



8888 University Drive,  
Burnaby, BC  
Canada V5A 1S6

TEL: 778.782.6654  
FAX: 778.782.5876

avpacad@sfu.ca  
www.sfu.ca/vpacademic

---

**MEMORANDUM**

**ATTENTION** Senate  
**FROM** Wade Parkhouse, Chair  
Senate Committee on Undergraduate  
Studies  
**RE:** Course Changes (SCUS 21-77)

**DATE** November 5, 2021  
**PAGES** 1/3

---

**For information:**

Acting under delegated authority at its meeting of November 4, 2021 SCUS approved the following curriculum revisions effective Summer 2022.

**a. Faculty of Applied Sciences**
**1. School of Computing Science**

- (i) Title and description change for CMPT 310

**b. Faculty of Arts and Social Sciences**
**1. School of Criminology (Fall 2022)**

- (i) Deletion of CRIM 205 and 301
- (ii) Course number change for CRIM 203
- (iii) Course number and description change for CRIM 213

**2. Department of Economics**

- (i) Prerequisite changes for ECON 290, 291, 302, 305, 325, 331, 333, 342, 345, 381, 392, 393, 355W, 409W, 410, 427W, 431, 435, 443, 446, 450W, 451, 453, 454W and 498
- (ii) Title and description change for ECON 290 and 291 (Fall 2022)

**3. Department of History**

- (i) Description change for HIST 204
- (ii) Equivalent statement changes for HIST 275 and 349

#### 4. Department of Indigenous Studies

- (i) Deletion of INDG 186
- (ii) Prerequisite changes for INDG 111 and 332

#### 5. Department of Linguistics

- (i) Prerequisite and equivalent statement changes for LING 309W
- (ii) Equivalent statement changes for LING 350

#### 6. Department of Philosophy (Fall 2022)

- (i) Deletion of PHIL 333
- (ii) Equivalent statement changes for PHIL 100W and PHIL 300
- (iii) Description change for PHIL 150
- (iv) Prerequisite changes for PHIL 201, 203, 221, 341, 343, 344, 345W, 350, 352, 356, 357, and 358

#### 7. Department of Political Science

- (i) Title and description change for POL 443

#### 8. Department of Psychology

- (i) Description and prerequisite changes for PSYC 325
- (ii) Prerequisite and equivalent statement changes for PSYC 457
- (iii) Equivalent statement changes for PSYC 459

#### 9. Department of World Languages and Literatures

- (i) Description and equivalent statement change for JAPN 100
- (ii) Prerequisite change for JAPN 110

#### **c. Beedie School of Business**

- (i) Description change for BUS 303, 360W and 478

#### **d. Faculty of Communication, Art and Technology**

##### 1. School for the Contemporary Arts

- (i) Title and W Designation for CA 312 (Fall 2022)

#### **e. Faculty of Education**

- (i) Equivalent statement and Breadth-Science designation for EDUC 454

## **f. Faculty of Science**

### **1. Department of Biomedical Physiology and Kinesiology**

- (i) Title and description change for BPK 105
- (ii) Description and prerequisite change for BPK 304W
- (ii) Units change for BPK 408W (Fall 2022)

### **2. Department of Physics**

- (i) Prerequisite change for PHYS 233 (Fall 2022)

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at <https://docushare.sfu.ca/dsweb/View/Collection-12682>.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Introduction to Artificial Intelligence-Survey-CMPT 310 (3)

~~Provides a unified discussion of the fundamental approaches to the problems in artificial intelligence. The topics considered are: representational typology and search methods; game playing, heuristic programming; pattern recognition and classification; theorem-proving; question answering systems; natural language understanding; computer vision.~~  
A survey of modern approaches for artificial intelligence (AI). Provides an introduction to a variety of AI topics and prepares students for upper-level courses. Topics include: problem solving with search; adversarial game playing; probability and Bayesian networks; machine learning; and applications such as robotics, visual computing and natural language. Prerequisite: CMPT 225 and (MACM 101 or (ENSC 251 and ENSC 252)), all with a minimum grade of C-. ~~Students with credit for CMPT 410 may not take this course for further credit.~~

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

This updates the course title and description to reflect the latest topics in artificial intelligence taught in the course. Furthermore, it takes into account the sequential course ~~CMPT 410~~.

COURSE SUBJECT  NUMBER  TITLE

**RATIONALE** (must be included)

This course was primarily offered by CODE and the professor has no desire to offer it face to face. With CODE gone, this course is no longer offered.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (enter in textbox)

**PLEASE DO THE FOLLOWING:**

1. Attach a program impact list along with your course deletion form. Contact the Senate and Academic Services Office (sfucal@sfu.ca) for a program impact list.
2. Once you have the program impact list, please review how deleting this course affects each program's requirements.
3. If more substantial changes are required to programs as a result of this deletion, please also submit a program modification form.
4. If no further changes other than deletion is required in program requirements, please list those programs in the box below:

A program impact list shows that CRIM 205 has no impact on other programs.

There are no course impacts as this is an elective course and not required for any specific program or certificate. Please delete this course from any UD CRIM electives.

5. Lastly, please conduct a course impact analysis, which reviews the effect of a course number change and/or course deletion on course prerequisites. For instructions on how to do a course impact analysis, please visit [our page](#) and click on "deleting a course" and review Step 2. Course Impact Analysis.



<b>COURSE SUBJECT</b>	CRIM	<b>NUMBER</b>	301-3	<b>TITLE</b>	Crime in Contemporary Society
-----------------------	------	---------------	-------	--------------	-------------------------------

**RATIONALE** (must be included)

We need to delete another course to bring in a new course and this course was primarily taught by a faculty member who retired.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (enter in textbox)

Fall 2022
-----------

**PLEASE DO THE FOLLOWING:**

1. Attach a program impact list along with your course deletion form. Contact the Senate and Academic Services Office (sfucal@sfu.ca) for a program impact list.
2. Once you have the program impact list, please review how deleting this course affects each program's requirements.
3. If more substantial changes are required to programs as a result of this deletion, please also submit a program modification form.
4. If no further changes other than deletion is required in program requirements, please list those programs in the box below:

A program impact list shows that CRIM 301 has no impact on other programs

There are no course impacts as this is a service course and cannot be used for credit by CRIM students.

5. Lastly, please conduct a course impact analysis, which reviews the effect of a course number change and/or course deletion on course prerequisites. For instructions on how to do a course impact analysis, please visit [our page](#) and click on "deleting a course" and review Step 2. Course Impact Analysis.

**COURSE SUBJECT**  **NUMBER**  **TITLE**

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

CRIM ~~203~~303 - Historical Reactions to Crime and Deviance (3)

Historical review of society's reaction to crime and deviance, relating this history to religious, political, social and philosophical movements and schools of thought. Consideration of the history and evolution of punishment and penal methods and the historical forces influencing the development, implementation, and modification of these methods. Prerequisite: Any 100 division CRIM course.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)



**RATIONALE** (must be included)

To increase UD spaces due to the loss of CODE seats.

COURSE SUBJECT  NUMBER  TITLE

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input checked="" type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

CRIM ~~213~~ 304 - Women and Criminal Justice (3)

~~This course~~ Offers an historical and analytical overview of women and crime, taking into account the role of gender in both criminality and social responses to Specific emphasis will be given to feminist theories. Attention will focus on the specific crimes and patterns of control and punishment. Prerequisite: Any 100 division CRIM course.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

To increase UD spaces due to the loss of CODE seats.

