td>
<td>NOTE FILM 111 and FILM 112 together, are equivalent to FILM 110.</td>
<td>None.</td>
<td>None.</td>
<td>FILM 110/6.0.</td>
<td>None.</td>
<td>112 (36 Lecture, 12 Laboratory, 12 Tutorial, 10 Practicum, 42 Private Study)</td>
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### COURSE CHANGE REQUESTS

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<th>Course Units</th>
<th>Existing Course Title</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Learning Hours</th>
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<tr>
<td>Exclusion</td>
<td>Film and Media</td>
<td>FILM</td>
<td>110</td>
<td>6.0</td>
<td>Film, Media and Screen Cultures</td>
<td>None.</td>
<td>Maximum of 6.0 units from: FILM 110/6.0; FILM 111/3.0; FILM 112/3.0.</td>
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<td>Revision Type(s)</td>
<td>Dept.</td>
<td>Course Subject</td>
<td>Catalogue Number</td>
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<td>New Learning Hours</td>
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<td>Learning Hours</td>
<td>Film and Media</td>
<td>FILM</td>
<td>313</td>
<td>3.0</td>
<td>Film and Media Professional Writing and Presentation</td>
<td>108 (36 Lecture, 24 Laboratory, 48 Practicum)</td>
<td>108 (36 Lecture, 72 Private Study)</td>
<td>CHEM 112/6.0 and (MATH 120/6.0 or MATH 121/6.0 or [MATH 123/3.0 and MATH 124/3.0]).</td>
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<td>Learning Hours</td>
<td>Arts and Science</td>
<td>ASIX</td>
<td>150</td>
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<td>Learning and Working in a Digital World</td>
<td>120 (12 Tutorial, 12 Group Learning, 48 Online Activity, 48 Private Study)</td>
<td>120 (12 Seminar, 12 Group Learning, 48 Online Activity, 48 Private Study)</td>
<td>Chemistry CHEM 212 3.0 Principles of Chemical Reactivity</td>
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<td>Dean's Changemaker Challenge: Collaborative Problem Solving</td>
<td>120 (36 Tutorial, 24 Group Learning, 24 Online Activity, 36 Private Study)</td>
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<td>ASCX 300</td>
<td>3.0</td>
<td>Dean's Changemaker Challenge: Implementation Strategies</td>
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<td>Interdisciplinary Client-based Project</td>
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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
<th>Course Title</th>
<th>Existing Learning Hours (BADER COLLEGE OFFERING – NO CHANGE)</th>
<th>New Learning Hours (MAIN-CAMPUS OFFERING)</th>
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<tr>
<td>Learning Hours</td>
<td>Kinesiology and Health Studies</td>
<td>HLTH 351</td>
<td>3.0</td>
<td>Health in Humanitarian Crises</td>
<td>120 (18 Lecture, 18 Seminar, 12 Group Learning, 11 Online Activity, 10 Off-Campus Activity, 60 Private Study)</td>
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<td>Learning Hours</td>
<td>Kinesiology and Health Studies</td>
<td>HLTH 404</td>
<td>3.0</td>
<td>Global Studies of Social Inclusion, Community Participation, and Mental Health</td>
<td>120 (30 Seminar, 20 Group Learning, 4 Individual Instruction, 10 Off-Campus Activity, 56 Private Study)</td>
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<th>Course Catalogue Number</th>
<th>Course Units</th>
<th>Existing Course Title</th>
<th>Existing Prerequisite</th>
<th>New Prerequisite</th>
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<td>Prerequisite</td>
<td>Bader College</td>
<td>BADR 200</td>
<td>3.0</td>
<td>Creativity and Activism in a Postcolonial World</td>
<td>Level 2 or above or BADR 1003.0.</td>
<td>([Level 2 or above] or permission of the instructor) and registration at Bader College.</td>
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<th>Course Units</th>
<th>Existing Course Title</th>
<th>Topics Course</th>
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<th>Existing Prerequisite</th>
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<td>Topic Course</td>
<td>Political Studies</td>
<td>POLS 451</td>
<td>3.0</td>
<td>Seminar in Political Theory</td>
<td>Yes</td>
<td>None.</td>
<td>NOTE: This course is repeatable for credit under different topic titles.</td>
<td>(Level 4 or above and registration in a POLS Major, Joint Honours, or POPE Plan) and ([POLS 250/3.0 and POLS 350/3.0] or POLS 250/6.0*) and a (minimum GPA of 2.50 on all units in POLS).</td>
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### SUBJECT RECODING

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<th>Dept.</th>
<th>Existing Course Code</th>
<th>New Course Code</th>
<th>Course Units</th>
<th>Existing Course Title</th>
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<td>Recoding</td>
<td>Bader College</td>
<td>IDIS 304</td>
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<td>3.0</td>
<td>British Studies I</td>
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**Note:** Subject change due to the renaming of the BISC to Bader College (Same Course ID Used – IDIS 304/BADR 304 = Equivalent)

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<th>Course Units</th>
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<td>IDIS 305</td>
<td>BADR 305</td>
<td>3.0</td>
<td>British Studies II</td>
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</table>

**Note:** Subject code change due to the renaming of the BISC to Bader College (Same Course ID Used – IDIS 305/BADR 305 = Equivalent)

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<th>Course Units</th>
<th>Existing Course Title</th>
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<tr>
<td>Recoding</td>
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<td>INTS 312</td>
<td>BADR 312</td>
<td>3.0</td>
<td>Seminar in Modern European Studies I</td>
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**Note:** Subject code change due to the renaming of the BISC to Bader College (Same Course ID Used – INTS 312/BADR 312 = Equivalent)

### PROGRAM/PLAN CHANGES

#### Core Courses

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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Degree Plan Code(s)</th>
<th>Degree Plan Component</th>
<th>Existing Core Courses</th>
<th>New Core Courses</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>Mathematics and Statistics, Physics, Engineering, Physics, and Astronomy</td>
<td>MAPH-P-BSH</td>
<td>Core – 1.E.</td>
<td>Complete the following: MATH 326/3.0, MATH 328/3.0, MATH 334/3.0</td>
<td>Complete the following: MATH 326/3.0, MATH 328/3.0, MATH 335/3.0</td>
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#### Course List

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<th>Revision Type(s)</th>
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<th>Degree Plan Code(s)</th>
<th>Course List</th>
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<th>New Course List</th>
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<tr>
<td>Course List</td>
<td>Political Studies</td>
<td>POLS-M-BAH, POLS[----]A</td>
<td>BADR 200/3.0, BADR 300/3.0, DEVS 230/3.0, IDIS 304/3.0, IDIS 305/3.0, INTS 300/3.0, INTS 301/3.0, INTS 303/3.0, INTS 312/3.0, INTS 313/3.0, LAW 211/3.0, LLCU 319/3.0, LLCU 320/3.0, PPEC 200/3.0, QGSP 200/3.0</td>
<td>BADR 200/3.0, BADR 300/3.0, DEVS 230/3.0, IDIS 304/3.0, IDIS 305/3.0, INTS 300/3.0, INTS 301/3.0, INTS 303/3.0, INTS 312/3.0, INTS 313/3.0, LAW 211/3.0, LLCU 319/3.0, LLCU 320/3.0, PPEC 200/3.0, QGSP 200/3.0</td>
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### FAS EXECUTIVE CURRICULUM COMMITTEE

#### MINOR REPORT I

**2022-2023**

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Courses Removed: DEVS 305/6.0*
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<td>Kinesiology and Health Studies</td>
<td>PACT</td>
<td>335</td>
<td>3.0</td>
<td>Practicum in Physical Activity for Seniors</td>
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<td>KNPE 335/3.0</td>
<td>None.</td>
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<td>None.</td>
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### COURSE REACTIVATION

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<td>3.0</td>
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<td>Topics in Political Studies</td>
<td>The focus of this course will vary from year to year; consult the departmental website for further details.</td>
<td>Yes</td>
<td>NOTE This course is repeatable for credit under different topic titles.</td>
<td>(Level 4 or above and registration in a POLS Major, Joint Honours, or POPE Plan) and [POLS 250/3.0 and POLS 350/3.0] or POLS 250/3.0* and a (minimum GPA of 2.50 on all units in POLS).</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
<td>120 (36S;12G;72P)</td>
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<td>Political Studies</td>
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# 2022-23 OMNIBUS REPORT CORRECTIONS

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<tr>
<td>Political Studies</td>
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<td>None.</td>
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<th>Dept.</th>
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<td>Global Development Studies</td>
<td>DEVS 275</td>
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<td>Global Health and Development</td>
<td>Global Health and Development</td>
<td>This course examines the nexus between global health and development with a focus on preparing students for work on contemporary health and well-being issues. It takes a multidisciplinary perspective to analyze current global challenges including environmental and social transformations and changing disease burden. Using case studies, students will learn important concepts and principles in global health and development. The course also focuses on exploring innovative approaches that bridge the global health and development divide and help in addressing difficult global health challenges.</td>
<td>No</td>
<td>None.</td>
<td>(Level 2 or above and [DEVS 100(8.0) or DEVS 101(3.0) or DEVS 105(3.0)] or permission of the Department)</td>
<td>None.</td>
<td>DEVS 293(3.0) (Topic Title: Global Health and Development - Fall 2022).</td>
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Note: This entry is a correction DEVS 270 listed on Omnibus Report # V – April 21st, 2023. DEVS 270(3.0) was ineligible to be reused at the time of approval; therefore the course code was changed to DEVS 275.

### Option Courses

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<td>Option Courses</td>
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<td>SODE-P-BCH</td>
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<td>18.0 units from any discipline other than APSC, CISC, COCA, COGS, COMP, ELEC, MATH, MTHE, SOFT, STAT</td>
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Note: This entry is a correction to SODE-P-BCH/SODE-I-BCH listed on Omnibus Report # V – April 21st, 2023. The original entry indicated 18.0 units from this specific group of subject codes but should have been the opposite – 18.0 units from any other discipline.
### Course List

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### New Course List

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Courses Removed: BIOL 445/3.0; BMED 270/3.0; BMED 370/3.0; BMED 380/3.0; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0; HLTH 323/3.0.

**Note:** This entry is a correction to the LISC_List_D listed on Omnibus Report # IV – March 24th, 2023. BIOL 431/3.0 and BIOL 433/3.0 have been added and HLTH 323/3.0 was removed.
<table>
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- ANSH 101/3.0;
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- ARTH 248/3.0;
- ARTH 272/3.0;
- ARTH 348/3.0;
- ARTH 372/3.0;
- ARTH 434/3.0;
- ARTH 438/3.0;
- BIOL 319/3.0;
- DEV 357/3.0;
- DEV 498/6.0;
- ECON 244/3.0;
- ENGL 218/3.0;
- ENGL 287/3.0;
- ENGL 381/6.0;
- ENGL 481/3.0;
- ENGL 482/3.0;
- FILM 388/3.0;
- FREN 350/3.0;
- GNDS 212/3.0;
- GNDS 340/3.0;
- GNDS 432/3.0;
- GPHY 309/3.0;
- GPHY 351/3.0;
- HIST 442/3.0;
- HIST 459/5.0;
- HIST 461/5.0;
- HIST 467/5.0;
- INUK 101/3.0;
- INUK 102/3.0;
- INUK 103/3.0;
- INUK 104/3.0;
- LAW 202/3.0;
- LLCU 101/3.0;
- LLCU 270/3.0;
- LLCU 271/3.0;
- LLCU 301/3.0;
- LLCU 302/3.0;
- LLCU 372/3.0;
- MOHK 101/3.0;
- MOHK 102/3.0;
- MOHK 103/3.0;
- MOHK 104/3.0;
- MOHK 201/3.0;
- MOHK 202/3.0;
- POLS 320/3.0;
- RELS 227/3.0;
- RELS 342/3.0;
- RELS 432/5.0;
- DRAM 309/3.0;
- ENGL 218/3.0;
- ENGL 287/3.0;
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- MOHK 201/3.0;
- MOHK 202/3.0;
- RELS 227/3.0;
- RELS 342/5.0;
- RELS 432/5.0.

Courses Removed: DEV 498/6.0; GPHY 309/3.0; INDG 295/3.0; INDG 301/3.0; INDG 302/3.0; INDG 395/3.0; INDG 401/6.0; INDG 495/3.0.

Note: This entry is a correction to the INDG_Options listed on Omnibus Report # V – April 21st, 2023. The courses that were 'removed' were not actually removed, therefore, this entry is an accurate copy of the existing INDG_Options Course List.
### DEPARTMENT OF BIOMEDICAL AND MOLECULAR SCIENCE – LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INTENDED LEARNING OUTCOMES</th>
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| ANAT 100 | 1. Identify relevant sources and carry out research using traditional and web-based resources.  
2. Analyze the gross (macroscopic) and histology (microscopic) anatomy of the tissues and organs that constitute the mammalian cell in the function of the major cell organelles.  
3. Identify and evaluate the main sources of error related to interpreting the epidemiological findings (chance, bias, confounding).  
4. Define and explain the main terms used in epidemiology (concepts, measures).  
5. Critically develop and appraise questions and concepts related to gaps in contemporary epidemiological anatomy to create a feasible research question.  
6. Calculate and interpret the main measures used in descriptive and analytic studies (rates, estimates of association).  
7. To develop and refine professional interpersonal communication skills.  
8. Integrate module content, medical terminology, and external medical literature to collaboratively solve case-based problems related to anatomical issues.  
9. Apply knowledge gained from course content to develop an anatomically accurate clinical scenario and clearly communicate orally both anatomical and medical terminology.  
10. Describe the processing of disease and major findings from completed student work to contextualize dissection as a tool for teaching anatomy and in a research setting.  
11. Identify and describe the embryological development of tissues, organs and systems as well as how changes in the process can be linked to abnormal physiological development.  
12. Describe normal structure-function relationships within cells and tissues as well as recognize abnormal histology, such that a prediction of the consequences of this disruption can be made for a disease state.  
13. Dissert and display gross and microscopic anatomical features on a human cadaveric specimen using conventional and novel dissection techniques, producing a high-quality museum worthy specimen.  
14. Critically develop and appraise questions and concepts related to gaps in contemporary embryological knowledge to create a cogent research proposal.  
15. Apply knowledge from course content and external peer-reviewed literature to predict the functional sequela of abnormal physiological development as well as linking the condition to medical interventions.  
16. Develop solutions to drug discovery/development problems to discuss either orally or in writing solutions to these problems.  
17. Discuss the time course of changes in the components that make up the baroreceptor reflex as a consequence of short-term changes.  
18. Characterize the role of immunity and inflammation in cancer and to define their contributions to cancer control or progression.  
19. Acquire a basic understanding of the evolutionary nature of cancer to recognize and evaluate the contribution of tumour heterogeneity and plasticity to cancer progression.  
20. Identify the types of information that proteomic and metabolomic techniques provide, and how these techniques can become more powerful and refined.  
21. Develop an appreciation of how online databases can be used as tools in the comprehensive analysis of the results gained from clinical trials.  
22. Reconcile the impact of genetic and genomics studies on the field to discuss the strengths and limitations of genetics studies and how this can affect progress in clinical outcome.  
23. Compare, contrast and discuss the differences in the organization and structure of the four basic tissue types and their association into organs and systems.  
24. Define and explain the main terms used in genetics and genomics studies on the field to discuss the strengths and limitations of genetics studies and how this can affect progress in clinical outcome.  
25. Apply the basic principles of research methodology to develop biological hypotheses pertaining to the role or contribution of genetic factors in human traits and identify methodologies for testing such hypotheses.  
26. Critically analyze the social and economic implications of legislative decisions pertaining to the pharmaceutical industry to argue a particular side of this theses.  
27. Develop and refine professional interpersonal communication skills.  
28. To apply an understanding of therapeutic selectivity to identify and evaluate the potential benefits and adverse effects of different therapeutic interventions in cancer.  
29. Describe what proteomics and metabolomics are, including how they differ from other emerging 'omics fields, to identify the significance they carry in scientific research.  
30. Collaborate and communicate an understanding of the biochemical basis of an error in metabolism, including current and future diagnosis and treatments.  
31. Describe the integrated relationship between histology and gross anatomy with respect to structure and function and be able to extend that knowledge to various aspects of development and function.  
32. Integrate the roles of biochemical molecules and their associated processes to explain the consequences of a change in a particular biochemical process in health and disease.  
33. Use computer-based multimedia to model and mimic the behaviour of biomolecules when conditions can be controlled in an in vitro-type experimental situation, and within the context of simulated cells.  
34. Define and explain the structures and functions of the major classes of biochemical molecules in the body and explain how they are synthesized and broken down in metabolism.  
35. Explore the concepts of regulation by inhibition and activation at the enzyme level and extend these concepts to describe biochemical pathway regulation in the processes of metabolism at the level of the cell, organ, and body in health and disease.  
36. Identify and describe the embryological development of tissues, organs and systems as well as how changes in the process can be linked to abnormal physiological development.  
37. Describe normal structure-function relationships within cells and tissues as well as recognize abnormal histology, such that a prediction of the consequences of this disruption can be made for a disease state.  
38. Describe the integrated relationship between histology and gross anatomy with respect to structure and function and be able to extend that knowledge to various aspects of development and function.  
39. Demonstrate the ability to collaborate and work effectively and respectfully with diverse teams.  
40. Identify relevant sources and carry out research using traditional and web-based resources. |
1. Consolidate evidence across disciplines to describe the determinants of mental health, well-being, and resiliency in emergent adults, as well as factors associated with a successful transition to university and the realization of personal goals.

2. Describe common stressors and risks encountered by emergent adults and the implications of mental health, well-being, and resiliency on success.

3. Explain the early signs and symptoms of common mental health concerns, preventative strategies, available resources, and potential barriers to accessing supports in emergent adult populations.

4. Reflect on the information covered in this course and how the information can be used to implement healthy choices that support well-being and resiliency in students’ own lives.

### LISC 390

1. Define collaborative practice and explain the importance of collaborative client-centred practices from the perspectives of safe, quality, and effective care.

2. Describe and define the six Canadian competencies associated with effective interprofessional collaborative practice in order to recognize and apply them in team-based interactions.

3. Describe the basic components of effective teams and stages of team development to contribute to effective team development.

4. Reflect on the relevance of good communication skills, competent conflict strategies, and of creating and supporting a culture of compassion in productive teamwork for successful client interactions and outcomes. Apply these in team-based learning situations.

5. Identify your personal areas of strength and limitations, based on self-reflection and peer-feedback with a view to developing plans for future professional development.

### LISC 300

1. Build on skills developed in LISC 173 in order to demonstrate increased awareness and understanding of the ethical and legal dimensions of healthcare provision and administration.

2. Access, analyze, and consolidate relevant health legislation and case law, professional codes of ethics and practice standards, institutional policies, and scholarship in order to facilitate decision-making.

3. Use critical thinking skills, tools, and resources in order to clarify what issues are at stake; bring together stakeholder perspectives, evidence, and other contextual features; generate a wide range of options in alignment with law, values, and duties; and make reasoned decisions about what is right, just, or fair in particular situations.

### IDIS 373

1. Articulate coherent philosophies of life and work to guide their future education and career choices.

2. Understand the impact of socio-cultural factors on their professional identity and career.

3. Use design theory and a framework to evaluate options and create plans to achieve their educational and career goals.

4. Employ career development methods to position their education, work experience and background in an educational setting or job field of their choice.

5. Present a post-graduation education or career vision and next steps for moving forward.

### IDIS 480

1. Define collaborative practice from the perspective of international frameworks and describe the importance of collaborative patient-centred practice for safe, quality, and effective care.

2. Explain intercultural communication and recognize how to apply principles of communication that respect varied cultures in the workplace.

3. Identify teamwork communication tools used in healthcare contexts and principles for facilitating challenging communications, such as with debriefing and disclosure of adverse patient events.

4. Summarize the principles of health equity associated with the determinants of health. Apply these in collaboration with peer learners, to teamwork case scenarios at organizational and community levels.

5. Summarize the principles of collaborative leadership and demonstrate leadership within a team environment.

### IDIS 483

1. Identify and describe key concepts and principles in health ethics, as well as contextual health-system factors relevant to contemporary clinical, organizational, and research ethics in Canada.

2. Critically analyze and discuss ways in which contextual health-system factors interact with professional healthcare roles to generate a variety of ethical issues in health care.

3. Apply knowledge and skills from course content to generate and defend responses to ethically challenging cases.

4. Reflect on the information covered in this course and how the information can be used to implement healthy choices that support well-being and resiliency in students’ own lives.

### USC 300

1. Search for, identify, and critically assess sound scientific manuscripts and sources.

2. Work effectively in groups to integrate and present data from various scientific sources.

3. Present written works that synthesize information they have gathered.

4. Present their findings in both lay and scientific language in either a scientific poster or oral presentation format.

### USC 387

1. Students will have the basic understanding of immunological and hormonal mechanisms that integrate and impart sex differences in diseases with an emphasis on those that associate with the urogenital tract.

2. Students will gain a basic knowledge of recent advances in understanding of immunological and hormonal mechanisms that integrate and impart sex differences in diseases with an emphasis on those that associate with the urogenital tract.

3. Students will be able to apply the concepts acquired in critical assessment and identification of knowledge gaps in immunologically driven sex differences in disease pathology and outcomes.

### USC 390

1. Perform laboratory experiments using appropriate techniques, with emphasis on efficiency and multitasking.

2. Apply qualitative and quantitative research methodologies to test hypotheses, generate data, and interpret results spanning the fields of biochemistry, anatomy, physiology, immunology, pharmacology, and microbiology.

3. Justify and support an experimental plan by searching through and scrutinizing the available scientific literature of the topic in question.

4. Conduct, analyze, and interpret their own research, and discuss the significance of the findings within the context of respective fields.

5. Navigate human anatomical specimens, identifying different tissues, organs and systems, while discussing links between their structure and function.

### USC 400

1. Accumulate relevant scientific evidence through scholarly review of the neuroimmunology literature and critically evaluate the content as it relates to the proposed topic.

2. Identify gaps in knowledge and/or paradoxes and/or obstacles in the collected neuroimmunology literature with regard to limitations in resolving fundamental questions in the specific area under study.

3. Communicate (verbal and written) their knowledge, insights and a conceptual framework to their peers and a lay audience, providing justification/rationale that investigation of the critical issues they have identified provide a constructive strategy to advance the field of neuroimmunology.

4. Capitalize on the power of group dynamics, to support and advocate for team members, and manage diverse opinions and personalities.

