



SENATE

NOTICE OF MEETING

November 5, 2021

The Agenda and documents for the Open Session meeting of Senate of Concordia University held on Friday, November 12, 2021, at 2 p.m. are now posted on the website.

Please note that while there is an Open Session, given that the meeting is being held by video conference, only members of Senate and invited guests will be admitted to the meeting.

As usual, the meeting will be recorded, and any member of the community who would have otherwise attended the meeting in the observer's gallery will be able to view the meeting at RMAD, in accordance with the *Guidelines pertaining to the recording and broadcasting of Senate meetings* ([US-2](#)).

Shelina Houssenaly
Secretary of Senate



CONFIDENTIAL

**AGENDA OF THE OPEN SESSION
OF THE MEETING OF SENATE**

Friday, November 12, 2021
following the meeting of the Closed Session
via Zoom video conferencing

Item	Presenter(s)	Action
1. Call to order	G. Carr	
1.1 Approval of the Agenda	G. Carr	Approval
1.2 Adoption of October 8, 2021 Minutes	G. Carr	Approval
2. Business arising from the Minutes not included on the Agenda	G. Carr	
3. President's remarks	G. Carr	Information
4. Academic update (Document US-2021-7-3)	A. Whitelaw	Information

CONSENT AGENDA

5. Committee appointments (Document US-2021-7-4)		Approval
6. Academic Programs Committee - Report and recommendations (Document US-2021-7-5)		Approval

REGULAR AGENDA

7. Annual report of the Ombuds Office (Document US-2021-7-6)	A. Fish	Information
8. Annual report of the Office of Rights and Responsibilities (Document US-2021-7-7)	A. Topsakal	Information

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|--|---------------------------|----------|
| 9. Revisions to the <i>Policy on the Establishment of Tribunal Pools</i> (BD-6) (Document US-2021-7-8) | F. Jacobs/
M. Sullivan | Approval |
| 10. Question period (maximum 15 minutes) | | |
| 11. Other business | | |
| 12. Adjournment | G. Carr | |

**MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE**

Friday, October 8, 2021, at 2:00 p.m.
via Zoom video conferencing

PRESENT

Voting Members: Graham Carr (Chair), Shimon Amir, Leslie Barker, Mathew Barker, Guylaine Beaudry, Elizabeth Bloodgood, Catherine Bolton, Lovina Angela Brown, Queenie Hui Jing Chen, Demetre Christopoulos, Sally Cooke, Anne-Marie Croteau, Alexandra Dawson, Selvadurai Dayanandan, Alex De Visscher, Mourad Debbabi, Larry Deck, Effrosyni Diamantoudi, Riya Dutta, Linda Dyer, Mary Esteve, Ariela Freedman, Annie Gérin, Marina Ghali, Nicolka Gorel, Abdelwahab Hamou-Lhadj, Hannah Jamet-Lange, Eduardo Malorni, Catherine Mulligan, Prady Cassandra Ngouma Wa, Satinder Pal Singh, Gilles Peslherbe, Duraichelvan Raju, Jasmine Ramcharitar-Brown, Lourdu Reddy Allam, Rosemary Reilly, Pascale Sicotte, Reza Soleymani, Robert Soroka, Kelly Thompson, Craig Townsend, Guylaine Vaillancourt, Deeva Wazir, Anne Whitelaw, Shaina Willison, Paula Wood-Adams, Radu Grigore Zmeureanu

Non-voting members: Philippe Beauregard, Nadia Bhuiyan, William Cheaib, Stéphanie de Celles, Michael Di Grappa, Isabel Dunnigan, Sandra Gabriele, Nadia Hardy, Tom Hughes, Candace Jacobs, Frederica Jacobs, Émilie Martel, Lisa Ostiguy

Also attending: Karan Singh

ABSENT

Voting members: Joanna Berzowska, Boutaina Chafi, Mehdi Farashahi, Moshe Lande, Jean-Philippe Warren

1. Call to order

The meeting was called to order at 2:03 p.m.

1.1 Approval of the Agenda

R-2021-6-1 Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.

1.2 Adoption of September 17, 2021 Minutes

R-2021-6-2 Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of September 17, 2021, be adopted.

2. Business arising from the Minutes not included on the Agenda

There was no business arising from the Minutes not included on the Agenda.