Subject	Course Number	Title	Prerequisite statement modifications (removing reference to ECON 200, 205, 301)
ECON	290	Canadian Microeconomic Policy	Prerequisite: ECON 103 <del>or 200</del> , with a minimum grade of C-.
ECON	291	Canadian Macroeconomic Policy	Prerequisite: ECON 103 <del>or 200</del> and ECON 105 <del>or 205</del> , all with a minimum grade of C-.
ECON	302	Microeconomic Theory II: Strategic Behavior	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units.
ECON	305	Intermediate Macroeconomic Theory	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units. Students with a minimum grade of A- in ECON 103 and 105 at Simon Fraser University at their first attempt can complete ECON 305 concurrently with ECON 201 after 30 units. Students seeking permission to enroll on this basis must contact the undergraduate advisor in economics.
ECON	325	Industrial Organization	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units.
ECON	331	Introduction to Mathematical Economics	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units. Students with credit for MATH 232, 240 or 251 cannot complete this course for further credit.
ECON	333	Statistical Analysis of Economic Data	Prerequisite: ECON 103 <del>or 200</del> , ECON 105 <del>or 205</del> , ECON 233 or BUS (or BUEC) 232 or STAT 270, MATH 157, all with a minimum grade of C-; 60 units. Students with a minimum grade of A- in ECON 233, BUS (or BUEC) 232 or STAT 270 can take ECON 333 after 30 units. Students seeking permission to enroll based on their ECON 233, BUS (or BUEC) 232 or STAT 270 grade must contact the Undergraduate Advisor in Economics. Students with credit for BUEC 333 may not take this course for further credit.
ECON	342	International Trade	Prerequisite: ECON 103 <del>or 200</del> and 105 <del>or 205</del> , all with a minimum grade of C-; 60 units or permission of the department. Students with credit for ECON 442 cannot take this course for further credit. Quantitative.
ECON	345	International Finance	Prerequisite: ECON 103 <del>or 200</del> and 105 <del>or 205</del> , all with a minimum grade of C-; 60 units or permission of the department. Students with credit for ECON 445 may not take this course for further credit.
ECON	381	Labor Economics	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units.
ECON	392	Public Economics: Role of Government	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units.
ECON	393	Public Economics: Taxation	Prerequisite: ECON 201 <del>or 301</del> , with a minimum grade of C-; 60 units.
ECON	355W	Economic Development	Prerequisite: ECON 103 <del>or 200</del> and 105 <del>or 205</del> , all with a minimum grade of C-; 60 units. Students with credit for ECON 355 or ECON 455 may not take this course for further credit.
ECON	409W	Seminar in Economic Thought	Prerequisite: ECON 201 <del>or 301</del> and ECON 305, all with a minimum grade of C-
ECON	ECON 410	Seminar in Monetary Theory	Prerequisite: ECON 201 <del>or 301</del> and ECON 305, all with a minimum grade of C-.
ECON	ECON 427W	Industrial Organization: Law and Economics	Prerequisite: ECON 201 <del>or 301</del> , and ECON (or BUEC) 333 or ECON 302, all with a minimum grade of C-. Students with credit for BUEC 427 or BUEC 495 may not take this course for further credit.
ECON	ECON 431	Intermediate Mathematical Economics	Prerequisite: ECON 201 <del>or 301</del> , ECON 305 and ECON 331, all with a minimum grade of C-; 60 units. Students who have completed MATH 232 and MATH 251 may substitute these courses for ECON 331.
ECON	ECON 435	Econometric Methods	Prerequisite: ECON 201 <del>or 301</del> and ECON (or BUEC) 333, all with a minimum grade of C-. Entry into this course requires a minimum CGPA of 3.0 or permission of the department.
ECON	ECON 443	Seminar in International Trade	Prerequisite: ECON 201 <del>or 301</del> , ECON 305 and ECON 342, all with a minimum grade of C-.
ECON	ECON 446	Seminar in International Finance	Prerequisite: ECON 201 <del>or 301</del> , ECON 305 and ECON 345, all with a minimum grade of C-.
ECON	ECON 450W	Seminar in Quantitative Economic History	Prerequisite: ECON 201 <del>or 301</del> and ECON 305, all with a minimum grade of C-.
ECON	ECON 453	Seminar in the Economics of Education	Prerequisite: ECON 201 <del>or 301</del> and ECON (or BUEC) 333, all with a minimum grade of C-.
ECON	ECON 454W	Seminar in the Economics of the Family	Prerequisite: ECON 201 <del>or 301</del> and ECON (or BUEC) 333, all with a minimum grade of C-.
ECON	ECON 498	Directed Studies	Prerequisite: ECON 201 <del>or 301</del> , <u>and</u> ECON 305, all with a minimum grade of C- and permission of the undergraduate chair of the department.

COURSE SUBJECT  NUMBER  TITLE

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Title: ~~Canadian~~ Microeconomic Policy

Description: A general survey of ~~Canadian~~ microeconomic policy issues. ~~The course covers topics such as regulation, taxation, environmental and resource policy, health care, education and income distribution.~~ Explores current topics in microeconomic policy including but not limited to: regulation, taxation, international trade, environmental and resource policy, health care, education, minimum wage and other labour policy, and income distribution.

Prerequisite: ECON 103 with a minimum grade of C-. Quantitative.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

There is a need for the course scope to cover issues outside Canada.

<b>COURSE SUBJECT</b>	ECON	<b>NUMBER</b>	291	<b>TITLE</b>	Canadian Macroeconomic Policy
-----------------------	------	---------------	-----	--------------	-------------------------------

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Title: ~~Canadian~~-Macroeconomic Policy

Description: A general survey of ~~Canadian~~ macroeconomic policy issues. ~~Topics will include the costs of inflation and unemployment, monetary and fiscal policy, the effects of government debt and exchange rate policy.~~ Explores current topics in macroeconomic policy including but not limited to: the costs of unemployment and inflation, government budget deficits, monetary and fiscal policy, financial deregulation, policy coordination, and management of exchange rates. Prerequisite: ECON 103 and ECON 105 , all with a minimum grade of C-. Quantitative.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

There is a need for the course scope to cover issues outside Canada.



<b>COURSE SUBJECT</b>	HIST	<b>NUMBER</b>	204	<b>TITLE</b>	The Social History of Canada
-----------------------	------	---------------	-----	--------------	------------------------------

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

A survey of major themes in Canadian social history ~~from the arrival of Europeans to the present day~~, which is the examination of past lived experiences. Particular attention will be paid to ~~the effects of gender, race and class on the experience of Canadians over time~~ developing an anti-racist and feminist historical analysis of how race, gender, sexuality, and class shape everyday life, and how and why lived experiences change over time.  
Prerequisite: Recommended: HIST 101 and 102W. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

The current description represents a colonial point of view in that it defines social history as something that either exists or is important only after the arrival of Europeans. It also refers to the people under study as Canadians, thus once again erasing Indigenous peoples, many of whom do not identify as Canadian and are so identified only by force of colonialism. We recognize that any courses that use the name "Canada" produces this problem, but the department has not yet undertaken a conversation regarding how it can best be addressed.



<b>COURSE SUBJECT</b>	HIST	<b>NUMBER</b>	275	<b>TITLE</b>	From Alexander to the Caesars: The Hellenistic and Roman Worlds to the end of Antiquity (4)
-----------------------	------	---------------	-----	--------------	---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Students with credits for ~~HIST/HS 308~~ HUM 275 or HS 275 may not take this course for further credit. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

This change brings the course description into line with the curriculum change in Humanities.



<b>COURSE SUBJECT</b>	HIST	<b>NUMBER</b>	349	<b>TITLE</b>	Rome after Rome: The Byzantine Middle Ages from the end of Antiquity to the Crusades (4)
-----------------------	------	---------------	-----	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Students with credit for HIST/HS 308, HS/HIST 317, HUM 349 or HS 349 may not take this course for further credit. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

This change brings the course description into line with the curriculum change in Humanities.

COURSE SUBJECT  NUMBER  TITLE

**RATIONALE** (must be included)

Course has never been offered since its creation as a stand-alone (non-Special Topics) course, and no longer aligns with the curricular goals of the Department.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (enter in textbox)

**PLEASE DO THE FOLLOWING:**

1. Attach a program impact list along with your course deletion form. Contact the Senate and Academic Services Office (sfucal@sfu.ca) for a program impact list.
2. Once you have the program impact list, please review how deleting this course affects each program's requirements.
3. If more substantial changes are required to programs as a result of this deletion, please also submit a program modification form.
4. If no further changes other than deletion is required in program requirements, please list those programs in the box below:

1. Archaeology and Indigenous Studies Joint Major
2. Indigenous Studies Major
3. Indigenous Studies Minor
4. Indigenous Studies and Linguistics Joint Major
5. Certificate in Indigenous Studies Research

5. Lastly, please conduct a course impact analysis, which reviews the effect of a course number change and/or course deletion on course prerequisites. For instructions on how to do a course impact analysis, please visit [our page](#) and click on "deleting a course" and review Step 2. Course Impact Analysis.

**COURSE SUBJECT**  **NUMBER**  **TITLE**

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number       Units       Prerequisite

Title       Description       Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Chronologically analyses the use of photography to research Indigenous peoples from the 19th Century anthropological methods to contemporary participatory action methods. Highlights how Indigenous peoples are adapting research methods to benefit and empower their communities. ~~Prerequisite: INDG (or FNST) 101 or 201W.~~ Students with credit for FNST 111 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

Removal of prerequisites to make course more accessible to students.