5. Provide thoughtful, logical and innovative questions to the projects proposed by other groups.

### By the end of the bacteriology section, students are expected to be able to:

1. Understand the main ways bacteria exchange DNA.

2. Understand the major structures of bacterial cells, their functions and assembly.

3. Recognize roles microbes play in the environment as well as in disease.

4. Appreciate the diversity of microbes.

5. Identify the growth phases of bacteria and how growth can be measured.

6. Understand the many ways microbes acquire nutrients from their environment.

7. Understand how bacteria communicate.

8. Understand the many ways bacteria regulate expression of their genes.

9. Integrate lecture material with the lab component.

### By the end of the virology section, students are expected to be able to:

10. Identify major virus families and understand their structure, replication strategies and diversity.

11. Understand how viruses disseminate within the infected host organism and how they cause disease.

12. Understand how the host organism responds to virus infection and develops immunity to future infection by the same virus.
<table>
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<th>Course Code</th>
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| MICR 270    | 1. Describe the organization of the immune system and how it functions.  
              2. Describe the unique features of human defense mechanisms against microbial agents.  
              3. Describe the beneficial and detrimental interactions of the innate and adaptive branches of the human immune system.  
              4. Understand how the basic knowledge of immunology can be applied and translated to the development of immunological techniques, vaccines, and cancer immunotherapies. |
| MICR 271    | 1. Employ a basic understanding of the biological features of bacteria, viruses, and eukaryotic microbes to transition to a higher level microbiology courses.  
              2. Analyze information pertaining to a specific organism to evaluate the impact of microbial replication, gene expression and antibiotic resistance of the microorganism in health, disease or the environment.  
              3. Collaboratively demonstrate a working knowledge of microbe characteristics that relate to their survival by working effectively with peers.  
              4. Employ effective peer review in a small group setting in order to collaboratively formulate predictions of the success or failure of designed superbugs. |
| MICR 290    | 1. Recognize hazards in a research environment in order to employ safe laboratory practices.  
              2. Summarize observations and research data in a lab notebook in order to communicate their results in a written format.  
              3. Explain how common biochemical and microbiological research techniques work and evaluate when a particular technique should be applied.  
              4. Apply basic research techniques to answer scientific questions.  
              5. Interpret and evaluate experimental results to present their findings as a written report.  
              6. Evaluate the literature on antibiotic resistance to explain topics in this area to a scientific audience. |
| NSCI 323    | 1. Understand the mechanisms by which some viruses evade host immune defenses.  
              2. Understand the strategies used to develop vaccines to protect against viral infections and to develop anti-viral drugs.  
              3. Understand the challenges faced in the global delivery of vaccines to eradicate viral pathogens. |
| NSCI 271    | 1. Employ a basic understanding of the biological features of bacteria, viruses, and eukaryotic microbes to transition to a higher level microbiology courses.  
              2. Analyze information pertaining to a specific organism to evaluate the impact of microbial replication, gene expression and antibiotic resistance of the microorganism in health, disease or the environment.  
              3. Collaboratively demonstrate a working knowledge of microbe characteristics that relate to their survival by working effectively with peers.  
              4. Employ effective peer review in a small group setting in order to collaboratively formulate predictions of the success or failure of designed superbugs. |
| NSCI 386    | 1. Explain the fundamentals of immunology and describe key principles of the immune system, mechanisms of immune reactions, aspects of antibody formation, and cell-mediated immunity in health and disease.  
              2. Dissect a problem into its key features by thinking in an integrated manner and interpret immunological data from a virtual lab to identify consistent and inconsistent components.  
              3. Advocate for ethical issues in the immunological approach to health and life sciences by effectively researching major issues at the forefront of the discipline.  
              4. Assess immunology resources critically (e.g., videos, virtual lab, and clinical images) and use precise written responses to present the work to both a science literate and general audience. |
| NSCI 452    | 1. Demonstrate understanding of advanced virology topics.  
              2. Participate in a collaborative group presentation to convey current topics in virology.  
              3. Development of literature-based research skills in order to evaluate and critique how current research articles advance the field of virology.  
              4. Development of writing skills in order to critique current scientific literature and use this to support a personal opinion. |
| NSCI 483    | 1. Integrate epidemiological and transmission principles of infectious disease to independently or collaboratively explain, discuss, and appreciate the global impact of infectious diseases.  
              2. Use the principles learned during the study of selected infectious disease syndromes and apply those principles to advocate for effective control of infectious diseases.  
              3. Integrate information found in course modules and primary literature to explain the pathophysiology of selected infectious diseases and the role it plays in disease progression and treatment. |

**General:**

1. To develop student's critical thinking skills.  
2. To encourage student's independent learning.  
3. To facilitate student's problem-solving skills.  
4. To improve oral and written communication skills.  

**Specific:**

1. To discuss how neurons develop and form connections.  
2. To discuss how neurons function and communicate.  
3. To discuss how neurons encode, store, and retrieve information.  
4. To understand cellular mechanisms involved in neural diseases.  
5. To recognize and appraise the historical and cultural uses/significance of psychedelics.  
6. To contrast and compare the mechanisms of action of psychedelics and psychedelic-like drugs.  
7. To compare the pharmacodynamic and pharmacokinetic properties of various psychedelics.  
8. To appraise the demonstrated and proposed psychedelics therapy.  
9. To assess the ratio risk and benefits of psychedelic therapy.  

**NSCI 403**

1. Demonstrate the theory and practice of modern neuroimaging methods.  
2. Demonstrate data acquisition, research study design, and analysis methods in neuroimaging.  
3. Outline differences between functional MRI, computed tomography (CT), positron emission tomography (PET), and single photon emission computed tomography (SPECT).  

**NSCI 433**

1. Gain a greater understanding of the cellular organization of the mammalian nervous system.  
2. Understand the cellular contributions to normal functioning both centrally and peripherally.  
3. Understand how cells respond to injury or disease of the nervous system.  
4. Communicate an integrated understanding of the scientific basis and societal impact of neurological disorders of learning and memory to colleagues in order to advocate for vulnerable populations.  
5. Demonstrate skill in providing and responding to feedback in a professional manner.
| PATH 120 | 1. Identify and describe mechanisms underlying human disease and be able to recognize potential origins of human disease states.  
2. Access the individual and population impacts of human disease by effectively researching major issues affecting changes in global health.  
3. Collaborate and communicate an understanding of the causes and implications of human disease including current and future management and treatments.  
4. Apply the skills acquired to critically evaluate scientific literature on human disease.  
5. Explain how different populations are differentially impacted by the same disease. |
| PATH 310 | 1. Integrate underlying genetic and biochemical factors with resultant pathologic processes and disease states.  
2. Compare and contrast the contributions of genetics and environmental factors to disease.  
3. Contrast the roles of genetics and environmental factors contributing to disease.  
4. Clearly and concisely articulate ideas in both oral and written formats, working individually as well as in team-based learning groups. |
| PATH 381 | 1. Describe the role of clinical biochemistry in healthcare by linking clinical laboratory principles to patient care.  
2. Critique how specific clinical laboratory test methodologies can be used to screen for, diagnose, and/or manage a given disease.  
3. Scrutinize and assess the clinical application of novel biomarkers in the context of relevant, current literature.  
4. Demonstrate verbal and written proficiency in clinical laboratory instrumentation and methods by navigating troubleshooting scenarios involving issues with a clinical biochemistry test. |
| PATH 411 | 1. Perform, observe and interpret visualization of data from variety of sources.  
2. Perform sequence alignment of RNA seq data on UNIX (CAC cluster).  
3. Design experiment with data analysis in mind.  
4. Perform data preprocessing, identify samples of poor quality, identify batch effects, prepare data for analysis.  
5. Perform unsupervised analysis, evaluate clusters. Perform supervised learning – feature selection and evaluate the results.  
6. Identifying types of statistical tests to perform, checking test assumptions and performing statistical analysis using SPSS.  
7. Perform complete data analysis: preprocess the data, identify types of statistical tests to perform and apply. Identify applicable machine learning techniques and apply. Evaluate the results. |
| PHAR 100 | 1. Discuss the pharmacological principles of drug abuse to advocate for healthy and appropriate drug use.  
2. Describe the mechanism of action and physiological effects of classes of drugs to be able to summarize the reason(s) for their use and abuse in society.  
3. Apply learned knowledge of the essential elements of a phase 3 clinical trial to design a hypothetical clinical trial for a new drug to treat a specific disease or condition.  
4. Effectively discuss and apply relevant pharmacological principles within a group to successfully complete collaborative assignments. |
| PHAR 370 | 1. Apply the principles of drug therapy to solve basic pharmacokinetics problems.  
2. Source and critically analyze phase 3 clinical trials to recognize a well-designed, valid study for a new drug.  
3. Describe how drugs affect the body and how the body affects drugs to predict beneficial and adverse drug effects.  
4. Discuss the use of therapeutics in a variety of physiology systems and processes to propose basic therapeutic plans for common diseases and ailments.  
5. Explain how drugs target and combat infections and cancers to evaluate the pros and cons of available treatment options and to advocate for appropriate use to decrease the emergence of resistance. |
| PHAR 380 | 1. Describe principles and mechanisms of toxicity in order to explain the range of possible effects following exposure to chemicals.  
2. Consolidate academic literature and module content in order to develop a research question and hypothesis for an experiment involving a potentially toxic chemical.  
3. Compare and contrast popular media representations of toxicity with relevant scientific literature in order to critically evaluate how toxicity is perceived by the public. |
| PHAR 416 | 1. Describe principles and mechanisms of toxicity.  
2. Explain the effects of exposure to chemicals in different situations.  
3. Compare and contrast mechanisms of toxicity in different target tissues.  
4. Consolidate knowledge to be able to critically analyze the attributes and shortcomings of peer reviewed manuscripts in the discipline of toxicology.  
5. Present key points related to specific topics in toxicology. |
| PHAR 480 | 1. Develop solutions to drug discovery/development problems to discuss either orally or in writing solutions to these problems.  
2. Critically analyze the social and economic implications of legislative decisions pertaining to the pharmaceutical industry to argue a particular side of this these decisions.  
3. To develop and refine professional interpersonal communication skills.  
4. To develop an understanding of the biologic, social, and economic constraints that influence drug discovery and drug development. |
| PHYS 170 | 1. To identify and describe basic cellular components to be able to characterize their roles in the structure and function of human cells.  
2. To integrate a basic understanding of cellular processes to articulate how human cells interact with their environment.  
3. To recognize key principles of human cell function in order to understand the cellular basis of health and disease.  
4. Understand how cells, tissues, organs and systems work together in order identify and explain the mechanisms through which the body maintains homeostasis. |
| PHYS 215 | 1. Define homeostasis and apply feedback loops to predict and understand the control of physiological systems in the face of a variable and changing environment.  
2. Understand physiology at the molecular, cellular, and system levels in order to explain their combined role in integrative physiology.  
3. Describe the physiology of the nervous system, muscles, and the cardiovascular system to identify and explain pathophysiological states.  
4. Apply analytical skills to further your knowledge of physiological systems. |
| PHYS 216 | 1. Understand physiology at the molecular, cellular, and system levels in order to explain how their roles and functions are combined in integrative physiology.  
2. Describe the physiology of the respiratory, renal, gastrointestinal, endocrine, and reproductive systems to define normal and abnormal function.  
3. Apply research skills to further your knowledge of physiological systems.  
4. Collaborate with group members to develop a testable hypothesis and experimental design, using an iterative process that incorporates feedback from group members. |
| PHYS 290 | 1. Evaluate and report on peer reviewed literature with respect to appropriate ways of measuring physiological responses (heart rate, blood pressure, hand-eye coordination and cognitive ability) to a stimulus.  
2. Collaborate with group members to develop a testable hypothesis and experimental design, using an iterative process that incorporates feedback from group members.  
3. Demonstrate the ability to defend an experimental design with respect to the methods and approaches used to collect experimental data (i.e., heart rate, blood pressure, hand-eye coordination and cognitive ability).  
4. Evaluate and interpret experimental results to present a study with its limitations in a visual poster, oral presentation or written report. |
### REPD 372
1. Describe key fundamental concepts in male and female reproductive biology to create a framework that can be applied to more complex topics in human reproduction.
2. Explain the scientific basis of diseases of pregnancy to determine their implications on health in later life.
3. Critically assess scientific literature and media reports in human reproductive biology to support arguments in oral and written work.
4. Integrate course content through active discussion with peers to solve case-based problems related to pregnancy, parturition, and other topics in human reproduction.

### REPD 416
1. Describe key fundamental concepts in male and female reproductive biology and apply this knowledge in human reproduction.
2. Describe how the different specialized components of the sperm and oocyte are involved in fertilization and in relation to male and female fertility and infertility.
3. Become familiarized with and describe the assisted reproductive techniques currently used in fertility clinics and reproductive centers.
4. To be aware of ethical arguments related to reproductive technologies and the hypothesis that health of adults is determined in part by experiences during fetal development.
5. Describe events in normal pregnancy, including cell lineage commitment, implantation, placentation, and development.
6. Identify and describe current trends in reproductive research.
7. Describe current technology and experimental techniques supporting research in reproduction.

### REPD 473
1. Consolidate information pertaining to an untoward embryonic/fetal environment in order to describe how that environment contributes to the individual’s long-term health and disease.
2. Align principles of the developmental origins of health and disease hypothesis with primary literature in the field in order to present, connect, and extend concepts within the research article(s).
3. Explain the consequences of developmental exposures in order to teach the public about a specified condition and advocate for support and resources for the patient population.
4. Define the hypothesis and mechanisms of the Developmental Origins of Health and Disease (DOHAD) to explain the connection between the in utero environment and different adult diseases.

### REPD 499
1. To conduct collaborative research with supervisor and research team.
2. To present research in both oral and written form, as well as poster presentation.
3. To vet and discuss published relevant research amongst group.
4. To hone skills in critical thinking and problem solving.
5. To explore research topics not directly related to project.
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<th>COURSE</th>
<th>INTENDED LEARNING OUTCOMES</th>
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| EMPR 100 | 1. Identify and describe the core academic fields which study and inform the practice of employment relations.  
2. Describe the role of Human Resource Management in organizations.  
3. Assess the contributions of organizational behavior to the practice of employment relations.  
4. Describe the characteristics of employment relations in unionized workplaces.  
5. Identify the sources of labour and employment legislation.  
6. Describe the key features of workplace policies and governance in Canada. |
| EMPR 110 | 1. Demonstrate effective and appropriate verbal and written communication skills in professional workplace settings.  
2. Identify barriers to effective communication and strategies to overcome those barriers.  
3. Apply knowledge of interpersonal behaviours to work effectively in teams.  
4. Describe strategies for building and maintaining professional relationships.  
5. Explain the role and importance of communication and interpersonal skills to promote inclusion and equity in diverse workplaces. |
| EMPR 200 | 1. Discuss the systems framework for studying and analyzing employment relations.  
2. Describe the legal framework governing union certification procedures and union-management relations in Canada.  
3. Discuss the function and role of unions in contemporary Canadian society.  
4. Describe the various management strategies related to unionized workplaces.  
5. Discuss the role of the collective agreement in unionized workplaces.  
6. Describe the impacts of unionization on employees and firms in Canada.  
7. Demonstrate an understanding of the perspectives, theories, and concepts in the field of labour and employment relations.  
8. Identify and describe the main developments in the historical evolution of management practices.  
9. Identify and critically interpret the legal principles, employment laws, and workplace regulations which govern employment relations in Canada.  
10. Apply the key principles of workplace policies and governance that are relevant to employment relations.  
11. Apply the key principles of workplace policies and governance that are relevant to employment relations.  
12. Critically analyze and evaluate the key processes of labour relations at the workplace level and their relationships to the institutions governing workplace relations.  
13. Identify and explain the main elements of industrial relations policy and apply core theories from labour economics to assess the overall structure and functioning of labour markets. |
| EMPR 210 | 1. Compare the legal obligations and processes for unionized and non-unionized workers.  
2. Identify and interpret employment laws and workplace regulations.  
3. Critically analyze current and evolving areas of the law (e.g., family status).  
4. Develop a sound understanding of the role of human rights in the modern workplace.  
5. Explain and evaluate an employment contract. |
| EMPR 220 | 1. Compare and contrast the different types and models of conflict and the implications of these differences for strategies to manage conflict.  
2. Apply models of conflict to analyze underlying causes and generate an approach to solving conflict.  
3. Collaborate and communicate with peers to produce a joint outcome.  
4. Explain specific negotiation styles and strategies, including the context and purpose in which they are used.  
5. Identify and explain how the various types of conflict management or dispute resolution mechanisms are used in organizations.  
6. Provide constructive feedback to others on areas of strength and opportunities for improvement in skills and strategies related to managing conflict. |
| EMPR 230 | 1. Carry out a job analysis and develop an understanding of its foundational importance for all human resource management activities.  
2. Appraise the effectiveness of recruitment strategies.  
3. Critically evaluate the role of employment tests in the selection process.  
4. Discuss approaches to orient and train new employees.  
5. Identify the components of an effective performance management system.  
6. Propose strategies to strengthen employee motivation and morale. |
| EMPR 240 | 1. Describe the evolution and roles of labour policy in Canada over the past century.  
2. Critically evaluate the main features and elements of contemporary workplace policy in Canada, including the major legislation and government programs that relate to employment relations and work.  
3. Interpret the main types of employment legislation and their core elements, and explain how they affect employees, employers, and employment relations.  
4. Identify the main types of government labour market and workplace programs and analyze their main features, intended purpose, and expected effects.  
5. Apply the key principles of workplace policies and governance that are relevant to employment relations and work. |
| EMPR 250 | 1. Describe the development of modern models of health and safety management.  
2. Explain the connections between employment relations systems and practices and workplace health and wellness.  
3. Describe the legislative and regulatory framework governing workplace health and safety.  
4. Outline the roles and responsibilities of employer, employees, unions, and government agencies under occupational health and safety legislation.  
5. Use hazard recognition and assessment tools to identify physical, chemical, and psychosocial hazards in the workplace.  
6. Draw on knowledge concerning hazard control, safety training, and employee work behaviours to outline how to implement an effective workplace health and wellness program. |
<table>
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<tr>
<th>Course Code</th>
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</table>
| EMPR 260    | 1. Describe the current perspectives/concepts on the relationship between equity, diversity and inclusion in the workplace.  
2. Describe the identify legislation, policies, and core standards of equity and inclusion in human resource management and labour practices in Canadian workplaces.  
3. Examine and analyze the concept of identity, relationships across differences and bias, and equity of opportunity in organizations and how they relate to organizational issues or opportunity.  
4. Analyze and discuss, with a variety of stakeholders, how privilege, biases, and stereotypes influence opportunities and effectiveness in the workplace and how workplace-based issues are related to attaining fair and equitable workplace outcomes for individuals and employers.  
5. Examine the role of leadership in creating and sustaining workplace equity, diversity, and inclusion.  
6. Evaluate work cultures and identify practices that support and engage all employees and recognize how human resource management and labour relations policies and practices can affect and determine equity outcomes.  
7. Critically evaluate current practices used in companies and propose strategies to enhance workplace equity, diversity and inclusion. |
| EMPR 270    | 1. Analyze and explain individual, interpersonal and group behaviour in organizations using key theoretical frameworks  
2. Describe and access the basic elements of organizational structure and evaluate their impact on organizational effectiveness  
3. Describe and access the basic elements of organizational culture and evaluate their impact on organizational effectiveness.  
4. Explain how to influence change in organizations. |
| EMPR 280    | 1. Discuss sufficient accounting and financial theory for effective participation and influence within senior management team of an organization.  
2. Communicate and collaborate effectively with the professional Financial Managers of an organization.  
3. Differentiate between financial accounting and management accounting and apply these two different types of accounting correctly to the financial management of an organization.  
4. Record financial events and utilize this data to generate the four main statements within financial accounting.  
5. Develop complex employee compensation budgets inclusive of wages, employee benefits, and pensions.  
6. Analyze financial statements using common financial ratios.  
7. Explain the Present Value of money concept and demonstrate why it is essential for long-term financial planning and pension calculations. |
| EMPR 300    | 1. Identify and apply theories and concepts from the field of labour and employment relations to work-related issues.  
2. Discuss the role of collective agreements in unionized workplaces.  
3. Describe how workers and unions contribute to the design and implementation of work strategies and outcomes, including sustainable work and I-EDIAA.  
4. Analyze and interpret collective agreement language and clauses.  
5. Interpret employment laws and work regulations that shape employment relations in the Canadian context. |
| EMPR 310    | 1. Describe key legal principles in labour and employment law.  
2. Apply critical thinking to analyze workplace issues and problems from a legal perspective.  
3. Develop legal arguments to support workplace decisions.  
4. Apply legal frameworks to analyze workplace equity.  
5. Describe how organizations address legal obligations in employment relations. |
| EMPR 320    | 1. Identify and describe the different models of conflict and mediation that may be applied to workplace disputes.  
2. List and use the common steps found within the mediation process.  
3. Practice and analyze the methods, techniques and strategies utilized by mediators to resolve conflicts.  
4. Discuss how the context and characteristics of the parties may influence the process and outcomes of mediation.  
5. Compare and contrast the different forms of alternative dispute resolution processes.  
6. Apply and critically evaluate the appropriateness of different ADR processes for a variety of disputes. |
| EMPR 330    | 1. Articulate the components of high performance work systems and detail their relationship to individual and firm level performance.  
2. Discuss how high performance work systems align with other functional areas of business strategy.  
3. Calculate the economic benefits associated with adopting high performance work strategies.  
4. Make evidence-based recommendations regarding the development and implementation of human resource policies and practices. |
| EMPR 331    | 1. Describe the purpose and key characteristics of a compensation system.  
2. Describe the implications of behavioural frameworks for designing effective reward systems.  
3. Define the major types of pay systems and discuss their advantages, disadvantages, and applicability.  
4. Explain the key reasons for pay equity and the general process for compliance with pay equity legislation.  
5. Discuss the managerial considerations in designing compensation systems and nonmonetary reward programs.  
6. Apply key concepts and techniques to solve workplace problems and develop compensation strategies. |
| EMPR 334    | 1. Apply concepts and analyze human resource management issues from an evidence-based perspective.  
2. Highlight contemporary theories and practices as related to human resource management.  
3. Plan and design talent management strategies that align with organizational objectives.  
4. Discuss the strengths and limitations of various human resources practices.  
5. Evaluate the contributions human resource management makes to individual and organizational performance.  
6. Explain how to develop and support equitable, diverse, and inclusive HR practices and policies.  
7. Recognize how legislation, technology, changing economic conditions, labour force dynamics, and other external factors influence human resource management. |
| EMPR 335    | 1. Define and describe key employee attitudes and their relationship to organizational performance.  
2. Choose evidence-based tools to assess employee attitudes.  
3. Describe the drivers of employee attitudes.  
4. Apply knowledge of these drivers to make evidence-based recommendations for enhanced employee attitudes. |
### EMPR 360
1. Identify systemic barriers encountered by members of equity deserving groups in the workplace.
2. Reflect on the role of personal and social identity in shaping employee experience.
3. Articulate targeted approaches to advancing diversity, equity, and inclusion in the workplace.
4. Develop an understanding of the complexity of identity.
5. Apply tools and methods to challenge stereotyping and discrimination.
6. Propose approaches to benefit inclusion in teams, organizations, and society.

### EMPR 370
1. Describe how HR analytics supports evidence-based business decisions, aligns to company goals and enhances the HR function in organizations.
2. Identify and interpret critical internal and external human resource metrics.
3. Apply quantitative analysis to understand trends and indicators in human resource data.
4. Identify various approaches to qualitative analyses that are relevant to the field of HR.
5. Communicate critical insights from workforce and organizational data.