3. President's remarks

The President's remarks are summarized as follows:

- With profound sadness, President Carr reported the passing of Dr. Nadia Chaudhri earlier in the week. Dr. Carr spoke of the amazing courage and optimism, and legacy created by Dr. Chaudhri, who died after a tenacious battle with ovarian cancer. He expressed his condolences to her husband and their son as well as to the entire family, friends and colleagues.
- President Carr underlined the outpouring of recognition for Dr. Chaudhri in the mainstream and social media. He spoke to how people worldwide were moved and inspired by her heroic fight against disease and death, and by her determination to make the academic world and society a better place through the creation of the Nadia Chaudri Wingspan Award, an Award which aims to support women scientists from racialized communities. Spearheaded by Dr. Chaudhri before she passed, Dr. Carr reported that the Award saw contributions from over 8,600 individuals who donated \$615,000.00. Dr. Carr explained that he had multiple exchanges over the last few days with Senators and other colleagues on the best way to remember and appreciate Dr. Chaudhri and her work as well as to express the collective emotion of sadness and loss felt by her passing. He said that he will be working with Dr. Chaudhri's family and colleagues to find a proper way to honor and celebrate her life as a scientist, teacher, mentor and a citizen of Concordia, and to celebrate the enormous contribution she made to our community.
- President Carr conveyed to Senate that Dr. Chaudhri's fundraising efforts were part of and aligned with this year's Shuffle, where another \$53,000.00 were raised to support students in the form of scholarships and bursaries. He expressed his gratitude to Senate and the entire Concordia community for shuffling and sponsoring others to raise these funds for a worthy cause.
- Dr. Carr informed Senators that pictures from around campus taken on the evening of the National Day for Truth and Reconciliation on September 30 were shared with members of the Board and Senate earlier this week, and he mentioned how wonderful it was to see many buildings bathed in striking orange light. Dr. Carr thanked everyone who participated in the activities to mark this very important day and reaffirmed the university's commitment to decolonization and the continued work towards reconciliation.

- In related staffing news, Dr. Carr invited Senators to welcome Adamina Partridge who recently joined the university's Otsenhákta Student Centre (OSC) as its new Interim Coordinator. Originally from Kuujjuaq, Nunavik, Partridge previously worked at the Four Directions Indigenous Centre at Queen's University. Dr. Carr acknowledged the important role that Adamina will be taking on.
- President Carr apprised Senators of a major gift in the amount of \$2 million from the Doggone Foundation to the Faculty of Fine Arts to create the Elspeth McConnell Fine Arts awards which will be used from now until the end of the decade to support and enable 40 paid internships in the Fine Arts Faculty annually. He mentioned that these awards are another example of Concordia's ongoing commitment to experiential learning and providing student with opportunities and engagement with arts and cultural organizations.
- President Carr also reported that a record number of Concordia varsity athletes, 52, were named Academic All-Canadians, which mean they sustained an A- average or better in their courses while participating in a national university sports competition. Dr. Carr congratulated the athletes, their coaches and the Student Success Centre for their collective efforts towards this amazing achievement.
- Dr. Carr was pleased to announce that the university has been able to secure two dates at Place des Arts to hold the first of a series on in-person convocation ceremonies to allow for the recognition of a growing cohort of students who have graduated since the beginning of the pandemic. He mentioned that the recent announcement of relaxation of measures for the operations of arts and cultural organizations has made this possible.
- In relation to health and safety measures, President Carr provided an update on COVID-19: in the past week, 4 cases of COVID-19 were reported by members within the Concordia community who had tested positive within 48 hours of being on campus; in the previous week, 6 cases had been reported; since the return-to-campus this fall, none of the cases were due to contact on campus. Dr. Carr reported from recent discussions with the other university rectors that it was observed that no outbreak had been reported at any Quebec university at this point.
- Dr. Carr provided some context. He explained that, on average, more than 15,000 students are registered for in-person courses Monday to Friday on both campuses, in addition to others accessing the libraries and other spaces, faculty members and staff. Dr. Carr informed that a dashboard was being developed and will be ready in the coming weeks, which will provide the community with an overview of Concordia's situation in relation to the larger public health context in the city.
- President Carr noted that the university is moving to act more vigorously on mask-wearing. He shared that there are circumstances where individuals do not have to wear masks on campus if, for instance, they are respecting the 2 meters social distancing, and, overwhelmingly, people are respectful of this requirement; however,

some cases exist where people may misunderstand the requirements in non-classroom spaces. He informed Senators that following discussions with library staff, security presence has been increased in the Library, and there will be additional signage reminding people of sanitary practices.

- Dr. Carr apprised Senators that Environmental Health and Safety continues to work with *Santé publique de Montréal* in terms of contact tracing.
- Dr. Carr noted that there have been discussions to open some spaces to a reduced number of external guests to attend activities, such as year-end student performances in Fine Arts, and an assessment of spaces for student groups to hold limited attendance events later this semester is being done, keeping health considerations paramount.
- Dr. Carr informed Senate that Dr. Whitelaw will preside over the meeting as of 3:15 p.m.