**COURSE SUBJECT**  **NUMBER**  **TITLE**

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

This course is an introduction to the study of plant knowledge and use by Indigenous peoples. It provides students with information about the role of plants in Indigenous cultures including such areas as foods, medicines, technology, ceremony, ecological indicators, and within Indigenous knowledge and classification systems. Special focus may be placed on the ethnobotany of one or more Indigenous groups or culture areas. Prerequisite: INDG (or FNST) 101 or INDG (or FNST) 201W. Students with credit for FNST 332 may not take this course for further credit. Breadth-Science.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

Addition of INDG (or FNST) 201W as a prerequisite option, to aid course accessibility.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite

Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

A systematic approach to the study of linguistic variation in different area, social, and cultural settings. Prerequisite: LING 282W. Recommended: LING 160 ~~or LING 260~~. ~~Students with credit for LING 409 may not take this course for further credit.~~ Writing.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

LING 260 and Ling 409 are no longer offered, so we cannot refer to them as recommended or excluded courses.



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Introduction to the study of language acquisition from the point of view of linguistic structure. Prerequisite: One of LING 301W, 309W or 482W. ~~Students who have taken LING 250 may not take this course for further credit.~~

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

We no longer want taking Ling 250 to prevent taking Ling 350. The course number Ling 250 was used years ago for an old course that was identical to Ling 350, but since that sense is no longer in use, it was re-used with the new course Ling 250 Computational Text Analysis.



**COURSE SUBJECT** PHIL                      **NUMBER** 333                      **TITLE** Selected Topics

---

**RATIONALE** (must be included)

We're deleting a course to make way for PHIL 270. We have no need of three different selected topics courses at the 300 level.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (enter in textbox)    Fall 2022

**PLEASE DO THE FOLLOWING:**

1. Attach a program impact list along with your course deletion form. Contact the Senate and Academic Services Office (sfucal@sfu.ca) for a program impact list.
2. Once you have the program impact list, please review how deleting this course affects each program's requirements.
3. If more substantial changes are required to programs as a result of this deletion, please also submit a program modification form.
4. If no further changes other than deletion is required in program requirements, please list those programs in the box below:

5. Lastly, please conduct a course impact analysis, which reviews the effect of a course number change and/or course deletion on course prerequisites. For instructions on how to do a course impact analysis, please visit [our page](#) and click on "deleting a course" and review Step 2. Course Impact Analysis.

**COURSE SUBJECT**  **NUMBER**  **TITLE**

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Students with credit for PHIL 100 may not take this course for further credit.~~  
Students with credit for PHIL 300 or PHIL 100 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but they are still both intended to serve as a *first* philosophy course, and so it doesn't make sense for students to take one when they have already taken the other.



COURSE SUBJECT PHIL NUMBER 300 TITLE Introduction to Philosophy

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

- Course number, Units, Prerequisite, Title, Description, Equivalent Statement (checked)

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Normally, students with credit for PHIL 100 may not take this course for further credit. Students with credit for PHIL 100 or PHIL 100W may not take this course for further credit.

EFFECTIVE TERM AND YEAR FOR CHANGES

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

RATIONALE (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but they are still both intended to serve as a first philosophy course, and so it doesn't make sense for students to take one when they have already taken the other.

<b>COURSE SUBJECT</b>	PHIL	<b>NUMBER</b>	150	<b>TITLE</b>	Great Works in the History of Philosophy
-----------------------	------	---------------	-----	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~A thematic survey of some classical texts in the history of Western philosophy, from late Antiquity to the 19th century, including by figures such as Plato, Aristotle, Augustine, Aquinas, Descartes, de Gournay, Elisabeth of Bohemia, Spinoza, Leibniz, du Châtelet, Hume, Astell, Wollstonecraft, Kant, Mill, Hegel, Schopenhauer, Nietzsche, and others. Themes may include the nature of the human being, the role of God in philosophical thought, conceptions of the good life, and others. Open to all students. Students with credit for PHIL 151 may not take this course for further credit. Breadth-Humanities.~~

A survey of some classic texts in the history of philosophy. See the course outline for more detail on the specific figures and themes covered. Open to all students. Students with credit for PHIL 151 may not take this course for further credit. Breadth-Humanities.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

150 is our introductory course on the history of philosophy.

The existing course description assumes that PHIL 150 will always concern figures in the *Western* philosophical tradition. We now have in the department two faculty members who teach non-Western philosophy, and the description of PHIL 150 should be updated to reflect this.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: One of PHIL 100W (or equivalent), 120W (or equivalent), 121, 144, 150, 151, or COGS 100.~~

Prerequisite: One of PHIL 100, 100W, 120, 120W, 121, 144, 150, 151, 300, or COGS 100.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100W as a prerequisite.

Also, students find the parenthetical "or equivalent" confusing, so I have reworded the prerequisites to clarify.



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: One of PHIL 100W (or equivalent), 120W (or equivalent), 121, 144, 150, 151, or COGS 100.~~

Prerequisite: One of PHIL 100, 100W, 120, 120W, 121, 144, 150, 151, 300, or COGS 100.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100W as a prerequisite.

Also, students find the parenthetical "or equivalent" confusing, so I have reworded the prerequisites to clarify.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: One of: PHIL 100W (or equivalent), PHIL 120W (or equivalent), PHIL 121, PHIL 144, PHIL 150 or PHIL 151.~~

Prerequisite: One of PHIL 100, 100W, 120, 120W, 121, 144, 150, 151, or 300.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100W as a prerequisite.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite

Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100W (or equivalent) and COGS 200.~~

Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100, 100W, or 300, and COGS 200.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100W as a prerequisite.

Also, students find the parenthetical "or equivalent" confusing, so I have reworded the prerequisites to clarify.



<b>COURSE SUBJECT</b>	PHIL	<b>NUMBER</b>	343	<b>TITLE</b>	Topics in the Philosophy of Mind
-----------------------	------	---------------	-----	--------------	----------------------------------

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100W (or equivalent) and COGS 200.~~

Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100, 100W, or 300, and COGS 200.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100w as a prerequisite.

Also, students find the parenthetical "or equivalent" confusing, so I have reworded the prerequisites to clarify.

<b>COURSE SUBJECT</b>	PHIL	<b>NUMBER</b>	344	<b>TITLE</b>	Topics in the Philosophy of Language
-----------------------	------	---------------	-----	--------------	--------------------------------------

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100W (or equivalent) and COGS 200.~~

Prerequisite: Either one of: PHIL 201 or 203; or both of PHIL 100, 100W, or 300, and COGS 200.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

PHIL 100W is our 100-level introduction to philosophy; PHIL 300 is our 300-level introduction to philosophy. The latter is more advanced than the former, but the goals of the two courses are otherwise the same. Thus it should be possible to use PHIL 300 in place of PHIL 100W as a prerequisite.

Also, students find the parenthetical "or equivalent" confusing, so I have reworded the prerequisites to clarify.



COURSE SUBJECT PHIL NUMBER 345W TITLE Philosophy of Mathematics

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

Course number [ ] Units [ ] Prerequisite [X]
Title [ ] Description [ ] Equivalent Statement [ ]

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike-through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Prerequisite: One of PHIL 110, 210, 314, 315 or MACM 101; and one of PHIL 100W, 201 or 203. Writing.
Prerequisite: One of PHIL 110, 210, 314, 315 or MACM 101. Writing.

EFFECTIVE TERM AND YEAR FOR CHANGES

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

RATIONALE (must be included)

The faculty member who usually teaches this course wishes to make it more accessible to students in the math department.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Prerequisite: ~~PHIL 150 or 151.~~

Prerequisite: One prior philosophy course (not including PHIL 105, PHIL 110, PHIL 310, PHIL 314, or PHIL 315).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

The historians in the Philosophy Department believe that students can successfully take our upper division history of philosophy courses without having first taken PHIL 150 (or PHIL 151). The matter is pressing in part because PHIL 150 is not a requirement for the *Business, Philosophy and the Law Joint Major*, and we would like our upper division history courses to be open to students in this program.