### EMPR 375
1. Recognize and describe the role organizations have in promoting meaningful work and worker well-being.
2. Assess interpersonal dynamics relevant to team development, decision-making, communication, and conflict management.
3. Apply organizational theories to the practice of workplace management.
4. Discuss drivers of various employee attitudes and performance-related behaviours.
5. Increase self-awareness through personal reflection on career goals and work values.
<table>
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<tr>
<th>COURSE</th>
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| ASCX 150 | 1. Understand how knowledge is created and what ethical obligations we have to the preservation and dissemination of knowledge.  
2. Work in effective teams, exemplifying collaboration and cooperation.  
3. Be aware of intercultural difference and apply principles of equity and inclusion.  
4. Implement a productive and healthy writing practice.  
5. Establish frameworks getting things done in ways that support curiosity, motivation, and focus.  
6. Evaluate the fair and accurate presentation of qualitative and quantitative information and argumentation. |
| ASCX 200 | 1. Differentiate between various approaches to corporate and social innovation, including public sector and social service innovation.  
2. Apply new approaches to solving business and social problems.  
3. Demonstrate active listening skills in order to articulate effective communication, consider perspectives on diverse issues and improve the relevance and efficacy of proposed solutions.  
4. Gather, organize and summarize information necessary to reframe a design problem as an entrepreneurial opportunity.  
5. Design, develop and pitch a Minimum Viable Product that can be presented to key stakeholders. |
| ASCX 300 | 1. Differentiate between various approaches to corporate and social innovation, including public sector and social service innovation.  
2. Apply new approaches to solving business and social problems.  
3. Demonstrate active listening skills in order to articulate effective communication, consider perspectives on diverse issues and improve the relevance and efficacy of proposed solutions.  
4. Gather, organize and summarize information necessary to reframe a design problem as an entrepreneurial opportunity.  
5. Design, develop and pitch a Minimum Viable Product that can be presented to key stakeholders. |
| ASCX 400 | 1. Build and implement a plan that effectively uses time and resources to solve a problem.  
2. Apply principles of design and problem solving to address problems posed by clients.  
3. Demonstrate professional written and oral communication skills.  
4. Work effectively in a multidisciplinary team to solve a problem.  
5. Demonstrate a reflective understanding of new information and knowledge gained in the context working with an external organization. |
| INTN 301 | 1. Develop professionally relevant competencies and relationships in a professional setting.  
2. Gain exposure to a professional field and understanding of professional etiquette.  
3. Observe and begin to understand professional organizational culture.  
4. Evaluate one’s own performance in light of one’s own goals and program learning outcomes. |
| INTN 302 | 1. Develop professionally relevant competencies and relationships in a professional setting.  
2. Gain exposure to a professional field and understanding of professional etiquette.  
3. Observe and begin to understand professional organizational culture.  
4. Evaluate one’s own performance in light of one’s own goals and program learning outcomes. |
| INTN 303 | 1. Develop professionally relevant competencies and relationships in a professional setting.  
2. Gain exposure to a professional field and an understanding of professional etiquette.  
3. Observe and begin to understand a professional organizational culture.  
4. Evaluate one’s own performance in light of one’s own goals and learning outcomes.  
5. Clarify career development strategy through reflection on the internship experience. |
| INTN 304 | 1. Develop professionally relevant competencies and relationships in a professional setting.  
2. Gain exposure to a professional field and understanding of professional etiquette.  
3. Observe and begin to understand professional organizational culture.  
4. Evaluate one’s own performance in light of one’s own goals and program learning outcomes. |
| INTN 305 | 1. Develop professionally relevant competencies and relationships in a professional setting.  
2. Gain exposure to a professional field and understanding of professional etiquette.  
3. Observe and begin to understand professional organizational culture.  
4. Evaluate one’s own performance in light of one’s own goals and program learning outcomes.  
5. Clarify career development strategy through reflection on the internship experience. |
2. Appreciate the interconnectedness and overlapping nature of the Global Goals and acquire skills on interdisciplinary problem solving.  
3. Demonstrate the ability to connect the Sustainable Development Goals with aspects of global challenges and reflect on the social, institutional, economic, and biological predicaments facing the planet.  
4. Gain an understanding of how the Sustainable Development Goals are measured and implemented from a policy and institutional perspective.  
5. Develop project development and problem-solving skills in a group setting and present research and independent projects results in a collaborative atmosphere. |
| STAM 200 | 1. Develop an appropriate study design for a given question, and define the accompanying statistical population, sample and observation unit.  
2. Distinguish descriptive statistics from inferential statistics and define the role of each in quantitative analyses.  
3. Compute descriptive statistics for a dataset using contemporary software and create the appropriate visualizations.  
4. Identify and conduct the appropriate statistical test for a question and dataset using contemporary software.  
5. Interpret the results of statistical tests and data software output to draw valid conclusions and communicate them in written form.  
6. Apply knowledge of statistics and research design (e.g., sampling) to critically evaluate research findings. |
1. Describe the importance of purpose, audience, and tone and their use in various contexts.
2. Use active reading and thinking strategies to engage analytically with a text.
3. Practice writing in different styles and formats to meet the needs and expectations of academic and professional audiences.
4. Participate in a writing community through forums that foster independent, peer, and collaborative writing skills to become a more intentional communicator.
5. Recognize the iterative nature of the writing process and use effective strategies to revise own writing.
6. Identify and correct errors in sentence structure and grammar to effectively edit own and others’ writing.

WRIT 120

1. Identify the basic parts of the academic essay and use them effectively in essay-writing.
2. Analyze writing to identify argumentative strategies and assess how effective they are.
3. Assess research material and use documentation techniques to integrate source material effectively into own writing.
4. Apply strategies to revise, edit, and proofread writing to make it more polished and clearer.
5. Recognize common grammar and style errors and how to correct them.
6. Interpret and apply feedback from peers, TAs, and instructor to own writing to make it more persuasive, coherent, and clear.

WRIT 125

1. Demonstrate ability to write for audiences in both academic and workplace environments.
2. Develop and apply critical thinking skills through writing, constructive peer evaluation, and discussion.
3. Assess whether or not a source is reliable or pertinent to a research topic.
4. Strengthen teamwork skills by working with peers to create writing that effectively communicates a message to an audience.
5. Use reflection in conjunction with narrative to create an effective and affective piece of writing.
6. Enhance knowledge of the mechanics of writing such as grammar, syntax, diction, and sentence structure.

WRIT 240

1. Recognize, adopt and adapt conventions of social media writing to meet the requirements of the genre and the needs of a variety of audiences.
2. Evaluate forms of web-based writing to assess how effectively they meet the needs of a variety of online audiences.
3. Apply rhetorical modes of persuasion, definition and analysis to create communications that develop, maintain and increase readership.
4. Critique and revise website content so it is relevant and appropriate for particular audiences and purposes.
5. Identify and correct grammatical errors.
6. Create visually appealing documents and interfaces.

WRIT 250

1. Identify and apply aspects of business writing to set objectives, conduct relevant research, plan documents, and communicate ideas to resolve problems and achieve outcomes.
2. Create documents using various rhetorical modes such as persuasion, definition, and analysis.
3. Practice critical thinking when selecting a writing style and format best suited for the purpose and audience.
4. Conceptualize, draft, and revise documents of various length, detail, and visual design that incorporate elements of business writing.
5. Participate in online collaboration and communication as a way to peer-edit written submissions.

WRIT 265

1. Describe the three main levels of editing — structural, stylistic, and copy editing — and the purposes of each in the publishing process.
2. Restructure a document to achieve a coherent organization and logical progression of ideas for a specific audience.
3. Revise sentences, paragraphs, and passages to resolve ambiguities, ensure logical connections, and clarify meaning.
4. Identify and correct common errors in grammar, punctuation, and usage.
5. Write clear, respectful, and diplomatic queries and comments for the appropriate person (author, managing editor, peer, instructor).
6. Edit documents in different genres as appropriate for the intended audience.

WRIT 290

1. Enhance critical reading skills through readings and discussion of course texts.
2. Develop writing skills by creating strong, organized, and original works of creative non-fiction to a publishable standard and by participating in dialogue with markers, instructors, and other students on course readings and own work through feedback and discussions.
3. Critique and edit own work as well as that of others.
4. Edit and revise own work for publication in an e-book anthology at the end of the course.
### SCHOOL OF RELIGION – LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>HEBR 192</td>
<td>1. Recognize basic syntactical patterns in biblical Hebrew.</td>
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<td>2. Explain the morphology of basic patterns of verbs and nominals.</td>
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<td>3. Apply a knowledge of vocabulary and grammar to the translation of prose texts written in biblical Hebrew.</td>
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<tr>
<td>HEBR 193</td>
<td>1. Analyze most verbal and nominal constructions in classical Hebrew prose.</td>
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<td>2. Distinguish differences between biblical and rabbinic Hebrew constructions.</td>
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<td>3. Translate a variety of Hebrew prose texts with the aid of a dictionary.</td>
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<tr>
<td>RELS 131</td>
<td>1. Develop a definition of religion that recognizes the diversity of religious traditions.</td>
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<tr>
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<td>2. Compare and contrast the components of the major world religions.</td>
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<td>3. Identify the world’s religious traditions within their global and cultural context.</td>
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<td>4. Situate contemporary religious issues in their historical roots.</td>
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<td>RELS 137</td>
<td>1. Demonstrate knowledge of the basic terminology and concepts for the academic study of religion; demonstrate comprehension of different analytical methods that can be used in the interpretation of religion in film.</td>
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<td>2. Analyze how religion can be presented in films.</td>
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<td>3. Evaluate how a film’s use of religion reflects and/or creates worldviews.</td>
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<td>4. Collaborate with others in critical thinking, research, and writing.</td>
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<td>RELS 140</td>
<td>1. Identify some key concepts, issues, and debates going on in the study of religion and science.</td>
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<td>2. Examine the form and functions of a variety of stories about religion and science that people have told themselves across different places and times.</td>
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<td>3. Engage with the complexity of relationships between religion and science using the methods and theories of religious studies.</td>
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<td>4. Formulate research questions about religion and science and analyze the significance of these research questions for public life and academic conversations.</td>
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<tr>
<td>RELS 162</td>
<td>1. Recognize how news media create and shape discourses about religion.</td>
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<td>2. Closely read and critically evaluate media depictions of religion.</td>
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<td>3. Describe how the advent of new media has changed religious practice.</td>
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<td>4. Write a cogent, critical analysis of news media engaging with religion.</td>
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<tr>
<td>RELS 163</td>
<td>1. Articulate what religious studies is as a study and discipline.</td>
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<td>2. Comfortably discuss religious traditions that appear in popular culture using religious studies terminologies and approaches.</td>
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<td>3. Practice religious studies-specific critical writing, reading, and thinking skills.</td>
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<td>RELS 200</td>
<td>1. Demonstrate factual knowledge of religious ideas and groups and the roles they play in development organizations and initiatives.</td>
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<td>2. Engage with historical and cultural aspects of how religion has influenced development in the global south.</td>
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<td>3. Be able to critically analyze issues around global poverty, such as the ways in which religion and politics are often more intertwined than realized.</td>
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<td>4. Communicate their critical thinking through research and writing.</td>
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<tr>
<td>RELS 201 (Topics Course)</td>
<td>1. The instructor appointed to teach the course would set the specific learning outcomes. The Director of the School of Religion will ensure that the specific learning outcomes on the course syllabus are aligned with the general learning outcomes for the undergraduate program in Religious Studies, which are listed below.</td>
</tr>
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<td>2. Graduates of the undergraduate program in Religious Studies will have skills to; examine the historical, textual, and cultural dimensions of diverse religious traditions.</td>
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<td>3. Articulate characteristics of religion as a cultural phenomenon in the social, political, and economic aspects of public life.</td>
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<td>4. Employ the methods and theories used in the academic study of religion.</td>
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<td>5. Engage in self-reflective, open, informed, and civil conversations about diverse religious traditions.</td>
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<td>6. Conceptualize and develop arguments through careful analysis, cogent writing, effective speaking, and critical thinking.</td>
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<td>6. Conceptualize and develop arguments through careful analysis, cogent writing, effective speaking, and critical thinking.</td>
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<td>RELS 206</td>
<td>1. Examine the role of psychoactive substances in religious life historically and today, with special attention to esotericism.</td>
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<td>2. Investigate how Western medicine is secularizing sacred psychoactive substances from indigenous traditions.</td>
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<td>3. Identify the use of religion-related concepts in today’s so-called &quot;psychedelic renaissance,&quot; and analyze this movement itself as a &quot;new religious movement.&quot;</td>
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<td>4. Recognize how religious ideas (like mystical experiences or notions of salvation) have informed legal and cultural perceptions of drugs (e.g., the categorical division of drug vs. food vs. medicine; the moral and health risks connoted by discourses of addiction and abuse vs. experimentation and recreation).</td>
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<td>5. Consider and evaluate claims that substances (e.g., psychedelics) give us access to true knowledge about the nature of reality itself (e.g., other dimensions, beings, ultimate purpose and meaning, etc.)</td>
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<td>RELS 207</td>
<td>1. Demonstrate factual knowledge of hateful ideas and groups that have been targeted throughout history and in the contemporary world.</td>
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<td>2. Engage with historical and cultural aspects of how religious communities have experienced hate and xenophobia over the years.</td>
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<td>3. Be able to critically analyze issues around racism, anti-religious sentiment, and hate movements that are prevalent today.</td>
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<td>4. Communicate their critical thinking through research and writing.</td>
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| RELS 210   | 1. Demonstrate knowledge of biblical history.  
            2. Identify characteristics of major genres of biblical literature acquiring skill in basic exegetical techniques.  
            3. Describe and evaluate ways the Hebrew Bible has been received and understood by religious and scholarly communities. |
| RELS 212   | 1. Describe important cultural narratives/myths transmitted in ancient Egypt and Mesopotamia.  
            2. Learn a method for analyzing a mythic artifact or composition.  
            3. Compare the religious/social ideas expressed in one ancient myth with those of another.  
            4. Analyze the interaction between religious and political ideologies. |
| RELS 214   | 1. Engage with the complexity of the historical development of early Christian movements using the methods and theories of religions studies.  
            2. Cultivate skills to analyze biblical texts.  
            3. Examine how historical, literary, and archaeological evidence contributes to reconstructing the development of religious groups and movements in antiquity.  
            4. Encounter various learning styles through content input, interactive tasks, and graded assignments. |
| RELS 218   | 1. Students will have a better basis for placing both historical and current developments in Christianity in context.  
            2. Students will have a deepened appreciation for the complexities of history generally and of the history of Christianity in particular.  
            3. Students will have a growing awareness of the mix of greatness and frailty found in those who have sought to be practitioners of Christianity. |
| RELS 221   | 1. Describe characteristics (history, practices, beliefs, aesthetics etc.) of several New Religious Movements.  
            2. Identify some key concepts, issues, and debates going on in the study of New Religious Movements today and demonstrate an understanding of how the field is composed around them.  
            3. Translate research-based knowledge and scholarly language on new religious movements into lay language that can inform public conversation about these topics.  
            4. Practice your scholarly writing, conversation, and presentation skills.  
            5. Collaborate with others in critical thinking, research, and writing.  
            6. Formulate research questions about New Religious Movements and analyze the significance of these research questions for ongoing academic conversations. |
| RELS 222   | 1. Understand the basic components of the Hindu religion.  
            2. Know the basic content of the four Vedas.  
            3. Know the basic content and significance of the two epics.  
            4. Be familiar with the position of women in Hinduism.  
            5. Be introduced to the Hindu pantheon of Gods and know their significance in Hindu religion.  
            6. Conduct research that develops individual interest in a topic related to Hindu religion. Understand the role of yoga past and present. |
| RELS 225   | 1. Learn about the history of Buddhism from its earliest origins as a religion indigenous to India.  
            2. Understand and assess the philosophical, social, and historical developments of Buddhism throughout Asia.  
            3. Examine Buddhism in its modern context by looking specifically at its transplantation to the West.  
            4. Develop a ‘critical understanding’ of the practice of meditation through lectures and guest lecture. |
| RELS 224   | 1. Understand core texts, values and worldviews of Taoism, China’s Indigenous, organized religion, as it developed over history.  
            2. Appreciate how and why scholars produce different interpretations of or approaches to Taoism.  
            3. Evaluate the significance of Taoism in the contemporary world according to your own reasoned criteria.  
            4. Gain experience and confidence in basic life skills such as reading, thinking, evaluating, summarizing, presenting, arguing, etc. |
| RELS 226   | 1. Understand how historical developments take place within a religion, here, Islam.  
            2. Identify why there are different voices and manifestations of Islam.  
            3. Develop a critical analytical frame of reference in order to be able to understand and explain religious issues in an educated manner. |
| RELS 227   | 1. Define the Indigenous condition in relation to coloniality and the environment.  
            2. Describe religious systems in ancient Indigenous cultures to explain their syncretism with mainstream world religions in the colonial encounter.  
            3. Analyze the making and unmaking of Indigenous identity and spirituality by the State, the Church, the social sciences, and Human Rights to generate decolonizing processes and debates in the social and academic arenas. |
| RELS 229   | 1. Identify the key ideas, practices, and people in the history of Confucianism.  
            2. Investigate the ways in which the Confucian tradition challenges and enriches our understanding of “religion” and examine the various ways the term has been employed across spatial and temporal locales.  
            3. Engage with Confucian philosophy and history and explore the ways in which it can dialogue with and content contemporary Western notions of philosophy, psychology, and spirituality, and so forth.  
            4. Formulate research questions about religious traditions and seek out new modes of inquiry into older material.  
            5. Practice academic reading, writing, research, and critical thinking. |
| RELS 232   | 1. Demonstrate how religion has animated a whole host of social and political movements through history and in different contexts.  
            2. Describe the ways in which religion and politics, to take one example, are often more intertwined than we generally recognize.  
            3. Develop a deeper understanding of the historical and cultural aspects of some of the events students may be reading in the news.  
            4. Demonstrate skills in research, writing, and critical thinking. |
| RELS 234   | 1. Distinguish between course-relevant terms (e.g., Judaism, secularism, midrash, orthodoxy, and so on).  
            2. Critically read source texts.  
            3. Extrapolate from textual evidence to try and understand and interpret cultural practices.  
            4. Practice your scholarly writing skills (including grammar, punctuation, structure, and referencing).  
            5. Collaborate with others in critical thinking, research, and writing. |
### RELS 235
1. Be conversant with major religious perspectives, both historical and contemporary, on the human/nature relationship.
2. Gain familiarity with key concepts and terms in the field of religion and ecology.
3. Evaluate what the various cultural traditions of the world say about human responsibility toward the environment.

### RELS 236
1. Identify and explain key strategies that scholars utilize to study religion and sexuality.
2. Demonstrate a knowledge of key theories, ideas and concepts surrounding the historical and contemporary study of religion and sexuality.
3. Evaluate various methods of interpreting the relationship between religion and sexuality from a comparative perspective.
4. Further develop reading, writing and research skills.

### RELS 239
1. Develop an understanding of the intersections of religion with sports.
2. Develop an understanding of the intersections of spirituality with sports, including flow experiences.
3. Explore multiple ways that spiritual or religious-like experiences occur in sport, and to ask critical questions about these experiences.
4. Develop an understanding of some of the ethical issues raised through these intersections.

### RELS 240
1. Identify some key concepts, issues, and debates going on in the study of magic, witchcraft, and the supernatural today and demonstrate an understanding of how the field is composed around them.
2. Apply some of the course readings to theorize your own experiences with magic, witchcraft, and the supernatural in popular culture and explain them in relation to social forces.
3. Translate research-based knowledge and scholarly language about magic, witchcraft, and the supernatural into lay language that can inform public conversation about these topics.
4. Practice your scholarly writing, conversation, and presentation skills.
5. Assess your own academic development and form your own learning goals.
6. Collaborate with others in critical thinking, research, and writing

### RELS 242
1. Name and describe traditional knowledges to criticize the application of the Western category of "things" and "objects" to Indigenous contexts.
2. Distinguish those items as more than simple materiality in indigenous contexts to redefine the scope of the sacred/profane division in religious studies.
3. Identify the immaterial qualities attached to "objects" to examine the category "spirits" in Indigenous worlds.

### RELS 250
1. Identify and explain key strategies that scholars utilize to study mythology.
2. Demonstrate a knowledge of key theories, ideas, and concepts surrounding the historical and contemporary study of mythology.
3. Evaluate various methods of interpreting mythology from a comparative perspective.
4. Critically analyze the philosophical, religious and moral challenges posed by the teaching of various hero myths.
5. Further develop reading, writing, and research skills.

### RELS 252
1. Identify and explain key strategies that scholars utilize to study mysticism.
2. Demonstrate a knowledge of key theories, ideas and concepts surrounding the historical and contemporary study of mysticism.
3. Evaluate various methods of interpreting mystical experience from a comparative perspective.
4. Further develop reading, writing and research skills.

### RELS 255
1. Identify and discuss issues concerning how we study religion as an academic topic.
2. Translate scholarly language about course topics into meaningful and creative modes that can inform public conversations.
3. Imagine and apply ways to understand, research, and write about experiences deemed religious.

### RELS 266
1. Describe the central ideas of major ethical theories from religious, philosophical, and Indigenous perspectives.
2. Apply ethical theories to a range of contemporary social issues of moral concern.
3. Recognize and critically reflect on your own and others’ assumptions (and biases) on the morality of disputed moral issues.
4. Practice religious studies-specific critical thinking, reading, writing, and speaking and mindful listening skills.

### RELS 296
1. Recognize some of the historical and contemporary developments of Islam in Canada.
2. Differentiate and model how a religious studies’ student approaches the study of Muslim communities, as opposed to how media, insiders, or others may discuss Islam or Muslims.
3. Demonstrate how the experiences of Muslims in Canada may be historically, theologically, regionally, and transnationally informed. Begin to develop religious studies-specific critical writing, reading, and thinking skills.
4. Think carefully about your positionality and own bias to the subject content at hand.

### RELS 301 (Topics Course)
1. The instructor appointed to teach the course would set the specific learning outcomes. The Director of the School of Religion will ensure that the specific learning outcomes on the course syllabus are aligned with the general learning outcomes for the undergraduate program in Religious Studies, which are listed below.
2. Graduates of the undergraduate program in religious studies will have skills to; examine historical, textual, and cultural dimensions of diverse religious traditions and/or themes.
3. Articulate characteristics of religion as a cultural phenomenon in the social, political and economic aspects of public life.
4. Employ the methods and theories used in the academic study of religion.
5. Engage in self-reflective, open, informed, and civil conversations about diverse religious traditions and/or themes.
6. Conceptualize and develop arguments through careful analysis, cogent writing, effective speaking, and critical thinking.

### RELS 302 (Topics Course)
1. The instructor-appointed to teach the course would set the specific learning outcomes. The Director of the School of Religion will ensure that the specific learning outcomes on the course syllabus are aligned with the general learning outcomes for the undergraduate program in Religious Studies, which are listed below.
2. Graduates of the undergraduate program in religious studies will have skills to; examine historical, textual, and cultural dimensions of diverse religious traditions and/or themes.
3. Articulate characteristics of religion as a cultural phenomenon in the social, political and economic aspects of public life.
4. Employ the methods and theories used in the academic study of religion.
5. Engage in self-reflective, open, informed, and civil conversations about diverse religious traditions and/or themes.
6. Conceptualize and develop arguments through careful analysis, cogent writing, effective speaking, and critical thinking.
1. Identify and comprehend some of the key issues in contemporary feminist theologies.
2. Develop critically reflective understandings of feminist theologies in dialogue with the thinking of others.
3. Gain respect for the diversity of theological opinions on contemporary feminist theologies.
4. Demonstrate an ability to construct your own scholarly positions in dialogue with some publications by a few feminist theologians.