The excluded courses (105, 110, 310, 314, 315) are mathematical in nature, and so do not prepare students for upper division philosophy courses which involve writing papers and critically reading difficult philosophical texts.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: One of PHIL 150 or 151.~~

Prerequisite: One prior philosophy course (not including PHIL 105, PHIL 110, PHIL 310, PHIL 314, or PHIL 315).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

The historians in the Philosophy Department believe that students can successfully take our upper division history of philosophy courses without having first taken PHIL 150 (or PHIL 151). The matter is pressing in part because PHIL 150 is not a requirement for the *Business, Philosophy and the Law Joint Major*, and we would like our upper division history courses to be open to students in this program.

The excluded courses (105, 110, 310, 314, 315) are mathematical in nature, and so do not prepare students for upper division philosophy courses which involve writing papers and critically reading difficult philosophical texts.



COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: One of PHIL 150 or 151.~~

Prerequisite: One prior philosophy course (not including PHIL 105, PHIL 110, PHIL 310, PHIL 314, or PHIL 315).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

The historians in the Philosophy Department believe that students can successfully take our upper division history of philosophy courses without having first taken PHIL 150 (or PHIL 151). The matter is pressing in part because PHIL 150 is not a requirement for the *Business, Philosophy and the Law Joint Major*, and we would like our upper division history courses to be open to students in this program.

The excluded courses (105, 110, 310, 314, 315) are mathematical in nature, and so do not prepare students for upper division philosophy courses which involve writing papers and critically reading difficult philosophical texts.

<b>COURSE SUBJECT</b>	PHIL	<b>NUMBER</b>	357	<b>TITLE</b>	Topics in the History of Philosophy
-----------------------	------	---------------	-----	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Prerequisite: PHIL 150 or 151.~~

Prerequisite: One prior philosophy course (not including PHIL 105, PHIL 110, PHIL 310, PHIL 314, or PHIL 315).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

The historians in the Philosophy Department believe that students can successfully take our upper division history of philosophy courses without having first taken PHIL 150 (or PHIL 151). The matter is pressing in part because PHIL 150 is not a requirement for the *Business, Philosophy and the Law Joint Major*, and we would like our upper division history courses to be open to students in this program.

The excluded courses (105, 110, 310, 314, 315) are mathematical in nature, and so do not prepare students for upper division philosophy courses which involve writing papers and critically reading difficult philosophical texts.



COURSE SUBJECT PHIL NUMBER 358 TITLE 19th Century Philosophy

TYPE OF CHANGES. Please type 'X' for the appropriate revision(s):

- Course number [ ] Units [ ] Prerequisite [X]
Title [ ] Description [ ] Equivalent Statement [ ]

WORDING/DESCRIPTION EDITS. Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under Information about specific course components if changing equivalent statement(s).

Prerequisite: PHIL 150 or 151.
Prerequisite: One prior philosophy course (not including PHIL 105, PHIL 110, PHIL 310, PHIL 314, or PHIL 315).

EFFECTIVE TERM AND YEAR FOR CHANGES

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

RATIONALE (must be included)

The historians in the Philosophy Department believe that students can successfully take our upper division history of philosophy courses without having first taken PHIL 150 (or PHIL 151). The matter is pressing in part because PHIL 150 is not a requirement for the Business, Philosophy and the Law Joint Major, and we would like our upper division history courses to be open to students in this program.
The excluded courses (105, 110, 310, 314, 315) are mathematical in nature, and so do not prepare students for upper division philosophy courses which involve writing papers and critically reading difficult philosophical texts.



<b>COURSE SUBJECT</b>	POL	<b>NUMBER</b>	443	<b>TITLE</b>	NUCLEAR STRATEGY, ARMS CONTROL, AND INTERNATIONAL SECURITY.
-----------------------	-----	---------------	-----	--------------	---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Nuclear Strategy, Arms Control, and Grey Zone Warfare~~ and International Security in the Age of Disruptive Technologies

Provides an overview of how great powers (e.g., Russia, USA), smaller states (e.g., Iran and North Korea), and non-state actors employ nuclear threats and other traditional intimidation techniques alongside emerging "disruptive" technologies (e.g., Artificial Intelligence, Social Media, Cyber, Big Data) to coerce one another. Whereas traditional military threats are issued openly, grey zone tactics of disinformation, espionage, and violence utilize ambiguity, strategic surprise and deception to accomplish their strategic objectives. ~~of the evolution of US and Soviet strategic policies since World War II. The political and doctrinal bases of national strategic debates are closely examined, as are the various obstacles to a more stable international arms control regime for nuclear weapons.~~ Prerequisite: Eight upper division units in Political Science or permission of the department

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

SUMMER 2022

**RATIONALE** (must be included)

During the Cold War, nuclear weapons were the most advanced and disruptive weapons in the arsenal of Great Powers. States like the USA, Russia, China and others engaged in an arms race in terms of quantity, the quality of nuclear weapons and other innovations related to deployments, operation, efficacy, etc.

This course revision updates student understanding of the traditional international security situation by adding material on the new generation of disruptive technologies (e.g., social media weaponization, artificial intelligence, big data, cybersecurity) that were not available during Cold War, and that present modern political and international security grand challenges that include, but are not limited to nuclear weapons.

COURSE SUBJECT  NUMBER  TITLE

---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~Examination of the phenomena of memory and the retention and reproduction of information. Considers the conditions and principles of retention and recall in short and long term memory.~~

Explores the leading theories and underlying neurobiology of learning and memory, with a focus on behavioural neuroscience and neuroimaging research. Connects experimental insights to the human experience and clinical disorders that affect memory.

Prerequisite: PSYC 201W and ~~PSYC 221~~ (or PSYC 280).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

A new faculty member, Dr. Brianne Kent, is teaching this course and thus we are updating the calendar description to accurately reflect the expanding topics. Psyc 221 is no longer needed as background for the course material and Psyc 280 is now required to ensure that students have the necessary understanding of biological processes and neuroanatomy for this course.

COURSE SUBJECT

PSYC

NUMBER

457

TITLE

Behavioral Neuroscience  
Undergraduate Honours  
Thesis Proposal

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course  
number

Units

Prerequisite

Title

Description

Equivalent  
Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

An in-depth investigation of a topic in behavioural neuroscience, culminating in a critical literature review and the formulation of a research proposal. Prerequisite: ~~90~~ 75 units, including PSYC 301 with a minimum grade of B and permission of a Co-Chair of the Behavioural Neuroscience Coordinating Program Committee. Students with credit for BPK 457 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

Updating course description



COURSE SUBJECT

PSYC

NUMBER

459

TITLE

Behavioral Neuroscience  
Undergraduate Honours  
Thesis

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course  
number

Units

Prerequisite

Title

Description

Equivalent  
Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

A written thesis based on research previously proposed in PSYC 457. Prerequisite: A minimum grade of B in PSYC 457. Students with credit for BPK 459 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

Updating course description

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Introduction to Japanese for students with no background in that language. Introduces basic oral and written skills, and the three Japanese writing systems (Hiragana, Katakana and Kanji). ~~Students of Japanese 12 may enroll directly into JAPN 110.~~ Students who took Japanese courses in secondary school and/or with previous knowledge of Japanese may need to be evaluated for placement into JAPN 110 or higher level of courses and are required to contact the instructor before registration. Students enrolled directly into JAPN ~~200~~ 110 may not take this course for credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)



**RATIONALE** (must be included)

Provide clear guidelines for students with Japanese language backgrounds.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Follows JAPN 100. Students will acquire elementary conversational skills and basic reading ability. Students successfully completing the course attain proficiency equivalent to the level N5 Japanese Language Proficiency Test. Prerequisite: JAPN 100 or equivalent. ~~Students of Japanese grade 12 may enroll directly into JAPN 110. Students who took Japanese courses in secondary school and/or with previous knowledge of Japanese may need to be evaluated for placement into JAPN 110 or higher level of courses and are required to contact the instructor before registration.~~ Students enrolled directly into JAPN 200 may not take this course for credit. Students with credit for JAPN 101 may not take this course for further credit.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)



**RATIONALE** (must be included)

Provide clear guidelines for students with Japanese language backgrounds.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

### **Business, Society and Ethics BUS 303 (3)**

~~This course examines and reviews contemporary thinking on the changing role of business and business persons in the operations of society, particularly Canadian society. The course explores the changing legal, ethical and regulatory environments of business focusing on the critical alignments—values, policies, technology and legal approaches—between the modern organization and its broader public. the context of business in society and the paradigms, frameworks, and theories that shape how we think about business ethics and make ethical decisions. Incorporates recent cross-disciplinary research in the development of reflective practice, moral literacy, and decision-making under conditions of uncertainty, ambiguity, complexity, and diverse competing interests.~~ Prerequisite: 45 units. Students with credit for BUS 103, COMM 103, or COMM 303 may not take this course for further credit.