1. Articulate theories about gender, sexuality, and religion.
2. Compare the approaches of sociologists, anthropologists and gender studies scholars in addressing the relationship between gender, sexuality and religion.
3. Critically analyze the way gender and sexuality are used to understand the religion in a variety of contexts; and how they inform one another.
4. Critically analyze how religious myth, doctrine and ritual is used to understand gender.
5. Identify and explain how you utilize and resist gender and queer theories in approaching the study of religion (your own or someone else’s).

1. Examine diverse social contexts and practices of private and semi-private religious associations in the Greco-Roman period.
2. Cultivate abilities to analyze ancient inscriptions, papyri, documents, and literary texts.
3. Engage with the methodological complexity of re-constructing ancient religious practices.
4. Encounter various learning styles through content input, interactive tasks, and graded assignments.

1. Understand the history of yoga starting with its earliest known origins as a spiritual practice indigenous to India.
2. Understand and assess the philosophical and theological teachings of yoga in India.
3. Examine yoga in its modern context and raise a number of critical debates.
4. Develop a ‘critical understanding’ of the practice of postures or asana through field research.

1. Examine the relationship between debates of religion and politics in Muslim societies.
2. Critically analyze cases and everyday events related to religion and politics in an informed and educated way.
3. Understand theories relevant to the relationship between religion and politics; historical overviews in the post-colonial era; certain major themes such as: secularization, nationalism, politics of identity, human rights and democracies, war and peace, and liberationist ideologies and theologies.

1. Distinguish between course-relevant terms (e.g., nonreligion, secularity, atheism, etc.) and use them critically in your writing and speaking (i.e., demonstrating an understanding of their origins and politics).
2. Critically read source texts, and extract ideas from them which you think will help understand and address ecological problems.
3. Translate research-based knowledge and scholarly language about course topics into language that can inform public conversation related to other domains, such as art and politics.
4. Practice your scholarly writing skills (including grammar, punctuation, structure, and referencing).
5. Collaborate with others in critical thinking, research, and writing.

1. Identify major processes that characterize cases of religiously motivated violence, i.e., social indexing, mimetic rivalry, othering and heroic ideology.
2. Replicate the arguments of academic papers and book chapters in the form of short papers.
3. Explain particular cases of religiously motivated violence in terms of the major processes listed in point.
4. Explain particular cases of religiously motivated resistance to experiences of violence in terms of the major processes listed in point.
5. Analyse ideological factors implicated in contemporary discourse about religion and violence.

1. Listen and articulate the fraught topic of race and ethnicity as it intersects with religion in an emphatic, respectful, and critical way.
2. Practice religious studies-specific critical writing, reading, and thinking skills.
3. Make acute connections between aesthetic and politics, between texts and context, between ideology and representations, and between individuals and communities.
4. Practice self-reflective reading and think about their positionality to the religious communities studied throughout the term.

1. Distinguish between course-relevant terms (e.g., Judaism, atheism, altenity, gender, and so on).
2. Critically read source texts.
3. Extrapolate from textual evidence to try understand and interpret implicit arguments.
4. Practice your scholarly writing skills, especially the formation of argument (but also including grammar, punctuation, structure, and referencing).
5. Collaborate with others in critical thinking, research, and writing.

1. Understand the concepts of religion and democracy and their functional roles in society.
2. Improve students’ critical thinking ability and analyzing skills through constructing and deconstructing arguments.
3. Gain a deeper understanding of certain ongoing social, legal and political issues related to religion in the society.

1. Distinguish between course-relevant terms (e.g., nonreligion, secularity, atheism, etc.) and use them critically in your writing and speaking (i.e., Demonstrating an understanding of their origins and politics).
2. Demonstrate knowledge about specific groups and movements (e.g., SBRNs, Nones, the New Atheists and the new New Atheists).
3. Translate research-based knowledge and scholarly language about course topics into lay language that can inform public conversation about these topics.
4. Practice your scholarly writing skills (including grammar, punctuation, structure, and referencing according to a recognized style guide) by participating in the ongoing, public conversation about this field (with your book review and your comments on the NSRN blog).
5. Assess your own learning and growth as a scholar by reflecting on your efforts, achievements, and progress through this class.
6. Collaborate with others in critical thinking, research, and writing.

1. Identify Indigenous conceptualizations of their environment to reinterpret the Nature/Culture divide as a specifically Western cultural product.
2. Examine Indigenous social, technical, and ritualized practices to compose their epistemological approaches to the environment.
3. Analyze the human/no-human relationships in Indigenous contexts to debate on the inter-speciesist movement and the rights of Nature.

1. Demonstrate knowledge about course-relevant terms, concepts, and theories (e.g., Art criticism, ritual as a cultural phenomenon, affect theory, etc.) and use them critically in writing and speaking (i.e., demonstrating an understanding of their origins and politics).
2. Translate research-based knowledge and scholarly language about course topics into non-technical language that can inform public conversation about these topics.
3. Practice scholarly communication skills (including argumentation, structure, grammar, punctuation, and referencing according to a recognized style guide) by participating in the ongoing, public conversation about this field (with your art criticism assignment and your blog assignment).
4. Collaborate with others in critical thinking, research, and writing.
### RELS 364
1. Discuss and debate issues raised in the scholarly material assigned in this course regarding the intersections of religion, spirituality, A.I., biohacking, and possible future technologies, and facilitate peer conversations about these intersections.
2. Translate scholarly language about course topics into meaningful language that can inform public conversations.
3. Analyze and assess possible social and religious/spiritual implications of human enhancement technologies and investigate what religion scholars are saying about these implications.
4. Imagine some possible ethical complexities associated with how we evaluate and interpret human enhancement technologies, including A.I., in relation to religion/spirituality and diverse communities.

### RELS 347
1. Challenge understandings of traditional gender norms and binaries, specifically in the context of Islamic cultures, religions and societies.
2. Investigate Islam as a lived tradition that is transforming and transformative, while acknowledging some historical and geographical developments within Muslim societies.
3. Recognize primary texts, such as the Qur'an and hadiths, and understand the interpretative tendencies that have developed from these foundational sources as a hermeneutic process.
4. Recognize how religious and gender identities and meanings are constructed and (or are not necessarily self-evident) based on factors such as race, class, gender, culture and region.
5. Research and utilize a variety of reference materials and genres of scholarly work and foster personal curiosity by developing questions for individualized research projects.

### RELS 354
1. Develop an understanding of the various ways that religion can be defined.
2. Develop an understanding of some theories that can be used to interpret various manifestations of religion.
3. Develop an understanding of some historical and contemporary approaches (methods for understanding religion).
4. Be able to apply specific theories and methods to specific concrete manifestations of religion.
5. Develop an understanding of the ways in which religious studies as a field influences theories and methods for study religion and vice-versa.

### RELS 356
1. Identify the character and cultural practices referred to by the broad categories “shaman” and “shamanism” in indigenous contexts.
2. Describe the shaman’s relationship with humans and non-humans, and list the traditional knowledge associated with them.
3. Explore in what ways shamanic practices and utterances can prove to be effective.
4. Critically analyze the category “shamanism” as a colonial and pragmatic device addressing indigenous contexts.

### RELS 367
1. Understand the basics of some prominent approaches to biomedical ethics including deontological, teleological and virtue ethics.
2. Comprehend and engage some issues in contemporary biomedical ethics.
3. Identify examples of the impact of diverse religious perspectives on healthcare and other biomedical decisions.
4. Understand and explain why religions are morally relevant to biomedical issues.

### RELS 368
1. Demonstrate pre-class preparation and comprehension of key concepts and ideas in written and oral form.
2. Identify and analyze religious issues, conflicts, and responsibilities in business contexts.
3. Construct and communicate rational, responsible, and realistic responses to religious issues.
4. Develop a critical awareness of and analyze their own morality and religious framework.

### RELS 385
1. Demonstrate a factual understanding of how and why fundamentalist movements have arisen within different religions.
2. Engage with the sociological and historical consequences of these movements and their ideas in modern society.
3. Communicate their critical thinking related to what fundamentalist movements have in common across cultural and political contexts.

### RELS 393
1. Identify key ideas, traditions, practices, and people in the history and transplantation of Buddhism in the West.
2. Engage with the debates in contemporary Buddhist communities as they pertain to issues of gender, sexuality, race, politics, and ecology.
3. Explore the role of contemplative practice in contemporary Buddhism by practicing various kinds of meditation.
4. Critically analyze the role of mindfulness meditation in psychotherapy and wellness cultures.
5. Practice academic reading, writing, research, and critical thinking.

### RELS 396
1. Understand how historical developments take place within a religion, here, Islam.
2. Understand why there are different voices talking in the name of Islam.
3. Understand of current events in Muslim societies.
4. Develop a critical analytical frame of reference in order to be able to understand and explain issues in an educated manner.

### RELS 398
1. Name some key concepts, issues, and debates that are current in the study of Modern Judaism.
2. Interpret key primary sources and descriptive the ways they respond to modernity.
3. Practice your scholarly writing, conversation, and presentation skills.
4. Collaborate with others in critical thinking, research, and writing.

### RELS 401
1. The Director of the School of Religion will ensure that the specific learning outcomes on the course syllabus are aligned with the general learning outcomes for the undergraduate program in Religious Studies, which are listed below.
2. Graduates of the undergraduate program in religious studies will have skills to; examine historical, textual, and cultural dimensions of diverse religious traditions and/or themes.
3. Articulate characteristics of religion as a cultural phenomenon in the social, political and economic aspects of public life.
4. Employ the methods and theories used in the academic study of religion.
5. Engage in self-reflective, open, informed, and civil conversations about diverse religious traditions and/or themes.
6. Conceptualize and develop arguments through careful analysis, cogent writing, effective speaking, and critical thinking.

### RELS 452
1. Integrate body of debates around the role of religion in contemporary society.
2. Imagine and develop individual research projects.
3. Communicate and present on research projects on religion in the contemporary society.

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**Additional Notes:**
- Class preparation and comprehension of key concepts and ideas in written and oral form.
- Possible social and religious/spiritual implications of human enhancement technologies and investigate what religion scholars are saying about these implications.
- Critical thinking related to what fundamentalist movements have in common across cultural and political contexts.
- Practice academic reading, writing, research, and critical thinking.
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<thead>
<tr>
<th>COURSE</th>
<th>INTENDED LEARNING OUTCOMES</th>
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| SOCY 200 | 1. Understand different definitions of health and illness and their sociological implications.  
2. Identify a range of theoretical approaches to health and illness in the sociological literature.  
3. Explain and summarize sociological research in this field.  
4. Investigate the sociological factors that affect health outcomes including socio-economic status, gender, immigrant status, indigeneity, age, and their intersection.  
5. Comprehend past and current health policy in Canada and the impact of policy reforms.  
6. Investigate structural dimensions of health outcomes including environmental, occupational, political, and economic factors. |
| SOCY 210 | 1. Articulate basic social science principles, concepts, and terminology.  
2. List and describe appropriate methods for collecting data on sociological topics.  
3. Produce annotated bibliographies that summarize key information in core sociological readings.  
4. Identify when and why a specific research method is most appropriate for specific research questions you are interested in testing.  
5. Produce a research proposal that includes a testable research question and describes appropriate methods of data collection. |
| SOCY 211 | 1. Through course readings and lectures, you will be taught the theories and arithmetic behind various statistical techniques.  
2. Through lectures, during tutorials, and through lab assignments you will learn about the data analysis process, including designing survey questions, applying statistical techniques to answer various types of research questions, data presentation, and interpretation and reporting of results.  
3. Through lectures, tutorials, lab assignments and instructor-made videos you will be taught how to use SPSS statistical software.  
4. Through quizzes you will be taught to easily recall when to apply various statistical techniques and what kind of research questions various techniques allow you to address.  
5. Quizzes combined with class examples of content application will teach you statistical and research literacy.  
6. The tutorial 'pop question' activities will push you to articulate your understanding of the application, interpretation, and reporting of statistical techniques. And, consequently, improve your understanding through review of the material. Tutorial 'pop question' activities will also encourage you to attend tutorial, thereby ensuring you are able to seek teaching assistant support on lab assignments and quizzes. |
| SOCY 225 | 1. Acquire a facility with important concepts and theories from the sociology of globalization.  
2. Learn to identify and evaluate key issues and stakes in the public and academic discussions around globalization.  
3. Understand the historical underpinnings of contemporary global trends and discourses about globalization.  
4. Develop and pursue their own line of interest in globalization research through the crafting of an individual research paper.  
5. Demonstrate improved analytic, writing, and communication skills. |
| SOCY 226 | 1. Understanding the internal connections between classical and modern approaches to social theory.  
2. Understanding the transformations in social theory during the 20th century in Europe and North America.  
3. Appreciation and understanding of similarities and differences between a plurality of approaches in modern social theory.  
4. Understanding the key theoretical debates about social transformations in the 20th Century.  
5. Evaluate theoretical arguments and evidence.  
6. Use abstract sociological concepts with confidence.  
7. Apply theoretical knowledge to an appropriate sociological question.  
8. Clearly communicate the meaning of abstract theoretical concepts verbally and in writing.  
9. Demonstrate the ability to evaluate and synthesize information obtained from a variety of written sources and communicate relevant information in different ways. |
| SOCY 235 | 1. Learn key concepts and theories of race and racism drawn from the fields of Sociology, Critical Race Theory, gender and feminist studies, and decolonization studies.  
2. Gain a deeper understanding of your own assumptions about 'race' and racism.  
3. Develop an ability to analyze the power and raciolazing dynamics at play in social relationships and institutions, within Canada and North America.  
4. Explain how power, privilege, and marginalisation are implicated in social structures and institutions.  
5. Apply a sociological and critical lens for the analysis of the construction and representation of race, ethnicity, nationhood, gender, sexuality and class.  
6. Utilize an intersectional approach to analyze the experiences of various social groups.  
7. Demonstrate reflective written communication skills and conversational skills on difficult topics, considering personal differences and multiple perspectives respectfully. |
| SOCY 273 | 1. Identify assumptions, methods, and arguments pertaining to major areas of social psychology research and thought (e.g., self and identity, attraction, attitudes) in order to make critical assessments of their similarities and differences.  
2. Compare divergent paradigms and theories pertaining to specific areas of social psychology research and thought to critically reflect on the associated assumptions, methods, and arguments.  
3. Employ social psychology concepts and theories to identify interconnections between the individual, her/his social context; and social structures.  
4. Apply social psychology concepts and theories to reflect on events and experiences in their own lives.  
5. Apply different concepts to discuss what specific social psychological studies and theories might "do" in terms of contributing to academic and larger cultural imaginings. |
| SOCY 275 | 1. Ability to identify and distinguish "kinds of theory" focusing on levels of abstraction, levels of explanation, classification schemas, and the social context of theory.  
2. Ability to articulate the range of questions addressed by sociologists who are interested in the study of deviance. Students acquire an understanding of the variety of ways in which the sociological study of deviance is important and relevant and can apply this knowledge to real life situations.  
3. Think critically about popular ways of defining deviance and recognize the uniqueness of deviant sociological approaches. Ability to compare and contrast the two dominant sociological conceptualizations of deviance and become familiar with a working definition of deviance and social control.  
4. Understand the role that empirical research plays in the sociological study of deviance and analyze some of the unique problems that arise in the course of the empirical investigation of deviance. Develop an understanding of how the major research methods employed by sociologists contribute to the scholarly literature on deviance.  
5. Ability to trace the historical origins of contemporary theoretical accounts of deviant behaviour and to distinguish the two broad explanatory approaches —the classical school and the positivist school. Ability to demonstrate how these early explanations of deviant behaviour continue to influence modern thought on the subject.  
6. Compare and contrast the major sociological approaches to the study of deviant behaviour including strain, cultural and social control theories. Develop a comparative understanding of the degree to which these perspectives are supported by empirical evidence and also be able to describe the major limitations characteristic of each perspective.  
7. Understand the major variations of feminist thought relevant to the study of crime and deviance and demonstrate how feminist thought can be viewed as both a critique of and a complement to more traditional explanations of crime and deviance.  
8. Explain the major emerging streams of theory being developed to understand links between race/ethnicity and crime and can identify the strengths/weaknesses of racializing established perspectives versus theories developed specifically to understand how the unique histories and current conditions of certain populations may influence behaviour.  
9. Establish and maintain effective conversational skills on difficult topics, considering personal differences and multiple perspectives respectfully.
9. Through an examination of claims-making processes, students learn to think critically about the taken-for-granted character of deviance, crime, law and social control. Students learn the extent to which moral meaning is problematic. Students also acquire an understanding of the dominant theories of conflict within which the process of claims-making can be situated.

10. Learn to discuss the processes by which people come to be labelled as deviants and why some people are more vulnerable to deviant labels than others. Also, understand some of the more important concepts that are used to describe the labelling process, including stereotyping and retrospective interpretation.

11. Make connections between different levels of theory and the process of theoretical integration that can provide more holistic understandings and explanations of both deviance and social control.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOCY 276</td>
<td>Understanding the sociological significance of visuality in contemporary cultures</td>
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<tr>
<td>SOCY 284</td>
<td>Conduct a critical discussion and conversation about contemporary issues of surveillance</td>
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<tr>
<td>SOCY 300</td>
<td>Have an understanding of the historical genesis of modern visual cultures</td>
</tr>
<tr>
<td>SOCY 305</td>
<td>Critically analyze, read and write about sociological (both theoretical and empirical) literature on the professions and occupations</td>
</tr>
<tr>
<td>SOCY 306</td>
<td>Identify and articulate at least three explanations for the historical emergence of contemporary consumer culture in relation to modernity</td>
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<tr>
<td>SOCY 309</td>
<td>Identify and articulate key surveillance trends and academic discussions</td>
</tr>
<tr>
<td>SOCY 310</td>
<td>Understand the historical genesis of modern visual cultures</td>
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</tbody>
</table>
1. Understand the key sociological perspectives and concepts that examine the shifting forms, deployments, and experiences of information technologies in work contexts.

2. Identify the dominant discourses, past and present, which frame the development and integration of information technologies in working practices.

3. Learn to think critically about the social, cultural, and economic dimensions of information technology, and to critically assess the claims of "the information society".

4. Understand the relationship between work technologies and various spheres of human life such as: identity formation, cultural production, gender, surveillance, biological ethics, etc.

5. Learn to assess information technologies in working practices with respect to the possibilities they provide for greater empowerment and organization, and more sophisticated methods of control and containment of popular dissent.

1. Awareness and understanding of the diversity and variation of "the family".

2. Analyze family trends in Canada through sociological research.

3. Analyze the challenges facing contemporary families and assess the challenges and possible trends for Canadian families in the future.

4. Increase reading comprehension through the use of original sources.

5. Use original academic sources to develop written arguments.

6. Apply theoretical perspectives and sociological concepts to social issues related to the family.

7. Demonstrate the ability to evaluate and synthesize theoretical arguments and evidence.

8. Engage in critical thinking and evaluate social phenomena within a sociological framework.

1. Learn to think critically about the scope and function of public education in North America and the inherent contradictions and power relations found within educational institutions and structures.

2. Develop an understanding about the relationship between race, gender/sexuality, class and access via educational institutions. Examples include why residential schools were historically problematic; feminist pedagogies; spatial layout and classroom design; neighborhood effects.

3. Develop an understanding of the politics and economics of the textbook industry as well as the politics of curricular development and identify key debates in the public vs. private/charter schools’ debate.

4. Develop advanced theoretical knowledge, critical thinking and writing skills and the process of peer review.

5. Evaluate and engage with key theoretical and practical arguments including but not limited to the relationship between education, race, and power; teaching/learning history; the politics of the textbook; information technologies in the classroom; residential schools; antiracist education / multicultural education; education in conflict zones.

6. Develop a greater awareness of how educational experiences can vary across space and time and develop a more critical understanding of educational processes.

7. Ability to employ complex sociological concepts with confidence in oral, written, and other presentation forms to explain contemporary issues in education to their peers.

1. Understanding of key approaches to the study of culture and their application to understanding social and cultural change.

2. Appreciation of the diversity of ways cultural production, consumption, and meaning shape everyday life.

3. Ability to identify and describe key theorists, theories, and subject areas in the field of cultural studies.

4. Ability to draw a connection between the study of culture and other spheres of sociological inquiry.

1. Appreciation of the socially constructed and contested nature of science and technology in society.

2. Knowledge and understanding: the ability to identify and describe key questions and concerns about (a) the ways in which social assumptions (i.e., about race, gender, and sexuality) shape scientific knowledge, and (b) the ways in which science and technology influence the politics of race, gender, and sexuality.

3. Development of reading and writing skills (this is a very reading intensive course).

4. Students will use abstract STS related concepts with confidence in a variety of written forms to explain contemporary interdisciplinary approaches to the study of science and technology in society to their peers, teaching assistants and course instructor.

5. Students will demonstrate the ability to evaluate and synthesize information obtained from a variety of written sources and communicate relevant information in different ways.

1. Ability to explain the major developments in reproductive technologies in modern society as sociological events, particularly in terms of gender.

2. Ability to critically examine a specific reproductive technology or development through a gender sociological lens.

3. Demonstrate in written and oral presentations how the social history of modern reproduction applies to a contemporary social issue or problem.

4. Ability to draw upon the early modern social history of reproduction, including contraception and abortion to address particular issues in social reproduction.

5. Ability to explain in writing the main issues involved in the modern social history of reproduction in Canada.

6. Ability to provide a basic analysis of how reproduction, chiefly population control, is related to various environmental concerns.

7. Identify and briefly explain the main so-called new reproductive technologies (NRTs) and human genetic engineering (GE).

8. Ability to outline in written and oral presentations some of the central challenges and developments related to legislation concerning scientific and technological developments in terms of NRTs and GE.

9. Identify and outline the informal aspects of social control that play out in the dissemination of NRTs and GE.

10. Ability to present arguments about how economic interests drive recent developments in reproduction and replication.

11. Identify and critically examine the main arguments in global human rights claims.


1. Ability to distinguish the major conceptualizations of crime and their common elements. Students will learn to think critically about the images of crime which they encounter in popular culture and how these images misinform public opinion about crime in Canada.

2. Ability to identify, critically assess, and employ the major data sources such as police-generated data (the UCR), victimization survey data and self-report (offender) data, which inform criminological inquiry to interpret crime and specific crime rates.

3. Understanding of the major theoretical approaches to offending behaviour, including more recent and more sophisticated integrated theories and particular attention is devoted to the extent to which these theories proceed from earlier theoretical work.

4. Acquire a basic understanding of how contemporary sociologists conceptualize the role of the victim in the context of criminal events. Students will also gain a working knowledge and critical appreciation of the major victim-centered accounts in crime reporting.

5. Learn how to think about crime in a domain-specific manner, to think about the practical implications of criminological understanding. These images misinform public opinion about crime in Canada.

1. Describe how crime is currently measured and the extent and distribution of criminal behavior according to these measures.

2. Identify gender variations across various forms of data.

3. Demonstrate a working knowledge of the key sociological theories of gender differences in the nature and occurrence of crime.

4. Apply the conceptual tools of key sociological theories to selected case studies and empirical research studies.

5. Critically evaluate concrete policy responses to crime with attention to the gendered variations in criminal offending and victimization.
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<tr>
<th><strong>SOCY 401</strong></th>
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<tr>
<td><strong>1.</strong></td>
<td>Critically reflect upon the nature of sociology as a rational discourse.</td>
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<tr>
<td><strong>2.</strong></td>
<td>Identify and explain the fundamental ideas in a number of contemporary social theories.</td>
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<tr>
<td><strong>3.</strong></td>
<td>Identify, explain, and critically assess the fundamental elements that are found in all social theories.</td>
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<tr>
<td><strong>4.</strong></td>
<td>Present orally and in writing the main ideas and features of a contemporary social theorist.</td>
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<td>Develop and employ what C. Wright Mills termed “a vocabulary adequate for clear social reflection”.</td>
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<td><strong>6.</strong></td>
<td>Comprehend, critically assess, and discuss some of the scholarly literature related to contemporary social theory.</td>
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<td>Formulate and present a concise summary of the main ideas, arguments, and evidentiary support found in scholarly literature related to contemporary social theory.</td>
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<tr>
<td><strong>1.</strong></td>
<td>Critically examine a range of contemporary issues and debates pertaining to intimate relationships and family life.</td>
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<tr>
<td><strong>2.</strong></td>
<td>Appreciate that the study of families is an important point of analysis as well as a significant point of departure for understanding the relationship of individuals and society.</td>
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<tr>
<td><strong>3.</strong></td>
<td>Apply theories grounded in feminism, social constructionism, post-structuralism, postcolonialism, feminist political economy, queer theory and critical race theories, to explore the family as both experience and institution.</td>
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<tr>
<td><strong>4.</strong></td>
<td>Ability to confidently participate directly in the development of ideas and arguments as we seek to gain a better understanding, as well as critique, the institution of the family and family interaction processes.</td>
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<tr>
<td><strong>5.</strong></td>
<td>Ability to verbally and in written form, engage in ways to ‘rethink the family’, considering and evaluating ideological assumptions and persistent myths about ‘the family’ and its variations.</td>
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<tr>
<td><strong>1.</strong></td>
<td>Define key concepts and identify important debates in sociology in relation to the body.</td>
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<tr>
<td><strong>2.</strong></td>
<td>Understand how experiences of embodiment vary through intersections of gender, race, sexuality, class, nationality, and ability.</td>
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<td><strong>3.</strong></td>
<td>Explore and challenge common-sense understandings of the body, and to describe how the body is enacted and ‘done’ in practice – in real life.</td>
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<tr>
<td><strong>4.</strong></td>
<td>Apply course concepts to contemporary social justice issues relating to embodiment.</td>
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<tr>
<td><strong>1.</strong></td>
<td>Understand and enact the principles of non-hierarchical circle pedagogy, as practiced in the Walls to Bridges program.</td>
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<tr>
<td><strong>2.</strong></td>
<td>Develop and demonstrate communication skills, self-reflexivity and critical engagement with course material.</td>
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<td>Challenge the stigma of incarceration by fostering dialogue between ‘inside’ and ‘outside’ students.</td>
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<td><strong>1.</strong></td>
<td>Students can explain in written and oral presentations the unique aspects of evaluation research and identify the difference between pure and applied research as well as the political character of the evaluation process.</td>
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<td><strong>2.</strong></td>
<td>Students can explain in written and oral presentations the complexities involved in an analysis of the broad context of the evaluation process, indicating the social forces that shape policy space, why there is so often resistance to program evaluation, and the significance of the theoretical and empirical links between the process of program evaluation and the social construction of social problems.</td>
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<td><strong>3.</strong></td>
<td>With basic knowledge of the logic and problems associated with feasibility studies and needs assessments, students can indicate in written and oral arguments the relative merits of several specific ways in which feasibility studies and needs assessments should be conducted including meta-analysis, social indicators analysis, key informants, community fora, surveys, the nominal group method and the Delphi technique.</td>
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<tr>
<td><strong>4.</strong></td>
<td>With a basic knowledge of the logic and the purpose of the major forms of process analysis including organizational assessment, program utilization and materials assessment students can explain in written and oral presentations why stakeholders often resist various forms of process analysis.</td>
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<tr>
<td><strong>5.</strong></td>
<td>With background knowledge in the strengths and shortcomings of impact/outcome studies and an understanding of the higher-level problems in causal analysis using the use of quasi-experiments, the need for counterfactuals, and issues regarding levels of aggregation, students can assess internal and external program validity and recognize the major threats to validity.</td>
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<td><strong>1.</strong></td>
<td>Evaluate the strengths and limitations of various theoretical perspectives</td>
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<td><strong>1.</strong></td>
<td>Gain an appreciation of the ambivalent role of technology for liberatory purposes.</td>
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<td><strong>2.</strong></td>
<td>Knowledge and understanding of different conceptualizations of technology in relation to power and politics, as well as the ability to identify and describe key questions and concerns about the various ways in which technologies may be involved in maintaining or disrupting social orders.</td>
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<td><strong>3.</strong></td>
<td>Learn and exercise academic appropriate writing skills to write the term paper.</td>
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<td>Course Code</td>
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<td>Objectives</td>
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<tr>
<td>SOCY 430</td>
<td>Study of Deviance I</td>
<td>1. Understanding of the differentiated dynamics of consumerism in global terms. 2. Understanding of several different approaches to the study of consumption, consumers, and commodities. 3. Understanding of how these approaches have been used to analyze specific consumption practices. 4. Understanding of central debates about commodification and consumerism. 5. Understanding of how to use visual methods in contemporary sociology. 6. Identify and explain the key features of debates about contemporary consumerism, articulate these accurately in verbal and written argument, and critically assess their explanatory power in relation to a range of contemporary phenomena throughout the course. 7. Identify and articulate at least three features of contemporary perspectives on consumer culture, explain the continuities and discontinuities between ‘modern’ and ‘postmodern’ perspectives, and verbally and visually articulate connections between abstract concepts and lived experience. 8. Identify and explain the similarities and differences between sociological and anthropological approaches to consumer culture as ‘material culture’ and explain the strengths and limitations of these in critically assessing their own consumption practices and patterns in verbal and visual form. 9. Identify and explain the key features of sociological debates about visual consumption in contemporary society, critically reflect on their use of visual sources in communicating these features, and critically assess the centrality of vision to contemporary cultures of consumption. 10. Identify, explain, and critically assess the similarities and differences between several materialist and discursive theories and concepts in the sociology of consumer culture, and can draw upon these to critically engage with seven substantive topics in verbal form, and at least one substantive topic in written form. 11. Enhance their abilities in working in small groups, sharing and synthesizing ideas, constructing arguments as a group, critically evaluating their own understanding and their individual contributions to debate.</td>
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<tr>
<td>SOCY 431</td>
<td>Study of Deviance II</td>
<td>1. Students will understand and unpack the relationship between power and knowledge drawing on Foucault and Butler’s theories of knowledge, and gender performativity. 2. Students will develop strong presentation skills drawing on key theoretical course materials (Queer theory, feminist theory, intersectionality, anti-racist feminism) as well as drawing upon their own research. 3. Students will articulate and develop an intersectionality approach to understanding gender (and sexuality) relations. 4. Students will identify and analyzed the diverse ways that gender and sexual diversity have been theorized. 5. Students will identify and explain three major trends seen in advanced studies in gender and present an argument/thesis drawing upon key theoretical literatures. 6. Students will explore the tensions and comparisons between queer theory and feminist theory. 7. Students will engage and reflect on discussions and debates within the field of gender studies (feminist, queer, intersectional etc.)</td>
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<tr>
<td>SOCY 457</td>
<td>Study of Deviance III</td>
<td>1. Understand and apply sociological and criminological concepts to the law. 2. Appreciate the sociological complexity of legal practices and legal institutions. 3. Develop and hone research and writing skills to present evidence clearly and persuasively, addressing the law. 4. Understand and address questions about the role and design of the law. 5. Identify and express questions about equality and inequality in legal frameworks. 6. Be able to connect legal institutions with social values, norms, and deviance.</td>
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<tr>
<td>SOCY 475</td>
<td>Study of Deviance IV</td>
<td>1. Students are able to articulate the range of questions addressed by sociologists who are interested in the study of deviance. Students acquire an understanding of the variety of ways in which the sociological study of deviance is important and relevant and can apply this knowledge to real-life situations. 2. Students can think critically about popular ways of defining deviance and recognize the uniqueness of a sociological approach. They are able to compare and contrast the two dominant sociological conceptualizations of deviance and they become familiar with a working definition of deviance and social control which allows them to address a range of relevant and important questions. 3. Students understand the role that empirical research plays in the sociological study of deviance, and they are able to analyze some of the unique problems that arise in the course of the empirical investigation of deviance. Students develop an understanding of how the major research methods employed by sociologists contribute to the scholarly literature on deviance. 4. Students are able to trace the historical origins of contemporary theoretical accounts of deviant behaviour and to distinguish the two broad explanatory approaches — the classical school and the positivist school. Students are able to demonstrate how these early explanations of deviant behaviour continue to influence modern thought on the subject. 5. Students can compare and contrast the major sociological approaches to the study of deviant behaviour including strain, cultural and social control theories. They develop a comparative understanding of the degree to which these perspectives are supported by empirical evidence. They are also able to describe the major limitations characteristic of each perspective. 6. Students understand the major variations of feminist thought relevant to the study of crime and deviance and they can demonstrate how feminist thought can be viewed as both a critique of and a complement to more traditional explanations of crime and deviance. 7. Through an examination of claims-making processes students learn to think critically about the taken-for-granted character of deviance, crime, law and social control. Students learn the extent to which moral meaning is problematic. Students also acquire an understanding of the dominant theories of conflict within which the process of claims-making can be situated. 8. Students learn to discuss the processes by which people come to be labelled as deviants and why some people are more vulnerable to deviant labels than others. Students understand some of the more important concepts that are used to describe the labelling process, including stereotyping and retrospective interpretation. Students can render meaningful the ways in which stigmatized people cope with the attributions of disruptability made about them.</td>
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<tr>
<td>SOCY 476</td>
<td>Study of Deviance V</td>
<td>1. Ability to understand and mobilize different sociological approaches to understand the structure and effects of capitalism. 2. Ability to conceptualize and deploy different concepts of digital capitalism to understand contemporary events. 3. Ability to critically approach the specificities of digital capitalism in its many global manifestations and the devices and infrastructures that facilitate the global spread and maintenance of digital capitalism as a socio-economic system. 4. Ability to apply this critical conceptual toolkit in ways that makes academic research more equitable and accessible.</td>
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Appendix B

FAS Nominating Committee Report
September 2023-2024

Academic Integrity and Conduct Panel (AICP)
Wayne Cox (Political Studies) 2023-2026
Rachel Laforest (Political Studies) 2023-2026

Awards Committee
Jeffrey McNairn (History) 2023-2024

Board of Studies (BOS)
Chris Moyes (Biology) 2023-2026
Jean-Michel Nunzi (Chemistry and Physics) 2023-2024
Richard Oleschuk (Chemistry) 2024-2027
Temporary Suspension of Admissions to the Bachelor of Liberal Studies (B.A. Program)

Date: 24 August 2023
Prepared by: Amitava Chowdhury, Chair, Department of History
Jenn Lucas, Program Manager, Department of History

RE: LIBS-G-BA; LIBS-Y

Introduction

The Department of History, with the support of Arts and Science Online, currently offers an online BA/minor program in Liberal Studies. The Liberal Studies program is currently encountering challenges, including low enrolment, difficulty staffing core courses, and expanding the core faculty involved in program delivery. We believe the way to maintain the highest quality of online education is to focus our resources on the online History BA and suspend admissions to the online BA general/minor in Liberal Studies.

The Liberal Studies program was developed in 2016 to attract new distance students to Queen’s. The program relies on online course offerings from over 20 departments that contribute to the flexible design of the Liberal Studies plan (see Appendix A). As described in the Senate Policy and Procedures for the Closure of Academic Programs, the reasons for considering suspension include “poor or diminishing quality of academic offerings (e.g. an impending negative report from Cyclical Program Review)” and “unavailability of faculty or facilities that result in a compromised ability, or inability, to deliver a Program of high quality.” Due to a lack of capacity and the dependence on a single faculty member to teach and supervise this program, the department recommends the suspension of admissions to the LIBS-G-BA and LIBS-Y programs.

Program Information

The Liberal Studies program offers students a very flexible degree plan. Students are required to take two core courses (LIBS 100: Origins and Practices of Liberal Arts & LIBS 300: The Liberal Arts in the Contemporary World). Students are also required to take 6.0-units from each of these three categories of courses: Scientific Inquiry, Insights, Perspectives, and 3.0-units from Academic Writing. Please see the attached degree plan and course list included in Appendix A.

Students

The data we received from Arts and Science Online indicates that the program has grown slowly
since its inception with an average admission number of 22 BA students per year since 2018. So far, twenty eight BA students and one minor student have graduated from the program since 2016. There are currently 97 students registered in the LIBS BA general plan and 0 students registered in the LIBS minor plan. Of those 97 students, only 58 students were enrolled in courses during the Winter 2023 term (i.e. the students were “active”). Table 2 below indicates that although there are 97 students enrolled in Liberal Studies, fewer students are actively working towards their degree completion. We expect that many of these students will be deactivated by the Registrar’s Office during their next review and will have to apply for re-entry to Queen’s when/if they decide to resume their studies.

<table>
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<tr>
<th>Academic Year (May-April)</th>
<th>LIBS BA Intake Numbers</th>
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</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>13</td>
</tr>
<tr>
<td>2019-2020</td>
<td>21</td>
</tr>
<tr>
<td>2020-2021</td>
<td>28</td>
</tr>
<tr>
<td>2021-2022</td>
<td>25</td>
</tr>
<tr>
<td>2022-2023</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 1: LIBS Annual Intake Numbers

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Active LIBS BA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2020</td>
<td>32</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>46</td>
</tr>
<tr>
<td>Winter 2021</td>
<td>56</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>35</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>44</td>
</tr>
<tr>
<td>Winter 2022</td>
<td>47</td>
</tr>
<tr>
<td>Summer 2022</td>
<td>33</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>50</td>
</tr>
<tr>
<td>Winter 2023</td>
<td>58</td>
</tr>
</tbody>
</table>

Table 2: LIBS Active Student Numbers

Courses

To highlight the breadth of courses offered in this degree plan, please see the attached list of course titles & descriptions (Appendix B). The two core courses, LIBS 100/3.0-unit and LIBS 300/6.0-unit have seen steady increases in enrolment, as well as a burst of enrolment during the switch to remote education during the covid-19 pandemic. We plan to continue to offer these courses in the next few years to satisfy the plan requirements of the students currently enrolled in the plan.
### Table 3: LIBS 100 Enrolments

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Total Enrolment</th>
<th># of LIBS Students Included in Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 100</td>
<td>Fall 2016</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2017</td>
<td>94</td>
<td>9</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2018</td>
<td>87</td>
<td>16</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2019</td>
<td>103</td>
<td>18</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2020</td>
<td>61</td>
<td>22</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2021</td>
<td>92</td>
<td>13</td>
</tr>
<tr>
<td>LIBS 100</td>
<td>Fall 2022</td>
<td>160</td>
<td>33</td>
</tr>
</tbody>
</table>

### Table 4: LIBS 300 Enrolments

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 300</td>
<td>F/W 2019</td>
<td>10</td>
</tr>
<tr>
<td>LIBS 300</td>
<td>F/W 2020</td>
<td>9</td>
</tr>
<tr>
<td>LIBS 300</td>
<td>F/W 2021</td>
<td>11</td>
</tr>
<tr>
<td>LIBS 300</td>
<td>F/W 2022</td>
<td>10</td>
</tr>
<tr>
<td>LIBS 300</td>
<td>F/W 2023</td>
<td>16</td>
</tr>
</tbody>
</table>

**Instructors**

LIBS 100 has been taught seven times (Fall 2016-Fall 2022). It has been taught by a teaching fellow six times and only once by a faculty member. The constant rotation of instructors and lack of faculty member interest in teaching these courses have not allowed for the typical improvements to the curriculum from year to year. Likewise, LIBS 300 has been offered five times and has only been taught by a faculty member twice. In addition to the financial costs associated with compensating teaching staff, additional expenses include time spent on minimal course revisions by the instructors and the Arts and Science Online staff.
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Instructor Name</th>
<th>Instructor Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016 (first offering)</td>
<td>LIBS 100</td>
<td>Ana Siljak</td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>LIBS 100</td>
<td>Michael Couchman</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>LIBS 100</td>
<td>Emily LeDuc</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>LIBS 100</td>
<td>Nicolas Haisell</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>LIBS 100</td>
<td>Rebecca Smith</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>LIBS 100</td>
<td>Eric Franklin</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>LIBS 100</td>
<td>Eric Franklin</td>
<td>Teaching Fellow</td>
</tr>
</tbody>
</table>

*Table 5: LIBS 100 Instructors*

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Instructor Name</th>
<th>Instructor Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/W 2018-19 (first offering)</td>
<td>LIBS 300</td>
<td>Peter Anderson</td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>F/W 19-20</td>
<td>LIBS 300</td>
<td>Daniel Meister</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>F/W 2020-21</td>
<td>LIBS 300</td>
<td>Miche Xu</td>
<td>Teaching Fellow</td>
</tr>
<tr>
<td>F/W 21-22</td>
<td>LIBS 300</td>
<td>James Carson</td>
<td>Faculty</td>
</tr>
<tr>
<td>F/W 22-23</td>
<td>LIBS 300</td>
<td>James Carson</td>
<td>Faculty</td>
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</tbody>
</table>

*Table 6: LIBS 300 Instructors*

**Rationale for the temporary suspension**

While the degree plan served a purpose when it was developed, it faces challenges due to the unusual design of the curriculum and the absence of a robust faculty complement dedicated to the program. After consultation with the Vice-Provost of Teaching & Learning regarding the upcoming cyclical review of the Liberal Studies programs, it is the emerging opinion of the university administration that the plan will likely receive negative reviews. Currently, there are no faculty members interested or available to undertake extensive redevelopment of the program. The department does not see a viable path for redevelopment or integration into the History curriculum. The primary objectives of the BA in Liberal Studies were to provide an integrated liberal arts education focused on transferable skills such as critical inquiry, problem-solving, and collaboration, and to attract new distance students to Queen’s University. We believe these goals can now be met through the online History BA General degree plan.
In summary, the Liberal Studies program has not engaged a significant number of students and creates a burden for the department from financial and workload points of view.

The department recommends suspending the admissions to the program starting in Winter 2024 and over the next two years the department will continue discussions as to whether to redevelop the degree plan or to move towards closing it. During the temporary suspension, the department will assess how resources are allocated to effectively accomplish our academic goals while simultaneously preserving and improving our curriculum.

**Consultation**

In July 2023, the department contacted current students, alumni, staff, faculty, and instructors of the program (many of them teaching fellows) to communicate the decision to suspend admissions to the programs and gather their feedback.

The feedback received by current or graduated students from the program included:

- "Unfocused. The three disciplines are largely stand alone and I don't feel the courses did a good job bringing them together."
- students appreciate the flexibility of the program
- students expressed frustration with the amount of group work in LIBS 300
- "These courses are useful for a well rounded education if you are unsure of where you would like your future to take you."

**Impacts**

The temporary suspension of admissions will not affect current students in the program, since the department will ensure the core courses for degree completion are offered in the coming years. This means the program will be phased out over approximately 6 years to ensure the completion of the program by students enrolled prior to the suspension of admissions to the program. The suspension of admission will occur starting in the Winter 2024 term.

**Alternatives**

The Department will continue to offer the online BA/Minor in History for distance students. Arts and Science Online also offers a BA in English, Global Development Studies, and Psychology, which provides distance students a range of options when selecting a Bachelor of Arts degree at Queen’s.

**Communication Plan**

Feedback from current students, faculty, and staff has already been requested, which made them aware of this suspension. Current students will receive regular emails from the History department offering them support with academic advising and course planning to ensure they completed their degree plans as intended.
Attachments

Appendix A: Academic Calendar – Liberal Studies – General (Arts) - Bachelor of Arts

Appendix B: Course Descriptions
# Liberal Studies – General (Arts) – Bachelor of Arts

**LIBS-G-BA**

**Subject:** Administered by the Department of History.

**Plan:** Consists of 30.00 units as described below.

**Program:** The Plan, with sufficient electives to total 90.00 units, will lead to a Bachelor of Arts Degree.

## 1. Core

### A. Complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 100</td>
<td>Origins and Practices of Liberal Arts</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### B. Complete the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 300</td>
<td>The Liberal Arts in the Contemporary World</td>
<td>6.00</td>
</tr>
</tbody>
</table>

## 2. Option

### A. Complete 6.00 units from the following course list:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS_Scientific_Inquiry</td>
</tr>
</tbody>
</table>

### B. Complete 6.00 units from the following course list:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS_Insights</td>
</tr>
</tbody>
</table>

### C. Complete 6.00 units from the following course list:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
</table>

D. Complete 3.00 units from the following course list: 3.00

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LIBS_Academic_Writing</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Courses</td>
<td>60.00</td>
</tr>
</tbody>
</table>

Total Units 90.00

3. Additional Requirements

A. Minimum of 12.00 units at the 200-level or above.

4. Notes

A. A maximum of 6.00 units from courses offered by other Faculties and Schools may be counted toward the program and/or Plan requirements. This includes courses in BMED, COMM, GLPH, LAW, NURS and courses in the Faculty of Engineering and Applied Science.