#### **EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)



**RATIONALE** (must be included)

Update to the SFU Calendar for BUS 303 to accurately reflect current theoretical, research and curricular developments in the field and the challenges facing students in business and society.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

## Business Communication BUS 360W (4)

~~This course is designed to assist students to improve their written and oral communication skills in business settings. The theory and practice of business communication will be presented. Topics include analysis of communication problems, message character, message monitoring, message media. Exercises in individual and group messages and presentations will be conducted. Helps students develop professional writing- and speaking-based communication strategies they can confidently adapt to a wide range of business situations. The course aims to raise their communication performance to a professionally acceptable level, rather than to memorize or theorize about communication knowledge: this is a "learn-by-doing" course. Students will improve their ability to conceptualize, analyze/evaluate, synthesize, and apply information to guide their thinking and finished products across various business contexts. As teamwork is a fundamental skill valued by employers, students will participate in a major team project to learn about and apply best practices for collaboration with respect to professional business communication. The primary means of instruction and learning is guided practice in both writing and presenting in response to realistic business contexts. Instruction and assessment focus on both the process of creating professional, finished products, as well as the quality of those products.~~

Prerequisite: This course is open to students admitted prior to Fall 2014 to the Business Administration major, honours, or second degree program and who have 45 units, OR to students admitted Fall 2014 - Summer 2017 to the Business Administration major, honours, or second degree program and who have 45 units and BUS 130 or 201 or 202 or 301, with a minimum grade of C-, OR to student admitted Fall 2017 - onwards to the Business Administration major, honours, or second degree program and who have 45 units and BUS 130 or 201 or 202 or 301, with a minimum grade of C- and BUS 217W with a minimum grade of C-, OR to Business Administration joint major or joint honours students with BUS 217W with a minimum grade of C- and 45 units, OR to Business and Economics Joint Major students with ECON 220W with a minimum grade of C- and 45 units, OR to Mechatronic Systems Engineering and Business Administration double degree students with 45 units, OR to Management Systems Science or Actuarial Science majors with 45 units OR to Data Science major with BUS 217W with a minimum grade of C- and 45 units. Students who have taken BUS 360 may not take this course for further credit. Writing.





**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**RATIONALE** (must be included)

Update to the SFU Calendar for BUS 360W to more accurately reflect what students are intended to achieve by taking it.

COURSE SUBJECT  NUMBER  TITLE

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number  Units  Prerequisite   
 Title  Description  Equivalent Statement

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

### Strategy BUS 478 (3)

~~Integration of the various areas of business for the purpose of analysing and recommending strategies for planning and decision-making within the firm and a defined environment. Students will demonstrate strategic decision making and critical thinking skills by integrating knowledge and skills acquired in prior course work within the various functional areas of business. Students will conduct rigorous and comprehensive strategic analyses of firms and industries which relate to the strategic fit between internal and external organizational environments, competitive dynamics over an industry's life cycle, and value creation and competitive advantage through the development of effective corporate and business-level strategies.~~

Prerequisite: BUS 207 (or ECON 201 or ECON 301), BUS 312, 343, 360W and either BUS 374 or 381, all with a minimum grade of C-; 90 units.

#### EFFECTIVE TERM AND YEAR FOR CHANGES

Fall, Spring, Summer and year (please enter in textbox)

#### RATIONALE (must be included)

Update to the SFU Calendar for BUS 478 to more accurately reflect what students are intended to achieve by taking it.

<b>COURSE SUBJECT</b>	CA	<b>NUMBER</b>	312	<b>TITLE</b>	<i>Selected Topics in Art and Performance Studies</i>
-----------------------	----	---------------	-----	--------------	---

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~CA 312-Selected Topics in Art and Performance Studies~~

CA 312W Selected Topics in Art and Culture Studies: Landscape

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022

**RATIONALE** (must be included)

Contemporary Arts has been approved by UCIL to change CA312 into a writing intensive course. It was approved in March 2021, but was not forwarded to SCUS because of an administrative error (approval attached). Making 312 a W course would streamline academic requirements and enable students to progress through their programs more easily. Our students currently experience scheduling problems for W courses, especially those in studio programs which have heavy required course loads and demanding rehearsal schedules. All APCS faculty members are qualified to teach this course.



8888 University Drive, Burnaby, BC  
Canada V5A 1S6

FAX: 778.782.5876

ucildir@sfu.ca  
www.sfu.ca/ugcr

**MEMORANDUM**

---

**ATTENTION** SCUS

**DATE** October 20, 2021

**FROM** Jill Sutherland, Director  
University Curriculum & Institutional Liaison

**PAGES** 1

**RE:** FCAT CA 312 Writing Designation

---

The University Curriculum Office has approved the Writing designation for the following Contemporary Arts course, effective Fall 2022 (1227):

CA 312 Selected Topics in Art and Culture Studies: Landscape - W

Please forward this memo to Senate for further approvals.

cc: Philippe Pasquier, Associate Dean Academic, FCAT

**W-COURSE CERTIFICATION REQUEST**

Thank you for your interest in planning and offering a Writing-Intensive (W) course. Writing-Intensive courses help meet Simon Fraser University's commitment to the education of undergraduate students as defined by the new curriculum. This form is intended to:

- determine whether proposed or existing courses meet the W criteria;
- estimate the number of W seats available to students;
- assist faculty to think through the elements of a W course

**FUNDING NOTE:** *Courses approved for W certification will receive additional instructional assistance funds (extra TA support) at a rate of \$75 per enrolled seat in the semester in which a W course is offered, disbursed to Faculties and then distributed to Programs. Course development funds are no longer available.*

This form is divided into TWO sections:

**Section I** requests instructor, program and course information;  
**Section II** requests detailed course content information.

Please contact Kelli Whittle at [ucil\\_office@sfu.ca](mailto:ucil_office@sfu.ca) if you have any questions about completing this form. Completed forms can be sent either electronically to the email address above.

**Course Title:** Selected Topics in Art and Culture Studies: Landscape

**Course #** (if known): 312 (3)

Is the course (double-click the applicable box, select "checked" from the Default Value and click "OK"):

- a new course?  
 a modification of an existing course to meet the W criteria?  
 a course that has previously been piloted as a W course?  
 an existing course that fulfills the W criteria for certification?

**To be considered, this form must be approved by the Chair/Director of your program and by the Associate Dean of your Faculty. Please have them sign off as noted below, or send an email confirmation to [ucil\\_office@sfu.ca](mailto:ucil_office@sfu.ca)**

Chair/Director:  Date approved: March 10, 2021 \_\_\_\_\_

Associate Dean: \_\_\_\_\_  Date approved: March 17, 2021

UCIL Director:  Date: March 17, 2021

**Section I****INSTRUCTOR/PROGRAM INFORMATION**Name of Instructor(s): Denise Oleksijczuk, Laura Marks, Claudette Lauzon, Eldritch Priest, Peter DickinsonDepartment: School for the Contemporary ArtsE-mail: oleksijczuk@sfu.ca Telephone: 778-782-4953

If not the instructor named above, who will develop or revise the course? \_\_\_\_\_

**Familiarity with W courses**

Has the instructor(s) previously taught a writing-intensive course? (Please specify.)

All of the instructors listed above have taught CA412. Oleksijczuk and Lauzon have taught CA 210W, Lauzon and Dickinson have taught CA319W

Has the instructor(s) attended any writing workshops? (Please specify.)

No

If the course has multiple instructors, how will the department ensure there is a consistency of instructional approach and that the varying course content will routinely meet the W criteria?

The instructors will be informed about writing intensive course criteria, and will use the same Methods of Evaluation outlined in the syllabus.

**COURSE ENROLMENT AND OFFERING INFORMATION**

If this is a new or modified course:

- when will it first be offered? Fall 2020
- how often will it be offered? Once a year
- what is the expected enrolment per offering? 40-45 students

If this is an existing course:

- how often is it offered? Once a year
- what is the current average enrolment per offering? 35-40 students
- what is the expected enrolment increase, if relevant, with W designation? We expect about 10 more students to enroll in the course.