Liberal Studies Course Lists

The following lists contain courses offered through other Departments. In accordance with Academic Regulation 2.5 (Access to Classes), students do not have enrolment priority in all of these courses. Access to these courses may only be made available during the Open Enrolment period, and then only if space permits.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS_Academic_Writing</td>
<td></td>
</tr>
</tbody>
</table>

Academic Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 120</td>
<td>Fundamentals of Effective Writing</td>
<td>3.00</td>
</tr>
</tbody>
</table>
### WRIT 125
Fundamentals of Academic Essay Writing
3.00

### WRIT 225
Writing for Research, Analysis, and Reflection
3.00

### WRIT 265
Editing in Academic and Professional Contexts
3.00

### WRIT 290
Writing Creative Non-fiction
3.00

**LIBS_Insights**

### Insights into Contemporary Society and Culture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS 100</td>
<td>Canada and the &quot;Third World&quot;</td>
<td>6.00</td>
</tr>
<tr>
<td>DEVS 220</td>
<td>Introduction to Indigenous Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 221</td>
<td>Indigenous Studies II - Resistance and Resurgence</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 230</td>
<td>The Global Political Economy of Development</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 240</td>
<td>Culture and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 260</td>
<td>Globalization, Gender, and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 280</td>
<td>Global Engagement</td>
<td>3.00</td>
</tr>
<tr>
<td>DEVS 361</td>
<td>Project Planning and Policy Advocacy</td>
<td>3.00</td>
</tr>
<tr>
<td>DRAM 205</td>
<td>Theatre and Pop Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>DRAM 211</td>
<td>Introduction to Theatre for Young Audiences</td>
<td>3.00</td>
</tr>
<tr>
<td>DRAM 303</td>
<td>Indigenous Playwrights</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 236</td>
<td>Media and Cultural Studies</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>FILM 240</td>
<td>Media and Popular Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 260</td>
<td>Digital Media Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 300</td>
<td>Hollywood: The Dream Factory</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 303</td>
<td>World Cinemas</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 335</td>
<td>Culture and Technology</td>
<td>3.00</td>
</tr>
<tr>
<td>FILM 340</td>
<td>Advertising and Consumer Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>FRST 290</td>
<td>Paris: Through Literature, Painting, Cinema and Photography</td>
<td>3.00</td>
</tr>
<tr>
<td>GNDS 120</td>
<td>Women, Gender, Difference</td>
<td>3.00</td>
</tr>
<tr>
<td>GNDS 125</td>
<td>Gender, Race and Popular Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>GNDS 215</td>
<td>Introduction to Sexual and Gender Diversity</td>
<td>3.00</td>
</tr>
<tr>
<td>GPHY 101</td>
<td>Human Geography</td>
<td>3.00</td>
</tr>
<tr>
<td>GPHY 227</td>
<td>Cities: Geography, Planning and Urban Life</td>
<td>3.00</td>
</tr>
<tr>
<td>LLCU 111</td>
<td>Introduction to Cultures</td>
<td>3.00</td>
</tr>
<tr>
<td>LLCU 209</td>
<td>Rio de Janeiro: the Marvelous City</td>
<td>3.00</td>
</tr>
<tr>
<td>LLCU 249</td>
<td>Latin Lovers: Love, Sex and Popular Culture</td>
<td>3.00</td>
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<tr>
<td>MUSC 171</td>
<td>Social History of Popular Music</td>
<td>3.00</td>
</tr>
<tr>
<td>PHIL 203</td>
<td>Science and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>PHIL 259</td>
<td>Critical Thinking</td>
<td>3.00</td>
</tr>
<tr>
<td>SOCY 122</td>
<td>Introduction to Sociology</td>
<td>6.00</td>
</tr>
<tr>
<td>Code</td>
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<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>ARTH 120</td>
<td>Art in the West from Antiquity to Modernity</td>
<td>6.00</td>
</tr>
<tr>
<td>ARTH 250</td>
<td>Art, Society, and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 350</td>
<td>Propaganda and Visual Culture: From the Altar to the Xbox</td>
<td>3.00</td>
</tr>
<tr>
<td>ARTH 354</td>
<td>Age of Rembrandt</td>
<td>3.00</td>
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<tr>
<td>CLST 205</td>
<td>Ancient Humour</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>Introduction to Literary Study</td>
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</tr>
<tr>
<td>ENGL 200</td>
<td>History of Literature in English</td>
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<tr>
<td>ENGL 215</td>
<td>Canadian Literature</td>
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<td>ENGL 223</td>
<td>Women Writers Post-1900</td>
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</tr>
<tr>
<td>ENGL 237</td>
<td>Children's Literature</td>
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<tr>
<td>ENGL 259</td>
<td>Global Shakespeare</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGL 281</td>
<td>Legends of King Arthur: Medieval to Modern</td>
<td>3.00</td>
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<tr>
<td>HIST 124</td>
<td>Canada: A History of the Present</td>
<td>6.00</td>
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<tr>
<td>HIST 125</td>
<td>The Evolution of Modern Europe</td>
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<td>HIST 200</td>
<td>India and the World</td>
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<td>HIST 207</td>
<td>Global Indigenous Histories</td>
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<td>Credits</td>
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<tr>
<td>HIST 211</td>
<td>The Cold War</td>
<td>3.00</td>
</tr>
<tr>
<td>HIST 214</td>
<td>Food in Global History</td>
<td>3.00</td>
</tr>
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<td>HIST 224</td>
<td>Canadian Francophone Communities</td>
<td>3.00</td>
</tr>
<tr>
<td>HIST 260</td>
<td>An Introduction to Canadian History</td>
<td>3.00</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Contemporary China</td>
<td>3.00</td>
</tr>
<tr>
<td>HIST 272</td>
<td>United States, Colonial Era to Present</td>
<td>6.00</td>
</tr>
<tr>
<td>HIST 280</td>
<td>Gender in North American History</td>
<td>6.00</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>Western Music: Napoleon to 9/11</td>
<td>3.00</td>
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<tr>
<td>RELS 131</td>
<td>World Religions/Religious Worlds</td>
<td>6.00</td>
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</tbody>
</table>

**LIBS _Scientific Inquiry_**

*Scientific Inquiry and Reasoning*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 101</td>
<td>Astronomy I: Solar System</td>
<td>3.00</td>
</tr>
<tr>
<td>ASTR 102</td>
<td>Astronomy II: Stars, Galaxies, and the Universe</td>
<td>3.00</td>
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<tr>
<td>BIOL 102</td>
<td>Fundamentals of Biology: Molecular and Cell Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>Fundamentals of Biology: Organisms to Ecosystems</td>
<td>3.00</td>
</tr>
<tr>
<td>BIOL 110</td>
<td>Human Genetics and Evolution</td>
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</tr>
<tr>
<td>BIOL 111</td>
<td>Ecology and the Environment</td>
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</tr>
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<td>BIOL 243</td>
<td>Introduction to Statistics</td>
<td>3.00</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>BIOL 319</td>
<td>Introduction to Ethnobotany</td>
<td>3.00</td>
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<td>BIOL 321</td>
<td>Animal Behaviour</td>
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<tr>
<td>BIOL 330</td>
<td>Cell Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Evolution and Human Affairs</td>
<td>3.00</td>
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<td>CHEM 113</td>
<td>General Chemistry I (with Virtual Laboratory): From Atoms to Matter</td>
<td>3.00</td>
</tr>
<tr>
<td>CHEM 114</td>
<td>General Chemistry II (with Virtual Laboratory): Thermodynamics and Kinetics</td>
<td>3.00</td>
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<td>CHEM 281</td>
<td>General Organic Chemistry I (with Virtual Laboratory)</td>
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<tr>
<td>CHEM 285</td>
<td>General Organic Chemistry II (with Virtual Laboratory)</td>
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<td>CISC 101</td>
<td>Elements of Computing Science</td>
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<td>CISC 102</td>
<td>Discrete Mathematics for Computing I</td>
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<tr>
<td>CISC 121</td>
<td>Introduction to Computing Science I</td>
<td>3.00</td>
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<td>CISC 124</td>
<td>Introduction to Computing Science II</td>
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<td>ECON 111</td>
<td>Introductory Microeconomics</td>
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<td>ECON 112</td>
<td>Introductory Macroeconomics</td>
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<td>ECON 223</td>
<td>Macroeconomic Policy</td>
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<td>MATH 121</td>
<td>Differential and Integral Calculus</td>
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<td>PHYS 118</td>
<td>Basic Physics</td>
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<td>PSYC 100</td>
<td>Principles of Psychology</td>
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<td>PSYC 221</td>
<td>Cognitive Psychology</td>
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<td>PSYC 236</td>
<td>Introduction to Clinical Psychology</td>
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<td>PSYC 241</td>
<td>Social Psychology</td>
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<td>PSYC 251</td>
<td>Developmental Psychology</td>
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<td>PSYC 271</td>
<td>Brain and Behaviour I</td>
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<td>PSYC 333</td>
<td>Human Sexuality</td>
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<td>PSYC 370</td>
<td>Brain and Behaviour II</td>
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<td>PSYC 397</td>
<td>History of Modern Psychology</td>
<td>3.00</td>
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<tr>
<td>STAM 200</td>
<td>Introduction to Statistics</td>
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Appendix B: Liberal Studies Course Descriptions

Core Courses

**LIBS 100 Origins and Practices of Liberal Arts**  **Units: 3.00**

The Liberal Arts comprise three foundational disciplines: humanities, social sciences, and natural sciences. Such divisions have shaped everything from the organization of universities to the ways in which we organize and understand knowledge in our daily lives. The course will provide a background for each of the three liberal disciplines in ways that explain their historical origins and development over time, including their modern applications.

**NOTE** Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (48 Online Activity, 72 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

**LIBS 300 The Liberal Arts in the Contemporary World**  **Units: 6.00**

A summative capstone course for the minor in Liberal Studies that will bring the humanities, social sciences, and natural sciences to bear on the study and interpretation of a contemporary global issue.

**NOTE** Only offered online. Consult Arts and Science Online.

Learning Hours: 240 (96 Online Activity, 144 Private Study)

Requirements: Prerequisite Level 3 or above and registration in a LIBS Plan and **LIBS 100**.

Offering Faculty: Faculty of Arts and Science

Option Courses: **Scientific Inquiry and Reasoning LIBS_Scientific_Inquiry**

**ASTR 101 Astronomy I: Solar System**  **Units: 3.00**

A non-mathematical introduction to the science of astronomy for non-specialist students. Topics to be covered include the fundamentals of astronomy; and introduction to the tools and techniques of modern observational astronomy; the historical development of our understanding of the Earth, Moon, and Solar System; space exploration of Mars, Jupiter, and other planets; the nature of the Sun; and the origin and uniqueness of our Solar System.

**NOTE** Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 24 Online Activity, 60 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

**ASTR 102 Astronomy II: Stars, Galaxies, and the Universe**  **Units: 3.00**

This course, intended for non-specialist students, will provide an overview of astronomy beyond the Solar System. Topics will include: the formation, nature, and evolution of the stars; stellar deaths,
including novae, supernovae, white dwarfs, neutron stars, pulsars, and black holes; the interstellar medium; the Milky Way Galaxy; normal and active galaxies and large scale structure in the universe; and modern ideas in cosmology and the early universe.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 24 Online Activity, 60 Private Study)

Requirements: Prerequisite (ASTR 101 or PHYS 104 or PHYS 106 or PHYS 117 or PHYS 118) or (APSC 111 and APSC 112) or PHYS P15 or permission of the Department.

Offering Faculty: Faculty of Arts and Science

**BIOL 102 Fundamentals of Biology: Molecular and Cell Biology Units: 3.00**

The essential biochemistry, genetics, cell biology, and metabolic pathways underlying the survival and success of all living organisms. Themes and case studies could range from the application of genetic engineering in biotechnology to the role of cellular dysregulation in inheritable diseases.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Study Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 111 (24 Lecture, 6 Laboratory, 9 Group Learning, 12 Online Activity, 60 Private Study)

Requirements: Prerequisite None. Recommended 4U Biology and Chemistry, or equivalent high school background.

Offering Faculty: Faculty of Arts and Science

**BIOL 103 Fundamentals of Biology: Organisms to Ecosystems Units: 3.00**

The origins and diversification of multicellular organisms, their form, function and adaptation to stress and a changing world. Themes and case studies include energy flow from molecules to ecosystems, organismal interactions including parasitism and disease dynamics, and the impacts of human activity.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Study Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 123 (36 Lecture, 24 Laboratory, 24 Online Activity, 39 Private Study)

Requirements: Prerequisite None. Recommended **BIOL 102**.

Offering Faculty: Faculty of Arts and Science

**BIOL 110 Human Genetics and Evolution Units: 3.00**

Introductory genetics and evolutionary processes as they relate to the human condition - genetic diseases, medical techniques, inheritance and ethical issues such as cloning and genetically modified foods.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 118 (26 Lecture, 10 Tutorial, 10 Group Learning, 36 Online Activity, 36 Private Study)

Requirements: Prerequisite None. One-Way Exclusion May not be taken with or after **BIOL 102; BIOL 103**.

Offering Faculty: Faculty of Arts and Science
BIOL 111  Ecology and the Environment  Units: 3.00
Introduces the basic concepts of ecology and shows how they relate to environmental issues such as population growth, resource management, biodiversity, agriculture, air and water pollution, energy, and climate change, and to solutions leading to a sustainable environment.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 108 (36 Lecture, 72 Private Study)
Requirements: Prerequisite None. One-Way Exclusion May not be taken with or after BIOL 300; BIOL 302; BIOL 303.
Offering Faculty: Faculty of Arts and Science

BIOL 243  Introduction to Statistics  Units: 3.00
An introduction to the analysis of data from real life situations. Covers study design, descriptive and inferential statistics. Topics include probability, t-tests, regression, Chi-square tests, analysis of variance. Emphasis is in the foundation of statistical inference and practical application of statistical methods using statistical software.
Learning Hours: 120 (36 Lecture, 12 Tutorial, 72 Private Study)
Requirements: Prerequisite None.
Exclusion CHEE 209; COMM 162; ECON 250; GPHY 247; KNPE 251; NURS 323; POLS 285; PSYC 202; SOCY 211; STAM 200; STAT 263; STAT 367. One-Way Exclusion May not be taken with or after STAT 269.
Offering Faculty: Faculty of Arts and Science

BIOL 319  Introduction to Ethnobotany  Units: 3.00
Ethnobotany is the study of the relationships that exist between indigenous cultures and local flora. Case studies will be presented to examine the various categories of plant use, the importance of traditional knowledge to Western culture, and the role of plant conservation and cultural sustainability.
NOTE Only offered online. Consult Arts and Science Online.
Requirements: Prerequisite BIOL 102 and BIOL 103. Recommended BIOL 200 or BIOL 201.
Offering Faculty: Faculty of Arts and Science

BIOL 321  Animal Behaviour  Units: 3.00
An evolutionary approach to the study of animal behaviour. This course explores processes and patterns in behaviour, with emphasis on perception, communication, foraging, spacing, reproduction and social behaviour in a variety of animals. Methods of studying and analyzing behaviour are explored through laboratory exercises.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 132 (36 Lecture, 12 Tutorial, 12 Individual Instruction, 12 Online Activity, 24 Off-Campus Activity, 36 Private Study)
Requirements: Prerequisite None. Corequisite 6.0 units from (BIOL 200; BIOL 201; BIOL 202; BIOL 205; BIOL 206). Recommended BIOL 200 or BIOL 202.
Offering Faculty: Faculty of Arts and Science
BIOL 330  Cell Biology  Units: 3.00
An introduction to the cellular basis of biological variation. The course explores the control of cell function exerted by the nucleus, the pathways for building and fuelling cells, and the control of integrative cellular events.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 12 Tutorial, 24 Online Activity, 48 Private Study)
Requirements: Prerequisite BIOL 205 or BCHM 218.
Offering Faculty: Faculty of Arts and Science

BIOL 350  Evolution and Human Affairs  Units: 3.00
An exploration of how evolutionary thinking can affect our understanding of our lives, our species, and our ability to share the planet with other species.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 24 Online Activity, 60 Private Study)
Requirements: Prerequisite Level 3 or above.
Offering Faculty: Faculty of Arts and Science

CHEM 113  General Chemistry I (with Virtual Laboratory): From Atoms to Matter  Units: 3.00
A quantitative treatment of chemical phenomena and materials. Critical thinking and problem solving are emphasized. Topics include atomic structure and molecular bonding, nomenclature, thermodynamics, phase-transitions and condensed phases. The virtual laboratory provides basic practice in different types of chemistry.
NOTE Only offered online. Consult Arts and Science Online.
Learning Hours: 126 (72 Online Activity, 54 Private Study)
Requirements: Prerequisite None. Exclusion CHEM 112. Recommended 4U Chemistry. Note Not normally intended for on-campus degree plans and certificates. Not appropriate for pre and upper level courses that have a laboratory component.
Offering Faculty: Faculty of Arts and Science

CHEM 114  General Chemistry II (with Virtual Laboratory): Thermodynamics and Kinetics  Units: 3.00
A quantitative treatment of chemical phenomena and materials. Critical thinking and problem solving are emphasized. Topics include thermodynamics, chemical equilibria, acids and bases, kinetics, electrochemistry and organic reactions. The virtual laboratory provides basic practice in different types of chemistry.
NOTE Only offered online. Consult Arts and Science Online.
Learning Hours: 126 (72 Online Activity, 54 Private Study)
Requirements: Prerequisite CHEM 113. Exclusion CHEM 112. Note Not normally intended for on-campus degree plans and certificates. Not appropriate for pre and upper level courses that have a laboratory component.
CHEM 281 General Organic Chemistry I (with Virtual Laboratory) Units: 3.00

An introduction to the basic principles of organic chemistry with emphasis on bonding, stereochemistry, reaction intermediates and reaction mechanisms, and structure-reactivity correlations. Intended for students in biological and life sciences. Students in chemistry or biochemistry programs should not enrol in this course.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary. NOTE Molecular Model Set: estimated cost $25.

Learning Hours: 108 (36 Lecture, 24 Online Activity, 48 Private Study)

Requirements: Prerequisite CHEM 112 or CHEM 114. Exclusion CHEM 212.

Offering Faculty: Faculty of Arts and Science

CHEM 285 General Organic Chemistry II (with Virtual Laboratory) Units: 3.00

A continuation from CHEM 281/3.0 intended for students in biological sciences, and other plans taking no further courses in organic chemistry. Students in chemistry or biochemistry plans should not enrol in this course. Organic molecules and their reactions; relevance to biological systems. Illustrations using biomolecules such as carbohydrates, amino acids and proteins, lipids, and nucleic acids. The virtual laboratory provides knowledge of elementary organic syntheses.

NOTE Offered only online. Consult Arts and Science Online. NOTE Life Sciences Honours students should not enroll in this course.

Learning Hours: 99 (60 Online Activity, 39 Private Study)

Requirements: Prerequisite CHEM 281. Exclusion CHEM 223; CHEM 282. Note Students in CHEM or BCHM plans or LISC (Hons) should not enroll in this course.

Offering Faculty: Faculty of Arts and Science

CISC 101 Elements of Computing Science Units: 3.00

Introduction to algorithms: their definition, design, coding, and execution on computers. Intended for students who have no programming experience. All or most assignment work will be completed during lab time.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Sufficient preparation for CISC 121; alternative to CISC 110 and CISC 151.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite None. Exclusion APSC 142; APSC 143; CISC 110; CISC 151. One-Way Exclusion May not be taken with or after CISC 121; CISC/CMPE/COCA/COGS/SOFT at the 200-level or above. Note This course is intended for students who have no programming experience.

Offering Faculty: Faculty of Arts and Science

CISC 102 Discrete Mathematics for Computing I Units: 3.00


NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite None. One-Way Exclusion May not be taken with or after CISC 203.

Offering Faculty: Faculty of Arts and Science

**CISC 121 Introduction to Computing Science I Units: 3.00**


NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite None. Corequisite (CISC 102 or MATH 110 or MATH 111 or MATH 112 or MATH 120 or MATH 121 or MATH 123 or MATH 124 or MATH 126 or APSC 171 or APSC 172 or APSC 174 or COMM 161 or COMM 162). Exclusion APSC 143. Recommended Some programming experience (such as high-school level programming or CISC 101 or CISC 110 or CISC 151).

Offering Faculty: Faculty of Arts and Science

**CISC 124 Introduction to Computing Science II Units: 3.00**


Learning Hours: 120 (36 Lecture, 24 Laboratory, 60 Private Study)

Requirements: Prerequisite A minimum grade of a C- (obtained in any term) or a 'Pass' (obtained in Winter 2020) in CISC 121. Corequisite (CISC 102 or MATH 110 or MATH 111 or MATH 112 or MATH 120 or MATH 121 or MATH 123 or MATH 124 or MATH 126 or APSC 171 or APSC 172 or APSC 174 or COMM 161 or COMM 162).

Offering Faculty: Faculty of Arts and Science

**ECON 111 Introductory Microeconomics Units: 3.00**

An introduction to microeconomic analysis of a modern mixed economy. The course analyzes the behaviour of individual consumers and producers, the determination of market prices for commodities and resources, and the role of government policy in the functioning of the market system.

NOTE ECON 111 and ECON 112 together, are equivalent to ECON 110.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite None. Exclusion ECON 110; COMM 171; COMM 172.

Offering Faculty: Faculty of Arts and Science

**ECON 112 Introductory Macroeconomics Units: 3.00**
An introduction to macroeconomic analysis of the economy as a whole, including the determination of national income, the price level, interest rates, the money supply, and the balance of payments. The principles of monetary and fiscal policy are also examined.

NOTE ECON 111 and ECON 112 together, are equivalent to ECON 110.

NOTE Also offered online. Consult Arts and Science Online, Learning Hours may vary.

NOTE Also offered at the Bader International Studies Centre, Herstmonceux, Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite None. Exclusion ECON 110; COMM 171; COMM 172.

Offering Faculty: Faculty of Arts and Science

ECON 223 Macroeconomic Policy Units: 3.00

Current topics in macroeconomic policy which may include: unemployment and policies to reduce it, government budget deficits, supply-side controversies, financial deregulation, policy coordination, and management of exchange rates. Comparison of policies in Canada, the United States, and other OECD countries.

NOTE Also offered online. Consult Arts and Science Online, Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 12 Group Learning, 48 Online Activity, 36 Private Study)

Requirements: Prerequisite ECON 110 or ECON 112 or (COMM 171 and COMM 172).

Offering Faculty: Faculty of Arts and Science

MATH 121 Differential and Integral Calculus Units: 6.00

Differentiation and integration with applications to biology, physics, chemistry, economics, and social sciences; differential equations; multivariable differential calculus.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Study Centre. Learning Hours may vary.

Learning Hours: 262 (48 Lecture, 11 Group Learning, 72 Online Activity)

Requirements: Prerequisite None. Exclusion MATH 120; MATH 123; MATH 124; MATH 126. Recommended MHF4U and MCV4U or equivalent, or 4U AFIC, or MATH P06, or permission of the Department. Note This course is intended for students who wish to pursue a Major or Joint Honours Plan in a subject other than Mathematics or Statistics.

Course Equivalencies: MATH121; MATH121B;MATH122B

Offering Faculty: Faculty of Arts and Science

PHYS 118 Basic Physics Units: 6.00

An algebra-based course dealing with basic Physics concepts, including dynamics, fluids, waves, electromagnetism, and basic optics. Emphasis is placed on the development of problem-solving skills through the use of Mastery based course delivery.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 228 (132 Online Activity, 96 Private Study)

Requirements: Prerequisite None. Exclusion PHYS 104; PHYS 106; PHYS 117. Recommended 4U Physics.
Course Equivalencies: PHYS 118, PHYS 118A

Offering Faculty: Faculty of Arts and Science

**PSYC 100 Principles of Psychology Units: 6.00**

An introductory survey of basic areas of psychology including perception, cognition, learning and motivation and their biological substrata. Also reviewed are child development, individual differences, social psychology and clinical psychology. Research participation experience is provided for students on an individual voluntary basis. Students are encouraged to participate in up to five hours of research experimentation. The course is based on a blended model where on-line learning is supplemented with a weekly lecture and small-group learning lab.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 221 (24 Lecture, 22 Laboratory, 100 Online Activity, 75 Private Study)

Requirements: Prerequisite None. Exclusion PSYC 101; PSYC 102; PSYC 103.

Course Equivalencies: PSYC100; PSYC100A

Offering Faculty: Faculty of Arts and Science

**PSYC 221 Cognitive Psychology Units: 3.00**

An introduction to the empirical study of mental processes. Topics include perception and attention, working memory, long-term memory, visual imagery, problem-solving, language, and decision-making.

NOTE Also offered online. Consult Art and Science Online. Learning Hours may vary.
NOTE Also offered at the Bader International Study Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite PSYC 100. Exclusion A maximum of 6.0 units from COGS 200; COGS 201; PSYC 220; PSYC 221.

Offering Faculty: Faculty of Arts and Science

**PSYC 236 Introduction to Clinical Psychology Units: 3.00**

The experimental approach to understanding the causes, symptoms, course, and treatment of mental illness is emphasized in the analysis of disorders of cognition (e.g., schizophrenia), and problem behaviours (e.g., addictions, sexual disorders).

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite PSYC 100. Equivalency PSYC 236.

Course Equivalencies: PSYC235;PSYC236

Offering Faculty: Faculty of Arts and Science

**PSYC 241 Social Psychology Units: 3.00**

The study of the individual in the social context: Self and identity, social cognition, interpersonal behaviour (affiliation, attraction, sex, aggression, altruism); social attitudes, prejudice and
discrimination; social influence and group processes (conformity, leadership and intergroup relations); applied social psychology.

NOTE Also offered online. Consult Arts and Science Online.

Requirements: Prerequisite PSYC 100.

Offering Faculty: Faculty of Arts and Science

**PSYC 251 Developmental Psychology  Units: 3.00**

Introduction to the scientific study of human development, as well as the fundamental theories, methods and applications in the field of developmental psychology. A major focus of this course is the social, cognitive, and neurobiological processes that underlie perceptual, cognitive, and emotional development from conception to adolescence.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (12 Lecture, 18 Tutorial, 36 Online Activity, 48 Private Study)

Requirements: Prerequisite PSYC 100.

Offering Faculty: Faculty of Arts and Science

**PSYC 271 Brain and Behaviour I  Units: 3.00**

An introduction to behavioural neuroscience. The course primarily focuses on the basics of neuronal operation, functional neuroanatomy, neuropharmacology, and behavioral neuroscience methods. This will be followed by an examination of input (sensory) and output (motor) systems of the brain. Finally, topics relevant to lateralization of function and language will be covered.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite PSYC 100. One-Way Exclusion May not be taken with or after NSCI 323; NSCI 324; PSYC 370.

Offering Faculty: Faculty of Arts and Science

**PSYC 333 Human Sexuality  Units: 3.00**

An overview of typical sexual behaviour and its variations. Topics include the history of sex research, the sexual response cycle, sexual dysfunction, gender identity, and sexual orientation. Particular attention will be paid to current issues in sex research and theory.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite PSYC 235 or PSYC 236 or PSYC 251 or PSYC 271 or PSYC 370.

Offering Faculty: Faculty of Arts and Science

**PSYC 370 Brain and Behaviour II  Units: 3.00**

The relationship between brain and behaviour. The first part of the course examines topics relevant to brain plasticity, including neurodevelopment, brain damage and learning and memory; followed by a
section on the biopsychology of motivation that covers the neural mechanisms of eating, sexual
behaviour and sleep. The final section deals with disorders of cognition and emotion, including drug
addiction, stress and psychiatric disorders.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite PSYC 271 or (Level 3 or above and registration in a [BIOL or LISC Plan]).
Recommended PSYC 100.

Course Equivalencies: PSYC272, PSYC370

Offering Faculty: Faculty of Arts and Science

**PSYC 397 History of Modern Psychology Units: 3.00**

A survey of the history of modern psychology, from the early 19th century to the close of the 20th. The
more important empirical findings of psychology and related disciplines will be examined together with
their theoretical explanations. The course will lead to an examination of the causes of differential
scientific progress in the various subfields of psychology.
NOTE Also offered online. Consult Arts and Science Online.
NOTE Also offered at the Bader International Study Centre, Herstmonceux.

Requirements: Prerequisite PSYC 100.

Offering Faculty: Faculty of Arts and Science

**STAM 200 Introduction to Statistics Units: 3.00**

An introduction to the analysis of data from real life situations. Covers study design, descriptive and
inferential statistics. Topics include probability, t-tests, regression, Chi-square tests, analysis of variance.
Emphasis is in the foundation of statistical inference and practical application of statistical methods
using statistical software.
NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (96 Online Activity, 24 Private Study)

Requirements: Prerequisite None.
Exclusion BIOL 243; CHEE 209; COMM 162; ECON 250; GPHY 247; HSCI 190; KNPE 251; NURS 323; PHED
251; POLS 385; PSYC 202; SOCY 211; STAT 263; STAT 267; STAT 367. One-Way Exclusion May not be taken
with or after STAT 269.

Offering Faculty: Faculty of Arts and Science

**Option Courses: Insights into Contemporary Society and Culture LIBS_Insights**

**DEVS 100 Canada and the "Third World" Units: 6.00**

Introduces basic theoretical concepts of development studies, the history of global inequality, and short
histories of alternative development strategies. Case studies of Canada’s ties to the so-called third world
will include missionaries, military, business, and aid. Canadian colonialism over First Nations peoples will
introduce basic issues in Aboriginal Studies.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
NOTE Also offered at the Bader College, Herstmonceux. Learning Hours may vary.
Learning Hours: 240 (48 Lecture, 24 Tutorial, 24 Online Activity, 144 Private Study)

Requirements: Prerequisite None. Exclusion DEVS 101; DEVS 102; DEVS 105.

Course Equivalencies: DEVS100; DEVS100B

Offering Faculty: Faculty of Arts and Science

DEVS 220 Introduction to Indigenous Studies Units: 3.00

An introduction to Indigenous ways of knowing organized on a historical basis, from creation to present day, emphasizing Indigenous cultures and experiences in Canada. Students will critically examine colonialism. Indigenous perspectives will be introduced through lecture, reading and assignments, and from contributions from elders, members of Indigenous communities and Indigenous scholars.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

DEVS 221 Indigenous Studies II - Resistance and Resurgence Units: 3.00

Indigenous Studies II - Resistance and Resurgence highlights the perpetual resilience and resistance of Indigenous communities as they grapple with gendered settler colonialism. The re-emergence of Indigenous knowledge and governance within the settler nation state, and the re-building of Indigenous communities is examined in detail through topics such as contemporary issues in Indigenous healing, art, teaching and learning, Indigenous protest, and socio-political life. Students will engage in work that aims to center the voices of Indigenous people.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84P)

Requirements: Prerequisite DEVS 220 or permission of the Department.

Offering Faculty: Faculty of Arts and Science

DEVS 230 The Global Political Economy of Development Units: 3.00

Applying global political economy perspectives to key aspects of development finance. Topics include the introduction of basic economic terms, the role of the International Monetary Fund, World Bank, World Trade Organization, and the growing roles of Transnational Corporations and financial markets in development.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 96 (24 Lecture, 12 Tutorial, 12 Online Activity, 48 Private Study)

Requirements: Prerequisite DEVS 100 or DEVS 105. Note DEVS 100 can be taken concurrently in exceptional circumstances.

Offering Faculty: Faculty of Arts and Science

DEVS 240 Culture and Development Units: 3.00
Provides students with a broad overview of debates relating to development and culture, including issues of religion, music, sport, art and literature, and how these interact with economic policy and political change.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84 Private Study)

Requirements: Prerequisite (DEVS 100 or DEVS 105) and DEVS 230. Note DEVS 100 can be taken concurrently in exceptional circumstances.

Offering Faculty: Faculty of Arts and Science

**DEVS 260 Globalization, Gender, and Development**  
**Units: 3.00**

This course is designed for those interested in undertaking a critical analysis of the gendered impact of the globalization process and development policies with a focus on women in the Global South.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84 Private Study)

Requirements: Prerequisite ([Level 2 or above or registration in the GAEN Certificate] and [DEVS 100 or DEVS 105]) or permission of instructor.

Offering Faculty: Faculty of Arts and Science

**DEVS 280 Global Engagement**  
**Units: 3.00**

This course explores current thinking around the motivations for, and ethical implications of, working with communities on issues of social justice, inequality, and sustainable development. Students will engage in self-reflexive practices and work collaboratively to create tools and action plans for ethical global engagement in the future.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (84 Online Activity, 36 Private Study)

Requirements: Prerequisite ([Level 2 or above or registration in the GAEN Certificate] and [DEVS 100 or DEVS 105]) or permission of instructor.

Offering Faculty: Faculty of Arts and Science

**DEVS 361 Project Planning and Policy Advocacy**  
**Units: 3.00**

The course prepares students for fieldwork in global development. It connects theory with practice through in-depth, skills-based modules on economic literacy, results-based management (RBM), and policy advocacy. Students will apply core concepts and best practices to effective proposal writing, project management, and policy advocacy.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (72 Online Activity, 48 Private Study)

Requirements: Prerequisite ([DEVS 240 or DEVS 280] and [Level 2 or above or registration in the GAEN Certificate]) or permission of Instructor.

Offering Faculty: Faculty of Arts and Science
DRAM 205  Theatre and Pop Culture  Units: 3.00
Explores collisions between theatre and pop culture in media including film, theatre, pop music, television, and social media. Concepts including but not limited to theatricality, liveness, affect, and performativity will provide students with critical analysis skills applicable to pop culture.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 114 (18 Group Learning, 60 Online Activity, 36 Private Study)
Requirements: Prerequisite Level 2 or above or registration in the MUTH Plan.
Offering Faculty: Faculty of Arts and Science

DRAM 211  Introduction to Theatre for Young Audiences  Units: 3.00
An introduction to the history and theory of theatre conceived for audiences of young people. Students will read a variety of plays intended for young audiences and consider the social and artistic issues associated with various dramatic and theatrical techniques.
NOTE Only offered online. Consult Arts and Science Online.
Learning Hours: 120 (84 Online Activity, 36 Private Study)
Requirements: Prerequisite Level 2 or above or registration in the MUTH Plan.
Offering Faculty: Faculty of Arts and Science

DRAM 303  Indigenous Playwrights  Units: 3.00
A survey of the work of First Nations, Inuit, and Métis playwrights, exploring the stories, concerns and aesthetics of these contemporary theatrical practitioners. Course work involves reading, discussion, and writing descriptively, critically or creatively about selected pieces in artistic, social and/or political contexts.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Seminar, 84 Private Study)
Requirements: Prerequisite Level 3 or above.
Offering Faculty: Faculty of Arts and Science

FILM 236  Media and Cultural Studies  Units: 3.00
Introduction to cultural and social theory of film and other media as it relates to the tension between citizenship and consumerism. Examines roles, functions, and impact of mass media technologies, institutions, and practices in both scholarly and practical forms.
NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).
Learning Hours: 120 (36 Lecture, 24 Laboratory, 24 Online Activity, 36 Private Study)
Requirements: Prerequisite None.
Offering Faculty: Faculty of Arts and Science

FILM 240  Media and Popular Culture  Units: 3.00
This course on the dynamics between media and popular culture takes an interrogative approach. It is organized around a series of questions that will introduce students to a range of key concepts in media and mass communication studies, with the goal of providing a theoretical structure to support critical analysis of contemporary cultural trends.

NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).

Learning Hours: 108 (36 Lecture, 36 Online Activity, 36 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

**FILM 260 Digital Media Theory Units: 3.00**

Survey of digital media theories and online mass communication practices, with emphasis on social and mobile technologies. Course considers the impact of digitalization on the creative and culture industries.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (72 Online Activity, 48 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

**FILM 300 Hollywood: The Dream Factory Units: 3.00**

This course examines Classical Hollywood Cinema from the early 1940s until its demise at the end of the 1950s.

NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).

Learning Hours: 108 (36 Lecture, 24 Laboratory, 48 Private Study)

Requirements: Prerequisite (Registration in a FILM, MAPP, or COFI Plan) or (FILM 236 or FILM 240 or FILM 260) or permission of the Department.

Offering Faculty: Faculty of Arts and Science

**FILM 303 World Cinemas Units: 3.00**

This course offers an overview of recent filmmaking practices from various continents. Transnational cinemas explore how intimate, personal styles of filmmaking converge with theories of globalization, hybridity and remediation.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 108 (36 Lecture, 24 Laboratory, 48 Private Study)

Requirements: Prerequisite (Registration in a FILM, MAPP, or COFI Plan) or (DEVS 240 or FILM 236 or FILM 240 or FILM 260 or LLCU 209).

Offering Faculty: Faculty of Arts and Science

**FILM 335 Culture and Technology Units: 3.00**

Research and studies in relations of media, technology, and culture. Critical examination of cultural and communication technologies and the employment of technology within selected examples from film,
television, and digital media.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 108 (36 Lecture, 24 Online Activity, 48 Private Study)

Requirements: Prerequisite (Registration in a FILM, MAPP, or COFI Plan) or (FILM 236 and FILM 240).

Offering Faculty: Faculty of Arts and Science

**FILM 340 Advertising and Consumer Culture Units: 3.00**

This course examines advertising strategies across a range of different media to understand the construction and functions of consumerism and promotional culture in politics, art, material culture, and everyday life. Throughout the course, we consider a range of theoretical approaches and case studies to study the ways consumer culture intersects with identity, citizenship, and aesthetics. Assignments include online and/or on-campus exams, online discussion forum participation requirement, short reflective essays, and some creative design work.

NOTE Also offered online. Consult Arts and Science Online. Learning hours may vary.

Learning Hours: 108 (36 Lecture, 36 Online Activity, 36 Private Study)  
Requirements: Prerequisite (Registration in a FILM, MAPP, or COFI Plan) or (FILM 236 or FILM 240 or FILM 260) or (COMM 131 or COMM 231 or PSYC 342).

Offering Faculty: Faculty of Arts and Science

**FRST 290 Paris: Through Literature, Painting, Cinema and Photography Units: 3.00**

Students will explore Paris through the different perspectives offered by writers, filmmakers, painters, photographers, and other artists who have played an important role in significant literary and artistic trends and movements. The course covers literature, painting, and film starting at the end of the 19th century and extends to the present.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (48 Online Activity, 72 Private Study)  
Requirements: Prerequisite None. Exclusion FREN 290; FREN 392; IDIS 290. Equivalency FREN 290; IDIS 290. Note Students registered in a FREN Plan must enrol in FREN 392 and complete their assignments in the French language.

Offering Faculty: Faculty of Arts and Science

**GNDS 120 Women, Gender, Difference Units: 3.00**

This course explores women, gender, and difference from feminist and anti-racist perspectives. It identifies the ways in which women's activism, politics, and experiences intersect with other gendered identifications such as race, location, class, (dis)ability, and sexuality. Lessons and texts will introduce feminism, the body, colonialism, gender performance, and strategies of resistance.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84 Private Study)

Requirements: Prerequisite None.
Course Equivalencies: GNDS120, WMNS101, WMNS102, WMN

Offering Faculty: Faculty of Arts and Science

**GNDS 125  Gender, Race and Popular Culture  Units: 3.00**

Explores popular culture from feminist and anti-racist perspectives, with attention to sexuality, gender, race and nation in a variety of media.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Film Screening: estimated cost $15.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84 Private Study)

Requirements: Prerequisite None.

Course Equivalencies: GNDS125, WMNS125, WMNS225

Offering Faculty: Faculty of Arts and Science

**GNDS 215  Introduction to Sexual and Gender Diversity  Units: 3.00**

This course is an introduction to studies in sexuality and gender diversity. It will survey the field and include topics such as classical inquiries into sexuality, contemporary theories on Lesbian, Gay, Bisexual, Transgender and Queer identities, sexual movements, human rights, sexual morality, pornography, global sex trade, and queer cultural production. This course is open to all students but required for students enrolled in the Certificate in Sexual and Gender Diversity. It is designed to introduce SXGD students to the field and prepare them for selecting future courses.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Study Centre. Learning Hours may vary.

NOTE Film Screening: estimated cost $15.

Learning Hours: 120 (24 Lecture, 12 Tutorial, 84 Private Study)

Requirements: Prerequisite Level 2 or above or permission of the Department.

Course Equivalencies: GNDS215, WMNS215, WMNS310

Offering Faculty: Faculty of Arts and Science

**GPHY 101  Human Geography  Units: 3.00**

The fundamentals of human geography including the meanings of place, the impacts of globalization, multiculturalism, population change and movement, environmental history and politics, cultural geography, issues of uneven resource distribution, the role of colonialism in the modern shape of the world, agricultural geography, and urban geography.

NOTE Field Trip: estimated cost $30.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (24 Lecture, 18 Tutorial, 42 Online Activity, 36 Private Study)

Requirements: Prerequisite None. Exclusion BISC 100.

Offering Faculty: Faculty of Arts and Science

**GPHY 227  Cities: Geography, Planning and Urban Life  Units: 3.00**
The city from a geographical and planning perspective. Topics include origins of urbanism; mega; migrant, and global cities; urban competitiveness; land use planning and design; suburbanization and sprawl; new urban identities and culture; retailing transport; public space; private and temporary cities; urban poverty; politics and governance; sustainable urban futures.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (18 Lecture, 18 Tutorial, 24 Online Activity, 60 Private Study)

Requirements: Prerequisite Level 2 or above or permission of Department.

Offering Faculty: Faculty of Arts and Science

**LLCU 111 Introduction to Cultures**  Units: 3.00

This course offers an overview of the theoretical framework behind the study of intercultural communication and proposes practical applications of these theories, including in-class guest speakers and a 4-session workshop on Intercultural Competence by the Queen’s University International Centre (QUIC). Students will obtain a Certificate by QUIC.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

**LLCU 209 Rio de Janeiro: the Marvelous City**  Units: 3.00

This course goes beyond the typical representations of Rio de Janeiro to provide an understanding of the complex social, political, economic, and cultural history that have shaped the city's development and character. Focus is on the twentieth century, but provides the necessary historical background to understand the dynamics of life in Rio.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 132 (48 Online Activity, 84 Private Study)

Requirements: Prerequisite Level 2 or above.

Offering Faculty: Faculty of Arts and Science

**LLCU 249 Latin Lovers: Love, Sex and Popular Culture**  Units: 3.00

This course explores the emergence, development, and criticism of the Latin Lover figure in the West, from the creation of the archetypical Don Juan in the 17th century to contemporary Hollywood representation of Italian and Latin-American lovers.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 114 (36 Online Activity, 78 Private Study)

Requirements: Prerequisite Level 2 or above or permission of the Department of Languages, Literatures and Cultures.

Offering Faculty: Faculty of Arts and Science

**MUSC 171 Social History of Popular Music**  Units: 3.00
A survey of important trends in 20th century Western popular music. Topics include genres, individual artists and groups, record labels and stylistic trends, and sociological issues.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite None.
Offering Faculty: Faculty of Arts and Science

**PHIL 203  Science and Society  Units: 3.00**

Philosophical issues - both epistemological and ethical - involved in specific debates about the relationship between science and social issues. The course may focus, for instance, on recent 'popular' sociobiology efforts by biologists and others to establish scientific theories of human nature and human potential.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite Level 2 or above or completed 6.0 units in PHIL.
Offering Faculty: Faculty of Arts and Science

**PHIL 259  Critical Thinking  Units: 3.00**

A discussion of the general principles of reasonable discourse, with a focus on persuasive and cogent writing.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: excl 3 units fr PHIL158;259
Course Equivalencies: PHIL158; PHIL259
Offering Faculty: Faculty of Arts and Science

**SOCY 122  Introduction to Sociology  Units: 6.00**

An introduction to the concepts, theories and methods of sociological enquiry, and their application to the analysis of Canadian society.
NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).
Learning Hours: 240 (48 Lecture, 24 Group Learning, 24 Online Activity, 144 Private Study)
Requirements: Prerequisite None.
Course Equivalencies: SOCY122; SOCY122A
Offering Faculty: Faculty of Arts and Science

**Option Courses: Critical Perspectives on History LIBS_Perspectives**
ARTH 120  Art in the West from Antiquity to Modernity  Units: 6.00

A survey of famous and lesser-known works of painting, sculpture, architecture, and other art forms from Antiquity, the Middle Ages, the Renaissance, the Baroque, and the Modern Age. Themes include politics, religion, mythology, gender roles, techniques, conservation and intersections with non-western cultures.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 240 (48 Lecture, 12 Tutorial, 48 Online Activity, 132 Private Study)

Requirements: Prerequisite None. Exclusion A maximum of 9.0 units from ARTH 116; ARTH 117; ARTH 120.

Course Equivalencies: ARTH120; ARTH120A

Offering Faculty: Faculty of Arts and Science

ARTH 250  Art, Society, and Culture  Units: 3.00

An introduction to the social conditions and cultural movements that shaped European visual art of the nineteenth century in its global context. The course will stress the tension between modernity and antimodernism as well as competing views on the very nature of visual art.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (48 Online Activity, 72 Private Study)

Requirements: Prerequisite Level 2 or above or permission of the Department. Exclusion ARTH 223.

Offering Faculty: Faculty of Arts and Science

ARTH 350  Propaganda and Visual Culture: From the Altar to the Xbox  Units: 3.00

This course will examine the ways in which visual culture can function as social, political or religious propaganda. With reference to examples produced from c.1600 to the present, it will deal with a variety of media and the ways in which developments in technology contribute to the spread of propaganda.

NOTE Only offered online.

Learning Hours: 120 (36 Online Activity, 84 Private Study)

Requirements: Prerequisite Level 3 or above.

Offering Faculty: Faculty of Arts and Science

ARTH 354  Age of Rembrandt  Units: 3.00

A detailed study of painting and related arts in the Netherlands, ca.1580-1700. Developments in style and the growth of subject types such as genre, portraiture, landscape, and still life are examined in the cultural context of life in the Dutch Republic, with particular attention to the achievements of artists such as Rembrandt, Hals, and Vermeer.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 84 Private Study)

Requirements: Prerequisite Level 3 or above.
Offering Faculty: Faculty of Arts and Science

**CLST 205 Ancient Humour Units: 3.00**

The techniques by which humour was created in literature and the visual arts in antiquity; social and psychological aspects of humour.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 104 (2 Lecture, 18 Group Learning, 24 Online Activity, 60 Private Study)

Requirements: Prerequisite Level 2 or above.

Offering Faculty: Faculty of Arts and Science

**ENGL 100 Introduction to Literary Study Units: 6.00**

An introduction to literary study, with an emphasis on the formal analysis of a diverse range of poetry and prose. Specific content and approach vary from section to section, but all sections share the goals of developing sensitivity to genre, cultivating writing skills, and providing students with a set of literary terms and critical techniques as a foundation for further literary study.

NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).

NOTE Also offered at the Bader International Studies Centre, Herstmonceux (Learning Hours may vary).

Learning Hours: 240 (48 Lecture, 24 Tutorial, 168 Private Study)

Requirements: Prerequisite None. Note Priority enrolment is given to first-year students.

Course Equivalencies: ENGL100;ENGL100B

Offering Faculty: Faculty of Arts and Science

**ENGL 200 History of Literature in English Units: 6.00**

An historical survey of literature from the British Isles and beyond. Through the study of representative works, the course aims to familiarize students with the characteristics of literary periods from the Middle Ages to the present.

NOTE Enrolment preference is given to students registered in ENGL Plans.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 240 (72 Lecture, 168 Private Study)

Requirements: Prerequisite **ENGL 100**. Exclusion **ENGL 110**. Note Priority enrolment is given to students registered in an ENGL Plan.

Offering Faculty: Faculty of Arts and Science

**ENGL 215 Canadian Literature Units: 6.00**

A survey of Canadian literature in English from its beginnings to the contemporary period. Readings will include poetry, short fiction and nonfiction, as well as novels from various eras; authors to be studied may include Moodie, Atwood, Klein, Richler, Callaghan, Ondaatje, Laurence, Munro, Brand, and King.

NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).