## Section II

### **THE W CRITERIA**

**1. Students have opportunities to use writing as a way of learning the content of the course and are taught to write in the forms and for the purposes that are typical of disciplines and/or professions.**

*Writing is not used simply as a medium through which students can be evaluated on whether they have understood course material. Rather, students are given opportunities to use the process of writing as a way of exploring and critiquing complex concepts and coming to understand them. They are also given instruction and practice in writing in such disciplinary forms as lab reports, literary analyses, or policy briefs.*

**2. Examples of writing within the disciplines are used as a means of instruction about typical structures, modes of reasoning, styles of address, and the use of technical language and of evidence.**

*As part of the engagement with and instruction in writing, students read samples of typical forms of the writing in their discipline, not only for **what** they say but **how** they say it and what that means for them as writers who need to produce such texts themselves. To this end, they may analyze various kinds of texts in the discipline, focusing on matters of structure, logic, style, and evidential support and learning to recognize how successful writers use strategies that will meet the expectations of their readers.*

**3. Students receive appropriate feedback and response to their writing that is based on explicit criteria and is directed at improving the quality of their writing.**

*One of the fundamental means by which all writers improve their writing is through response intended to assist in improvement. Such response, however, is more likely to be understood and acted upon when students know what is expected of them. They need to be well informed about what will receive comment, how and by whom comment will be given, and what qualities and characteristics in their writing will be reflected in the grades received. The criteria on which writing an assignment is evaluated should be clearly expressed in writing when the assignment is given and should coincide with the analyses of the features and goals of academic and disciplinary discourse (as discussed in Criterion 2).*

**4. Revision is built into the process of writing for formal assignments, usually in terms of revisions of the same paper, or alternatively, in revisions accomplished through successive similar assignments.**

*W courses acknowledge that writing is a process. Writing instruction will typically include instruction, assistance, and practice in all stages of the process, from initial brainstorming or other idea-generating strategies through organization, drafting, revising, and submitting a completed paper. These techniques not only assist in making a final paper worth reading, they also mean that students rethink what they are saying about a topic and are more likely to get it straight in their minds and on the paper. If successive similar assignments are employed, the characteristics being marked in each assignment should be explicitly identified and show that there is a planned, cumulative effect on students' development as writers over the course of the semester. Through revision, students have opportunities to make use of the responses described in Criterion 3, thereby enhancing their evolving knowledge and skills. This criterion assumes a process that includes responding to drafts; it does not assume, in the interests of not increasing workloads, grading drafts nor giving further extensive feedback on revised work. It also assumes that response and marking will not be left entirely to TAs but that some will be done by, and/or carefully guided by, instructors.*

**5. At least half the course grade is based on written work for which students receive feedback (see Criterion 3).**

*The feedback received may be either before revising an assignment or on a succession of similar assignments (see Criterion 4). Writing on which no feedback is received by the student (including such things as essays in final exams) **is not** included in the calculation of this 50 percent. The grade for written work encompasses all aspects of the assignment; it does not distinguish effective expression from knowledge of content as evident in the written work.*



**INSTRUCTIONAL ISSUES**

1. Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial etc.) of the course.

The goal of this course is to critically explore a vast range of images and art forms—from early nineteenth century European and American landscape painting and photography to global contemporary art and film—to gain a better understanding of how they functioned for observers within various historically specific political situations, such as nationalistic movements, imperialism, and colonialism. In this lecture course, students will be introduced to the multifaceted ways in which landscape images mediated experiences of the world. The humanities are currently undergoing a “sensory turn”—perhaps in response to the numbing of the senses by technological interfaces—which encourages an empathic, embodied sensory engagement with art. Paying attention to the formal and material characteristics of images helps us to notice the ways that they appeal to our senses of extension, time, touch, hearing, smell, taste, or other sensoria. The students will be required to write in different formats and styles: freewriting, mid-term exam, prospectuses, essay drafts, and a final essay. Comments, written and oral, will be made on paper drafts and final drafts. Students are expected to meet with the instructor for a 30-minute consultation on their paper topics and prospectuses. This course requires independent research and the development of conceptual and writing skills for the term paper and other writing assignments.

**10% Grade: Group presentation on a reading.**

**20% Grade: Class participation:** attendance, reading journals, class discussion

**20% Grade: Mid-term exam**

**20% Grade: Prospectus with annotated bibliography.**

**Ungraded: Draft of paper for peer review.**

**5% Grade: Presentation of your paper:** Presentation of work in progress, 10 minutes plus 5 minutes discussion

**25% Grade: Final Research Paper.** 10-12 pages (2500-3000 words) See hand-out for instructions

2. What writing will students do as a way of learning the content of the course?

-10 minutes of freewriting at the beginning of eachecture based on a selected quote from one of the assigned readings.

-Group presentation on a reading. In groups of 2 or 3, prepare an oral and written presentation on one of the assigned readings for the week. 2 pages (500 words). Electronic submission. The presentation is an opportunity for you to work in small groups to lead the class in opening up the texts under consideration for that particular week. This may include some combination of textual analysis, historical analysis and/or critical analysis (using course material as well as other research sources). Presenters should outline the reading’s research questions, methodology or approach, key concepts, and conclusions.

-Prospectus with annotated bibliography. See hand-out for instructions

-Ungraded assignment: 500 word peer review of a draft essay

-Presentation of your paper: Presentation of work in progress, 10 minutes plus 5 minutes for questions and discussion

-Final Research Paper. 10-12 pages (2500-3000 words) See hand-out for instructions

3. Please list and explain the type(s) of formal written assignments and instructional methods you propose for this course by responding to the following items:

- a. How is the form(s) of the writing used in the course typical of the discipline or profession? How does writing contribute to learning the course concepts and ways of reasoning?

Research essay are the main form of communication between scholars of visual art, performance and cinema studies. The course will help students to see writing and research as processes of drafting and revision, and to use them as tools for thinking about particular artworks, theories and historical contexts.

- b. What methods will you use to instruct the students on how to write for the assignments and the course?

Information sheets with guidelines for the format of the prospectus and essay will be handed out. Students will be allowed to choose their own essay topics until the end of the first month of the course. After this time, I will provide a list of suggested topics for them to choose from. To actively engage students with the theme of each class, my teaching methods include discussion, debates, group-work, and reflective looking and writing sessions. I book 20-minute appointments with all students to discuss their prospectuses, and I am available to meet students throughout the term.

- c. How does each assignment relate to the previous one and build on it or lead to the next?

Each assignment builds on, and is more demanding than, the next. The short freewriting sessions on the weekly theme help students to choose an essay from the course readings to present to the class as a group. The group presentation assignment aids them in choosing an essay topic and formulating an essay question that will form the basis of their essay proposal. The essay proposal in turn, will be used to develop an outline and draft of their essay. After students receive feedback on the first draft of their essays from their peers, they will revise their essays by the end of term. In this way, each writing assignment builds on the skills and knowledge gained at every stage of the course.

- d. Will students get feedback or response of some kind to their assignments and if so, when and how? How do you plan to make your criteria explicit?

All written assignments, excepting freedrafts and first drafts of the essay, are graded and returned to students with comments within one or two weeks of completion. Students get feedback on their prospectuses from the professor both in written form and in person. In the next step of the essay writing process, they get feedback on a full-draft of their papers from other students and the tutorial assistant. For several weeks of the term, the tutorials function as writing workshops, ensuring that everyone knows how to research, structure, write and revise a scholarly essay. Furthermore, each

student will have a one-on-one meeting with the instructor outside of class to discuss their ideas and outline for their final essay. My evaluation criteria are specified in the syllabus and in the writing assignment hand-out (see documents attached).

- e. If students do not revise a complete paper after getting instructive feedback on a draft, please explain how the successive writing assignments or the essay component of a mid-term exam would accommodate the criterion for revision?

Students answer an essay question for the mid-term exam, which helps them to learn the course content, and gain practice writing under time constraint. The exam is marked and returned to the student with comments.

4. Is at least half the course grade based on the written work/assignments?

Yes

*For suggestions and examples of responses to each of the W criteria, please see:*  
[http://www2.sfu.ca/ugcr/files/Criteria\\_Explanation\\_Nov04.html](http://www2.sfu.ca/ugcr/files/Criteria_Explanation_Nov04.html)

#### **DISTANCE EDUCATION OFFERINGS**

If this course is also offered by Distance Education, please respond to the following questions:

- How do the pedagogy and evaluation methods for the DE section of the course differ, if at all, from the on-campus sections of the course?
- Is the course supervisor the same as the instructor of the on-campus offering?
- What involvement does the course supervisor have in providing instruction on writing?