Learning Hours: 240 (72 Lecture, 168 Private Study)

Requirements: Prerequisite Level 2 or above.
ENGL 223 Women Writers Post-1900 Units: 3.00
A survey of women writers from after 1900. The historical and geographical focus of the course may vary from year to year; for details, consult the Department.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite Level 2 or above.
Course Equivalencies: ENGL223; ENGL265
Offering Faculty: Faculty of Arts and Science

ENGL 237 Children’s Literature Units: 3.00
A critical study of literature written for children or appropriated by adults for the nursery. The emphasis will be on distinguishing the characteristics and cultural significance of a variety of works from the medieval to the modern period.
NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite Level 2 or above.
Course Equivalencies: ENGL207; ENGL237
Offering Faculty: Faculty of Arts and Science

ENGL 259 Global Shakespeare Units: 3.00
A study of the dissemination of Shakespeare's plays across a range of cultures and sites from the early seventeenth century to the present, with a focus on the development of Shakespeare as a 'global' author. Selected plays will be studied in historical context and in geographically diverse adaptations in theatrical, print, and electronic media.
NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite Level 2 or above (or 6.0 units in ENGL).
Offering Faculty: Faculty of Arts and Science

ENGL 281 Legends of King Arthur: Medieval to Modern Units: 3.00
This course investigates the enduring popularity of the legend of Arthur, with an emphasis on its adaptability to the changing values and viewpoints of different cultural moments (Celtic, Medieval, Victorian, Modern). Themes to be investigated may include chivalry, courtly love, the grail quest, national identity, politics and gender relationships.
NOTE Also offered online, consult Arts and Science Online (Learning Hours may vary).
NOTE Also offered at the Bader International Study Centre, Herstmonceux (Learning Hours may vary).
Learning Hours: 120 (36 Lecture, 84 Private Study)
Requirements: Prerequisite Level 2 or above. Note Medieval texts will be read in modern translation.
Course Equivalencies: ENGL202; ENGL281
Offering Faculty: Faculty of Arts and Science

HIST 124 Canada: A History of the Present Units: 6.00
An historical survey of the liberal, capitalist, and multicultural democracy we now call Canada. Through lectures, seminars, and the analysis of historical texts and heritage sites, the course explores the social-political struggles over Indigeneity and race, class and colonialism, gender and sexuality, which continue to shape contemporary Canada.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 240 (36 Lecture, 36 Seminar, 24 Online Activity, 144 Private Study)
Requirements: Prerequisite None. Exclusion Maximum of one course from: HIST 104; HIST 124; HIST 260. Exclusion Maximum of one course from: HIST 105; HIST 124; HIST 260; HIST 279.
Course Equivalencies: HIST124/124A
Offering Faculty: Faculty of Arts and Science

HIST 125 The Evolution of Modern Europe Units: 6.00
A survey of European history from the 18th through the 21st century. The focus is on the revolutions and conflicts which produced modern Europe, notably political revolutions (1789, 1848, and 1917), industrialization, urbanization, population growth, secularization, the rise of new classes, nationalism, and imperialism, changes in ideologies and popular attitudes, rise and fall of authoritarian regimes, world wars, and European integration.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 240 (36 Lecture, 36 Seminar, 24 Online Activity, 144 Private Study)
Requirements: Prerequisite None. Exclusion Maximum of one course from: HIST 106; HIST 111; HIST 121; HIST 125. Exclusion Maximum of one course from: HIST 110; HIST 121; HIST 125.
Course Equivalencies: HIST125; HIST125B
Offering Faculty: Faculty of Arts and Science

HIST 200 India and the World Units: 3.00
This course examines the history of India as a series of contacts with the rest of the world. Topics include Roman trade in ancient India, the Portuguese, Turkish, and Mughal empires, Gandhi in South Africa, and South Asian diasporas in Europe and North America. Course materials include histories, travel accounts, court chronicles, medical treatises, literature, and film.
NOTE Also offered online. Consult Arts and Science Online.
Learning Hours: 120 (36 Online Activity, 84 Private Study)
Requirements: Prerequisite Level 2 or above.
Offering Faculty: Faculty of Arts and Science

HIST 207  Global Indigenous Histories  Units: 3.00
This course will grapple with the idea of indigeneity and explore the conflicts and consequences that have occurred whenever Indigenous peoples have encountered colonizing invaders. Cases outside of the conventional narrative of European expansion will be examined, including the Han occupation of Taiwan.
NOTE Only offered online. Consult Arts and Science Online.
Learning Hours: 130 (2 Tutorial, 25 Group Learning, 2 Online Activity, 101 Private Study)
Requirements: Prerequisite Level 2 or above. Prerequisite Level 2 or above. Exclusion HIST 260.

Offering Faculty: Faculty of Arts and Science

HIST 211  The Cold War  Units: 3.00
This course will explore the origins of the struggle between the postwar superpowers, the United States and the Soviet Union; the changing nature of their rivalry, and the way other nations were drawn into the conflict. It considers the Cold War from Western, Soviet, and various global perspectives.
NOTE Also offered online. Consult Arts and Science Online.
Learning Hours: 120 (36 Online Activity, 84 Private Study)
Requirements: Prerequisite Level 2 or above. Prerequisite Level 2 or above. Exclusion HIST 260.

Offering Faculty: Faculty of Arts and Science

HIST 214  Food in Global History  Units: 3.00
This online course will attempt to study aspects of global history using food as a central theme. We begin from the reflection that food has successfully transcended political and cultural boundaries in the global past, and it provides a promising path for interrogating socio-economic and cultural issues in transnational contexts.
NOTE Only offered online. Consult Arts and Science Online.
Learning Hours: 126 (54 Online Activity, 72 Private Study)
Requirements: Prerequisite Level 2 or above. Prerequisite Level 2 or above. Exclusion HIST 260.
Course Equivalencies: HIST214, HIST311

Offering Faculty: Faculty of Arts and Science

HIST 224  Canadian Francophone Communities  Units: 3.00
This online course introduces students to the social, cultural, economic, and political realities of French speaking communities outside Quebec, from the 19th century to today. It offers an overview of the questions of immigration, assimilation, education, religion, and linguistic rights in their development and continued existence.
NOTE Also offered online. Consult Arts and Science Online.
Learning Hours: 120 (48 Online Activity, 72 Private Study)
Requirements: Prerequisite Level 2 or above. Note This course can be taken in either French or English.
HIST 260  An Introduction to Canadian History  Units: 6.00

An introduction to major themes in the history of the territory now known as Canada to the end of the 20th century. We consider social, cultural, and political approaches to French and English imperialism, settler colonialism, Canadian federalism, and governance, and those at the margins of the Canadian state.
NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 260 (144 Online Activity, 120 Private Study)

Requirements: Prerequisite Level 2 or above. Exclusion Maximum of one course from: HIST 104; HIST 124; HIST 260. Exclusion Maximum of one course from: HIST 105; HIST 124; HIST 260; HIST 279. Exclusion Maximum of one course from: HIST 219; HIST 260.

Course Equivalencies: HIST260; HIST260B

Offering Faculty: Faculty of Arts and Science

HIST 270  Contemporary China  Units: 3.00

Contemporary China aims to place the dynamics of recent social and economic change in historical perspective. Rather than proceeding both thematically and chronologically, it familiarizes students with the deep continuities with the phenomena such as urbanization, environmental challenges, cultural expectations, and gender norms.

NOTE Only offered online. Consult Arts and Science Online.

Learning Hours: 120 (48 Online Activity, 72 Private Study)

Requirements: Prerequisite Level 2 or above. Exclusion HIST 299.

Offering Faculty: Faculty of Arts and Science

HIST 272  United States, Colonial Era to Present  Units: 6.00

A survey of political, economic, and social developments in the United States from its colonial beginnings to the post-World War II era.

NOTE Only offered online. Consult Arts and Science Online.

Requirements: 2nd year standing Exclusion

Offering Faculty: Faculty of Arts and Science

HIST 280  Gender in North American History  Units: 6.00

A survey of the history of gender in North America. Examines topics such as patriarchy and the unequal status of women, masculinity, racial and ethnic relations, and sexuality. Also considers the impact of gender on historical events and phenomena such as industrialization, class conflict, World War II and the Cold War.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 240 (72 Online Activity, 168 Private Study)
Requirements: Prerequisite Level 2 or above. Exclusion Maximum of one course from: HIST 280/6.0; HIST 281/3.0. Exclusion Maximum of one course from: HIST 280/6.0; HIST 282/3.0. Exclusion Maximum of one course from: HIST 280/6.0; HIST 283/3.0.

Course Equivalencies: HIST280; HIST280B

Offering Faculty: Faculty of Arts and Science

MUSC 102 Western Music: Napoleon to 9/11 Units: 3.00

The history of Western art music from 1750 to the present. The course focuses on musical styles, genres, and composers, as well as historical and social contextual considerations.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

NOTE Also offered at the Bader International Studies Centre, Herstmonceux. Learning Hours may vary.

Learning Hours: 120 (36 Lecture, 12 Online Activity, 72 Private Study)

Requirements: Prerequisite None. Exclusion MUSC 203; MUSC 204; MUSC 211. Note Students registered in a MUSC Plan should not register in this course.

Offering Faculty: Faculty of Arts and Science

RELS 131 World Religions/Religious Worlds Units: 6.00

Introduces religion in India, China and Japan; also the movements of Judaism, Christianity, Islam and Humanism.

NOTE Also offered online. Consult Arts and Science Online. Learning Hours may vary.

Learning Hours: 228 (48 Lecture, 24 Tutorial, 156 Private Study)

Requirements: Prerequisite None.

Course Equivalencies: RELS131; RELS131B

Offering Faculty: Faculty of Arts and Science

Option Courses: Academic Writing LIBS_Academic_Writing

WRIT 120 Fundamentals of Effective Writing Units: 3.00

A focus on the principles and practical applications of effective writing. Students apply effective writing strategies to address a variety of professional and academic audiences. Students plan, outline, write, and revise reader-centred documents that relate to forms and contexts they will encounter in the workplace and in educational environments.

NOTE Only offered online, consult Arts and Science Online.

Learning Hours: 114 (36 Online Activity, 78 Private Study)

Requirements: Prerequisite None.

Offering Faculty: Faculty of Arts and Science

WRIT 125 Fundamentals of Academic Essay Writing Units: 3.00
A study of the basic principles of academic writing, including a series of assignments that emphasize logical organization, stylistic clarity, and grammatical precision.

NOTE Only offered online, consult Arts and Science Online.

Learning Hours: 126 (66 Online Activity, 60 Private Study)

Requirements: Prerequisite None. Equivalency WRIT P75.

Course Equivalencies: WRITP75; WRIT125

Offering Faculty: Faculty of Arts and Science

**WRIT 225  Writing for Research, Analysis, and Reflection  Units: 3.00**

This course enables students to develop a clear, concise writing style while enhancing their critical thinking, research, reflective writing, teamwork, and presentation skills. Students may choose from a number of assessments - including reviews, personal essays, and research proposals - according to their interests and writing goals.

NOTE Offered only online, consult Arts and Science Online.

Learning Hours: 114 (36 Online Activity, 78 Private Study)

Requirements: Prerequisite (WRIT 120 or WRIT 125 or ENGL 100) or permission of the Instructor. Equivalency WRIT 195.

Course Equivalencies: WRIT195; WRIT225

Offering Faculty: Faculty of Arts and Science

**WRIT 265  Editing in Academic and Professional Contexts  Units: 3.00**

This course introduces the levels of editing - substantive, stylistic, and copyediting - and how to apply these skills to academic and professional documents such as reports, essays, articles, and newsletters. The course will give students the tools both to revise their own work and to edit the work of others for greater clarity.

NOTE Only offered online, consult Arts and Science Online.

Learning Hours: 114 (36 Online Activity, 78 Private Study)

Requirements: Prerequisite (WRIT 120 or WRIT 125 or ENGL 100) or permission of the Instructor. Note A 100-level course with a writing component such as (DRAM, ENGL,FILM,HIST,PHIL,POLS,SOCY) can be used a prerequisite for this course, contact the Instructor for permission to enrol.

Offering Faculty: Faculty of Arts and Science

**WRIT 290  Writing Creative Non-fiction  Units: 3.00**

Creative non-fiction genres are written in prose, deal with non-fictional subject matter, and use a vast range of styles. In WRIT 290, students analyze and write works of creative non-fiction. Through readings, exercises, online discussions, and writing assignments, students learn how creative non-fiction can work
as a creative form of writing.
NOTE Only offered online, consult Arts and Science Online.

Learning Hours: 114 (36 Online Activity, 78 Private Study)

Requirements: Prerequisite (WRIT 120 or WRIT 125 or ENGL 100) or permission of the Instructor. Note A 100-level course with a writing component such as (DRAM, ENGL,FILM,HIST,PHIL,POLS,SOCY) can be used a prerequisite for this course, contact the Instructor for permission to enrol. Equivalency WRIT 295.

Course Equivalencies: WRIT290;WRIT295

Offering Faculty: Faculty of Arts and Science
## Temporary Suspension of Admissions to the HISP Major and Joint Honours Programs, and the GRMN Joint Honours

18 September 2023

### Introduction

The Department of Languages, Literatures, and Cultures currently offers both Major and Joint Honours plans in Hispanic Studies, and a Joint Honours in German Studies. These plans have faced growing challenges, including declining enrolments and a reduced faculty complement. We believe that the best path forward is to suspend admission to these Major and Joint Honours plans, to allow existing resources to be better directed in support of the Major in LLCU and the minors in Hispanic Studies and German Studies.

### Program Information

Both Hispanic Studies and German Studies are plans that combine a course of language instruction with upper-level courses focusing on the literature, culture, and history of places where those languages are used.

### Students

Enrolment in these plans has declined over the last several decades, and is currently very low. The last 10 years are summarized in Table 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>HISP-M-BAH</th>
<th>HISP-A-BAH</th>
<th>GMST-A-BAH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2022</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2021</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2020</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2019</td>
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<tr>
<td>2018</td>
<td>7</td>
<td>3</td>
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<td>2017</td>
<td>5</td>
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<tr>
<td>2016</td>
<td>7</td>
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</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1: Active concentrators in HISP-M-BAH, HISP-A-BAH, and GMST-A-BAH (2014–2023)

Note: German Studies was created in 2012, replacing the older German plans, and Hispanic Studies was created in 2015, replacing plans in Spanish. The 2014 count for German Studies includes one student enrolled under the German Medial; enrolments for both Hispanic Studies plans include students enrolled in corresponding Spanish plans through 2016.
Some of the most recent decline in HISP and GMST concentrators may reflect students instead choosing the Major in LLCU, which was opened in 2017, though no specific polling has been done to substantiate that.

**Courses**

All three of these plans require students to take a number of literature and culture courses at the 300-level or above, in the target language (Spanish or German). These courses have had quite low enrolments for a number of years, as they are only taken by students pursuing one of these plans or their Minor equivalents.

Since the introduction of the Major in LLCU, many upper-level literature and culture courses in SPAN and GRMN have been co-offered with an LLCU equivalent. In these courses, lectures and discussions take place in English, but assessments and readings depend on which course code students are enrolled in (in Spanish or German by students enrolled in the SPAN or GRMN course, but in English by students enrolled in the LLCU course).

Over the next several years, we will offer enough upper-level SPAN and GMST courses to allow current students to complete their degree requirements, but all such courses will be cross-listed with LLCU equivalents.

**Instructors**

In the wake of recent retirements, there are currently only 2 tenure-stream faculty members who teach literature and culture courses in the German Studies program, and 1 tenured faculty member and 1 continuing adjunct who teach literature and culture courses in Hispanic Studies. All instructors also teach courses of language instruction, and courses in the LLCU program.

**Rationale for the temporary suspension**

As described in the Senate Policy and Procedures for the Closure of Academic Programs (Undergraduate or Graduate), potential considerations for considering closure of a program include low enrolment, especially where it jeopardizes academic quality, and unavailability of faculty in a compromised ability, or inability, to deliver a Program of high quality.

Given the very low numbers of enrolled students, and the growing challenge of offering necessary courses in the face of a declining faculty complement, we recommend temporary suspension of admission to these plans, beginning in 2024.

This will allow attention to be refocused on re-developing the related Minor plans in Hispanic Studies and German Studies, and will allow teaching resources to be concentrated on offering courses in the LLCU plan.

**Impacts**
The temporary suspension of admission will minimally affect current students in the program. The greatest impact will be an increased number of upper-year courses that are cross-listed with LLCU, for which the language of classroom lectures and discussions will be English.

No individual courses will be discontinued or deleted (excepting those that may be deleted due to not having been offered in 5 or more years).

**Alternatives**

The Major in LLCU includes many of the same courses as the Hispanic Studies and German Studies plans, but with additional focus on the study of language and culture in itself, and on transcultural and intercultural comparison. The Minor plans in Hispanic Studies and German Studies will also continue to accept students, providing an option for students who wish to focus on a single language and cultural tradition.

**Consultation Plan**

Discussion so far has taken place within the Department, with faculty teaching in both the HISP and GMST plans. Students who were enrolled in the plans as of April 2023 have also been consulted, and plans have been made to ensure that they will be able to complete their degree plans.

Later this Fall, consultation is planned with all students enrolled in LLCU plans, and with faculty in cognate departments.

**Communication Plan**

Consultation with students enrolled in other LLCU plans will ensure they are aware of the planned suspension; they will be informed of the decision to impose a suspension once it is made, and the department website will be promptly updated accordingly. Students currently enrolled in one of the three plans under discussion will be provided with updates via email, and all will meet one-on-one with the LLCU Head, Undergraduate Chair, or Undergraduate Assistant in the course of Winter 2024, and in future semesters, to ensure they can complete their degrees.
Appendix A: Hispanic Studies Major

HISP-M-BAH

Subject: Administered by the Department of Languages, Literatures and Cultures.
Plan: Consists of 60.00 units as described below.
Program: The Plan, alone, or in combination with a Minor in another subject, and with sufficient electives to total 120.00 units (114.00 units for students admitted prior to September 2017), will lead to a Bachelor of Arts (Honours) Degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
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<td></td>
<td><strong>1. Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>A. Complete the following:</strong></td>
<td></td>
</tr>
<tr>
<td>SPAN 111</td>
<td>Beginning Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 112</td>
<td>Beginning Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td><strong>B. Complete the following:</strong></td>
<td></td>
</tr>
<tr>
<td>SPAN 204</td>
<td>Español intermedio</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 205</td>
<td>Español avanzado</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 206</td>
<td>Spanish Conversation and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td><strong>C. Complete the following:</strong></td>
<td></td>
</tr>
<tr>
<td>LLCU 247</td>
<td>The Dynamic History of Spain</td>
<td>3.00</td>
</tr>
<tr>
<td>LLCU 248</td>
<td>Spanish American Cultural Contexts</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 351</td>
<td>Panorama literario latinoamérico I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 352</td>
<td>Panorama literario latinoamérico II</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 380</td>
<td>Introducción: Literatura de España I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 381</td>
<td>Introducción: Literatura de España II</td>
<td>3.00</td>
</tr>
<tr>
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<td><strong>D. Complete 6.00 units from the following:</strong></td>
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<td>SPAN 301</td>
<td>Gramática avanzada y composición I and</td>
<td></td>
</tr>
<tr>
<td>&amp; SPAN 302</td>
<td>Gramática avanzada y composición II</td>
<td></td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Español para contextos profesionales I</td>
<td></td>
</tr>
<tr>
<td>&amp; SPAN 304</td>
<td>Español para contextos profesionales II</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2. Option</strong></td>
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<tr>
<td></td>
<td><strong>A. Complete 15.00 units from the following:</strong></td>
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</tr>
<tr>
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<td>SPAN at the 300-level or above</td>
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<tr>
<td></td>
<td><strong>B. Complete 6.00 units from the following:</strong></td>
<td>6.00</td>
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<tr>
<td></td>
<td>HISP_Maj_Med_Options</td>
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<tr>
<td></td>
<td>SPAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
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</tr>
<tr>
<td></td>
<td>Elective Courses</td>
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<td></td>
<td><strong>Total Units</strong></td>
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</tbody>
</table>
Appendix B: Hispanic Studies Joint Honours

HISP[----]-A or [----]HISP-A (where [----] is a second subject of study)

**Subject:** Administered by the Department of Languages, Literatures and Cultures.

**Plan:** Consists of 42.00 units as described below.

**Program:** The Plan, in combination with a Joint Honours Plan in another subject, and with sufficient electives to total 120.00 units (114.00 units for students admitted prior to September 2017), will lead to a Bachelor of Arts (Honours) Degree. ¹

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
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<td><strong>1. Core</strong></td>
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</tr>
<tr>
<td><strong>A. Complete the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 111</td>
<td>Beginning Spanish I</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 112</td>
<td>Beginning Spanish II</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>B. Complete the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 204</td>
<td>Español intermedio</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 205</td>
<td>Español avanzado</td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN 206</td>
<td>Spanish Conversation and Culture</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>C. Complete 3.00 units from the following:</strong></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>LLCU 247</td>
<td>The Dynamic History of Spain</td>
<td></td>
</tr>
<tr>
<td>LLCU 248</td>
<td>Spanish American Cultural Contexts</td>
<td></td>
</tr>
<tr>
<td><strong>D. Complete 6.00 from the following:</strong></td>
<td></td>
<td>6.00</td>
</tr>
<tr>
<td>SPAN 351</td>
<td>Panorama literario latinoaméricano I</td>
<td></td>
</tr>
<tr>
<td>SPAN 352</td>
<td>Panorama literario latinoaméricano II</td>
<td></td>
</tr>
<tr>
<td>SPAN 380</td>
<td>Introducción: Literatura de España I</td>
<td></td>
</tr>
<tr>
<td>SPAN 381</td>
<td>Introducción: Literatura de España II</td>
<td></td>
</tr>
<tr>
<td><strong>E. Complete 6.00 units from the following:</strong></td>
<td></td>
<td>6.00</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Gramática avanzada y composición I</td>
<td></td>
</tr>
<tr>
<td>&amp; SPAN 302</td>
<td>and Gramática avanzada y composición II</td>
<td></td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Español para contextos profesionales I</td>
<td></td>
</tr>
<tr>
<td>&amp; SPAN 304</td>
<td>and Español para contextos profesionales II</td>
<td></td>
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<td><strong>2. Option</strong></td>
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<tr>
<td><strong>A. Complete 9.00 units from the following:</strong></td>
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<td>9.00</td>
</tr>
<tr>
<td>SPAN at the 300-level or above</td>
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<tr>
<td><strong>B. Complete 3.00 units from the following:</strong></td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>SPAN</td>
<td></td>
<td></td>
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<tr>
<td>SPAN_Maj_Med_Options</td>
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</tbody>
</table>

**Electives**

Elective Courses ¹ 78.00

**Total Units** 120.00
Appendix C: German Studies Joint Honours

GMST[----]-A or [----]GMST-A (where [----] is a second subject of study)

**Subject:** Administered by the Department of Languages, Literatures and Cultures.

**Plan:** Consists of 42.00 units as described below.

**Program:** The Plan, in combination with a Joint Honours Plan in another subject, and with sufficient electives to total 120.00 units (*114.00 units for students admitted prior to September 2017*), will lead to a Bachelor of Arts (Honours) Degree.¹

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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<tr>
<td>1. Core</td>
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<td>GRMN 101</td>
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<td>GRMN 102</td>
<td>Beginner's German II</td>
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<td>B. Complete the following:</td>
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<td>GRMN 201</td>
<td>Intermediate German I</td>
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<tr>
<td>GRMN 202</td>
<td>Intermediate German II</td>
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</tr>
<tr>
<td>C. Complete 12.00 units from the following:</td>
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<tr>
<td>GRMN at the 300-level</td>
<td></td>
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<tr>
<td>2. Option</td>
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<td>A. Complete 18.00 units from the following:</td>
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<td>ARTH 306</td>
<td>Modern Architecture in Germany: A Social History</td>
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<tr>
<td>GRMN at the 300-level or above</td>
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<tr>
<td>Electives</td>
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<td></td>
</tr>
<tr>
<td>Elective Courses ¹</td>
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<tr>
<td>Total Units</td>
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