#### **MARKING AND RESPONDING**

Who will read and respond to student writing? Instructor:\_\_\_\_\_ TA/TM\_\_\_\_\_ Peers\_\_\_\_\_ **All X**\_\_\_\_\_

If TAs/TMs or Peers will be responsible for marking, please explain what you will do to ensure that:

- TAs/TMs and/or Peers are trained to respond to specific writing assignments
- Marking and grading are consistent
- Marking and grading are monitored by the instructor

TAs will be expected to go to the SFU training session for Tutorial Assistants, and will meet with the instructor before each assignment is marked for consistency and fairness. Their marking will be reviewed by the instructor before the assignments are handed back to the students.

## TIPS FOR COMPLETING THE W-COURSE CERTIFICATION FORM

### COURSE CONTENT AND INSTRUCTIONAL ISSUES

The following guidelines and samples are meant to help orient you to best practices in writing up your course as a potential W-course. Each W-course needs to meet all five W-criteria. In order to assess how directly your course fulfills these criteria, the Writing Support Group requests that you consider each criterion when answering the questions relating to **instructional methods** and **writing assignment descriptions**. The “Tips for Clear W-Assignments” and the list of sample types of writing-based assignments that follow are included as guides and prompts (rather than templates) to help in creating assignments that meet the W-criteria.

*Please note this is **sample** language, used here to indicate the level of specificity needed. Adapt your descriptions to fit your course details. **Field- and Lab-based courses will obviously differ significantly from this sample. In your description, please address whether and how writing will be used, not only in the classroom but also in other learning sites.***

The course will be taught in a lecture/tutorial format with the bulk of the writing instruction given in the tutorials, although some modification of the lectures will be required so that the writing component receives discussion in lectures. The students will be required to write in a variety of modes: proposals, outlines, essays and revisions. Comments, written and oral, will be made on all papers and the revisions. Students will have two 30-minute one-on-one meetings with their tutorial leaders. We expect that some of the most important teaching will be done in these one-on-one consultations. The first will focus on the first assignment and prepare it for revision; the second will be to prepare a detailed outline for the second assignment.

Proposal and outline for first assignment	10%
First assignment	15%
Revision of first assignment	10%
Proposal and outline for second assignment	10%
Second assignment	20%
Final exam	30%
Tutorial participation	5%

*No matter what format you use to present your assignments, it helps students work to your expectations if you are explicit about the following seven aspects of each assignment:*

### TIPS FOR CLEAR W-ASSIGNMENTS

**Purpose:** Why this particular assignment? How does it serve the overall objectives of the course? (e.g., to practice a critical thinking skill such as critique of evidence; synthesize multiple sources; highlight how argument is signaled in primary literature; etc.)

**Form:** What is the form of the writing? (e.g., lab report; letter to the editor; abstract; literature review; etc.)

**Topic:** Is the topic assigned, or is it student choice? Is it a general question (“Discuss significance of...”) or does it have a particular focus (“Compare x and y”)?

**Audience:** Who is the intended reader for the assignment? You? A professional in the field? The general public?

**Text Features:** What specific textual features, and their ordering and interrelationships, are you seeking? (For example, proportions or sections or particular sequencing between parts of the assignment, use of tables and captions, relationship of equations to prose.)

**Conventions:** (language style) First- or third-person? Citation styles? Formality of language? (Standard English, academic, scientific style) etc.

**Process:** What are the deadlines for different stages of producing this assignment? Will there be models of successful assignment or explanations of criteria given out ahead of time? Can students expect feedback/revision cycles? By peers, TAs, instructors? When? What are consequences of late assignments?

**Evaluation Criteria:** What criteria will be used? Will certain parts be weighted differently from others? Possible criteria include: following assignment particulars, content, reasoning, logic, structure, quality of evidence, complexity of argument/depth of thinking, “risk,” and grammar.

**Assignment Suggestions:** Here are some examples of the kinds of writing-based pedagogical techniques that might be used in designing a W-course.

- Response to readings
- “1-minute” paper
- Exploratory writing about new concept
- “Quick-writes”
- Summary statement of discussion
- Draft ideas about topic
- “5-minute” free writing on a chosen topic
- Lab report
- Grant application
- Research proposal
- Essay
- Text analysis
- Critique
- Literature review
- Letter to the editor
- Policy statement
- Position paper
- Memorandum
- Annotated bibliography
- Field notes
- Personal narrative
- Commentary
- Profile



<b>COURSE SUBJECT</b>	EDUC	<b>NUMBER</b>	454	<b>TITLE</b>	QUANTITATIVE APPROACHES TO ENVIRONMENTAL EDUCATION
-----------------------	------	---------------	-----	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input checked="" type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Students who have completed EDUC 452, REM 452, or ENV 452 may not complete this course for further credit Quantitative/Breadth Science.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022

**B-COURSE CERTIFICATION REQUEST**

Thank you for your interest in planning and offering a Designated Breadth (B) course. Designated Breadth courses will help meet Simon Fraser University’s commitment to the education of undergraduate students as defined by the new curriculum. This form is intended to:

- determine whether proposed or existing courses meet the B criteria;
- estimate the number of B seats available to students;
- assist faculty to think through the elements of a B course

This form is divided into TWO sections:

**Section I** requests instructor, program and course information;

**Section II** requests detailed course content information.

Please contact Jill Sutherland at [ucil\\_director@sfu.ca](mailto:ucil_director@sfu.ca) if you have any questions about completing this form. Completed forms can be sent electronically to the email address and to [ucil\\_office@sfu.ca](mailto:ucil_office@sfu.ca)


**Course Title: Quantitative Approaches to Environmental Education**


**Course # (if known):**EDUC 454

Is the course (double-click the applicable box, select “checked” from the Default Value and click “OK”):

- a new course?
- a modification of an existing course to broaden its focus to meet the B criteria?
- a course that has previously been piloted as a B course?
- an existing course that fulfills the B criteria for certification?

**To be considered, this form must be approved by the Chair/Director of your program and by the Associate Dean of your Faculty. Please have them sign off as noted below, or send an email confirmation to [ucil\\_director@sfu.ca](mailto:ucil_director@sfu.ca).**

Chair/Director:  Date approved: Nov. 1<sup>st</sup>, 2021

Associate Dean:  Date approved: Nov.2, 2021

**This application has been reviewed by the UCIL Office and approved by the Senate Committee on Undergraduate Studies (SCUS).**

UCIL Director: Jill Sutherland Date reviewed: Nov 18, 2021

SCUS Chair: \_\_\_\_\_ Date approved: \_\_\_\_\_

## **Section I**

### **INSTRUCTOR/PROGRAM INFORMATION**

Name of Instructor(s): Allan MacKinnon

Department: Faculty of Education

E-mail: [allan\\_mackinnon@sfu.ca](mailto:allan_mackinnon@sfu.ca) Telephone: 778.782.4129

If not the instructor named above, who will develop or revise the course? \_\_\_\_\_

If the course has multiple instructors, how will the department ensure that the varying course content will routinely meet the B criteria?

### **COURSE ENROLMENT AND OFFERING INFORMATION**

If this is a new or modified course:

- when will it first be offered? \_\_\_\_\_
- how often will it be offered? \_\_\_\_\_
- what is the expected enrolment per offering? \_\_\_\_\_

If this is an existing course:

- how often is it offered? Every summer session two sections: one in English, and second in French
- what is the current average enrolment per offering? \_\_\_\_\_ The English section has filled (max 35 students) for the last two summers; French section has average 12/30 enrollment
- what is the expected enrolment increase, if relevant, with B designation? Considering having two sections in English and more students enrolled in French.



## Section II

### **THE B CRITERIA**

Designated Breadth (DB) courses expose students to new theoretical perspectives, forms of thought and modes of enquiry. To qualify as a DB course, a course should be intellectually accessible to “non-majors”; that is, students’ ability to master the course content should not depend on bringing to it the kind of specialized knowledge typically possessed by students majoring in a discipline. Although most DB courses will be introductory in nature, upper-division courses may qualify as DB courses if they do not require students to have specialized knowledge or specific prerequisites.

In addition, a DB course should substantially fulfill AT LEAST ONE of the following three conditions:

1. It explicitly addresses how and why a discipline (or disciplines) defines, acquires and organizes knowledge in particular ways; it identifies important questions and problems in the discipline (or disciplines) and describes procedures used to generate valid answers to the questions or workable solutions to the problems.
2. It is designed to give students a broad understanding of the historical development and/or the contemporary dynamics of the physical, natural, social and/or cultural environments.
3. It provides a survey of a substantial body of the knowledge, theories and/or controversies that are deemed to be central to a discipline (or disciplines).

**Please give a one-paragraph description of the content of the course, and provide a syllabus (if available).**

Integrating mathematical, scientific and socio-cultural methods and processes of learning across the curriculum and in teaching practice. Students will experience and apply approaches that are situated in the practices of environmental and social scientists through modelling, simulation and evaluation.

By definition, Designated Breadth courses address general issues and introductory content (i.e. non-specialist). Therefore, it will be rare for a Breadth course to have multiple or upper-level prerequisites. **Please list prerequisites, if the course has any.**

EDUC 401 and EDUC 402 or Corequisite: EDUC 403

**All Designated Breadth courses are assigned to one (or more) of the Breadth areas: Humanities, Science and/or Social Science. Please identify the area(s) that seems most appropriate to the content of your course and answer the following questions, clarifying how the B criteria pertain to each of these areas. (For example, a course in Psychology could be designated as B-Soc or B-Sci, or both, depending on its approach to the subject matter.)**

Which Breadth requirement(s) is the course designed to satisfy?  B-Hum  B-Sci  B-Soc

1. Explain how this course explicitly addresses how and why a Humanities/Science/Social Science discipline (or disciplines) defines, acquires and organizes knowledge in particular ways; it identifies important questions and problems in the Humanities/Science/Social Science and describes the procedures used to generate valid answers to the questions or workable solutions to the problems. *This course draws on statistics and mathematics to examine environmental issues through broad array of social sciences and humanities, including but not limited to human geography, science, media studies, art, architecture, literature, philosophy.*
2. Explain how this course introduces important concepts for understanding the historical development and/or contemporary dynamics of: *Analyses of changing morality rates by country (human geography) and various philosophical developments with respect to developing eclectic and pluralistic epistemologies, including indigenous ways of being and knowing, the crisis of the Canadian residential school experience for example, a critique of the European tendency to colonize the “new world,” etc.*
  - our Western and/or non-Western heritage of thought and culture (Humanities);
  - the physical, natural, and/or technological environments we inhabit (Science);
  - the social environments we inhabit (Social Science).
3. Explain how this course provides a survey of a substantial body of the knowledge, theories and/or controversies that are deemed central to a Humanities/Science/Social Science discipline or disciplines. *The course begins with human geography and the work of Hans Rawling, focusing on his use of dynamic representations of statistics over time to analyze UNESCO data on child mortality. The second unit of work concerns data and mathematical analyses of COVID 19, together with developments in government responses and policy during times of regulation and restriction. The next topic is the Canadian residential school experience and indigenous perspectives and epistemology regarding nature and environmental issues. Media studies follows with a look at the entertainment industry, including comedy, music, fashion and art.*
4. Describe any other ways in which this course meets the goals and criteria of a Designated Humanities/Science/Social Science Breadth course. *Students work in interdisciplinary groups on a teaching unit of their choice, bringing school curricula to bear on interdisciplinary work. The work is presented communally and comprises a significant experience for students in innovative and interdisciplinary thematic studies in environmental education pitched at the elementary or secondary school level.*



8888 University Drive, Burnaby, BC  
Canada V5A 1S6

FAX: 778.782.5876

ucidir@sfu.ca  
www.sfu.ca/ugcr

**MEMORANDUM**

---

**ATTENTION** SCUS

**DATE** November 18, 2021

**FROM** Jill Sutherland, Director  
University Curriculum & Institutional Liaison

**PAGES** 1

**RE:** EDUC 454 Breadth-Science Designation

---

The University Curriculum Office has approved the Breadth-Science designation for the following Education course, effective Summer 2022 (1223):

EDUC 454 – Quantitative Approaches to Environmental Education - B-Sci

Please forward this memo to Senate for further approvals.

cc: Ania Husak, Manager Undergraduate Programs, FoEd



<b>COURSE SUBJECT</b>	BPK	<b>NUMBER</b>	105	<b>TITLE</b>	Fundamentals of Human Structure and Function
-----------------------	-----	---------------	-----	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input checked="" type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

BPK 105 - ~~Fundamentals of Human Structure and Function~~  
The Anatomy and Physiology of Human Survival

~~Basic anatomy and physiology of the~~ Discover how detailed cellular and system level physiological functions contribute to the survival of the human organism. Includes a survey of the skeletal, muscular, nervous, endocrine, cardio-respiratory, cardiovascular, respiratory, urinary, digestive, and immune, and reproductive systems. (distance education).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022



**RATIONALE** (must be included)

A rethinking course design workshop through CEE resulted in a focus on activating the course content by providing context and purpose within the learning process. The new title and description reflect the revised approach to how students will engage with the material. The course delivery will also be modified from distance education to an instructor led online course (OL).

<b>COURSE SUBJECT</b>	BPK	<b>NUMBER</b>	304W	<b>TITLE</b>	Inquiry and Measurement in Biomedical Physiology and Kinesiology
-----------------------	-----	---------------	------	--------------	--

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input checked="" type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using strike through, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

~~This course covers the evaluation of measurement quality, test construction and assessment, and computer techniques for data capture and signal processing relevant to issues in Biomedical Physiology and Kinesiology. Prereq statistical knowledge will be put into practice when discussing typical research designs, modeling and hypothesis testing in Biomedical Physiology and Kinesiology.~~

Covers research design, measurement, data analysis, and hypothesis testing, as well as techniques for data acquisition, signal processing, and modeling relevant to research in Biomedical Physiology and Kinesiology. There is also a focus on scientific writing, with opportunities for feedback and revision.

Prerequisite: BPK 142, ~~201, 205,~~ and STAT 201 and two of BPK 201, 205 and 207.  
Students with credit for BPK 304 may not repeat this course for further credit.  
Writing/Quantitative.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Summer 2022



**RATIONALE** (must be included)

The prerequisite updates will allow more flexibility for students to enter 304W with any two of the second year BPK courses. Currently Behavioural Neuroscience students do not take BPK 201 in their program which creates a barrier for them to take 304W as an option within their program.

The description is updated based on the current instructor's preferences.

**COURSE SUBJECT**  **NUMBER**  **TITLE**

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input checked="" type="checkbox"/>	Prerequisite	<input type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

**RATIONALE** (must be included)

The three-unit designation currently aligns with the lecture and lab vector of BPK 408w. The writing components within the course require additional workshops and tutorials. An extensive analysis of the student activity within BPK 408w, has illustrated that substantial time is being dedicated to these writing tasks. The allocation of an additional unit, to a total of 4 units for BPK 408w, will allow the course to be taught as it currently is and have the workload align with the expectations. This change is supported by both primary instructors Nadine Wicks (BPK) and Megan Barker (BISC).





<b>COURSE SUBJECT</b>	PHYS	<b>NUMBER</b>	233	<b>TITLE</b>	Physics Laboratory III
-----------------------	------	---------------	-----	--------------	------------------------

**TYPE OF CHANGES.** Please type 'X' for the appropriate revision(s):

Course number	<input type="checkbox"/>	Units	<input type="checkbox"/>	Prerequisite	<input checked="" type="checkbox"/>
Title	<input type="checkbox"/>	Description	<input type="checkbox"/>	Equivalent Statement	<input type="checkbox"/>

**WORDING/DESCRIPTION EDITS.** Indicate deleted or changed text using ~~strike through~~, indicate added or new text using underline. If you need to enter more text than the box allows, drag the endpoint of the text box to make it bigger, as it will not automatically expand. Please review the "Equivalency statements" section under [Information about specific course components](#) if changing equivalent statement(s).

Statistical data analysis, experimental design and scientific communication, studied in the context of experiments spanning a range of physical systems.  
 Prerequisite: PHYS 133 or PHYS 141 or ENSC 120 ~~ENSC 280~~, with a minimum grade of C-. Recommended Prerequisite: CMPT 120. Quantitative.

**EFFECTIVE TERM AND YEAR FOR CHANGES**

Fall, Spring, Summer and year (please enter in textbox)

Fall 2022



**RATIONALE** (must be included)

We have updated the pre-requisites so that students in ENSC, in particular the Engineering Physics program can take PHYS 233 (a required course) earlier in their program. The material covered in ENSC 120 is sufficient preparation for the material covered in PHYS 233