4. **Academic Update** (Document US-2021-6-D1)

Dr. Whitelaw had no additional information to her written report.

CONSENT

5. **Committee appointments** (Document US-2021-6-D2)

R-2021-6-3 That the committee appointments be approved.

6. **Registrar's report on spring 2021 graduation statistics** (Document US-2021-6-D3)

This report was submitted for information purposes.

REGULAR

7. **Winter semester update**

Dr. Whitelaw provided an update on the winter semester, and her remarks are summarized as follows:

- Dr. Whitelaw provided the broad guidelines that informed the planning process for the winter semester and informed Senators that as reflections on the first month of the fall semester continue, the university is comfortable moving forward with the gradual return to in-person activities, with a priority to in-person learning and teaching on campus. She provided the rationale to an increase of in-person courses by explaining that campus is a safe space from a health and safety standpoint and from the university's ability to deliver courses in-person; she acknowledged that there had been a period of adjustment, but health and safety considerations have been maintained. She further explained that the second criteria that encouraged this

approach was the clarity surrounding international students; the guidelines issued by the Québec government state that the university can continue to deliver courses remotely until the end of semester, which means that starting in January there is an expectation that international students will be in Montréal and thus will be taking their courses in-person.

- Dr. Whitelaw explained the three modalities that have been decided upon in terms of the course delivery going forward: 1) fully in-person; 2) fully online, such as e-Concordia courses; 3) blended. Dr. Whitelaw apprised members that the blended model includes asynchronous activities, such as recorded material and in-person components. She clarified that the course delivery model would be dependent on the nature of the course. Dr. Whitelaw identified that there is an opportunity to further analyze what kind of materials, activities and deliverables can be made available asynchronously.
- Dr. Whitelaw informed Senators that a detailed memo will be issued in a week, which will include guidelines to assist all faculties and departments in their delivery of courses.
- Dr. Whitelaw outlined that the remote model was an emergency measure. She explained that accommodations are still being made for faculty members to deliver courses remotely when they are unable to come in person; however, remote delivery was to be an exception, and in-person, online and blended are the modalities that will be followed going forward.
- Dr. Whitelaw underlined that exams were an important consideration, and the orientation would be that exams for: 1) in-person courses will be in-person; 2) online courses will be online; 3) blended courses will be either online or in-person, depending on the course.
- Further to questions in relation to the timeline for the blended experience to be operationalized, Dr. Whitelaw explained that all this would be planned before the start of the course so that once the students attend the first lecture, they would be able to know the modality of the course. To another question related to increased technological efficiency of online courses offered through e-Concordia, Dr. Whitelaw confirmed that the Center for Teaching and Learning has already developed seminars and tools, and many have developed asynchronous materials to be able to implement this. To a query on whether online learning resembled a course offered by e-Concordia, Dr. Gabriele clarified that all online courses would have to be designed as e-Concordia courses, and the memo that is expected in the coming days will clarify all these distinctions. To a question about specific directives being given to departments in relation to the types of courses, Dr. Whitelaw responded that these decisions were made at the faculty and department levels. In response to a query on when all the information will become available, Dr. Gabriele confirmed that the updated schedule for all courses will be available by November 15.

- Concerns were raised about the possibility that students might be confused about the new blended modality and it was highlighted that it would be important to be clear that it is not a hybrid option, especially for students who are trying to find online courses; this is a particular concern for students who are still worried about coming to campus for health and safety reasons. Dr. Whitelaw acknowledged that clarity in the Student Information System will be required, and clear communications to students will allow them to make informed decisions about courses. She mentioned that the number of online courses would probably be the same as they were pre-pandemic, so around 11% of the total course offerings.
- To a question about the continued health and safety of students, particularly in lobby areas and elevators, Dr. Whitelaw confirmed that health and safety remains paramount and will continue to be managed in the same manner as being currently done to be able to welcome more students on campus. Dr. Carr also noted that health and safety will continue to be informed by public health standards; and that the university has invested a lot in renovations over the past 18 months, and that there was a lot of capacity at the university to use classrooms and ensure that health and safety was not compromised.

8. Future Concordia

Dr. Whitelaw and Di Grappa presented the highlights of the initiative, which are summarized as follows:

- Dr. Whitelaw shared that the goal of the Future Concordia initiative is to build a university of the future, to think about what Concordia is now and what it wants to be in the future, and to focus on some of the directions and aspirations moving forward.
- Dr. Whitelaw outlined the fundamental question was to think about the Future of Concordia, in the context of how the community has been living over the past 18 months. She conveyed to the members of Senate that the initiative aims at questioning and planning for the near future: what is Concordia going to look like in 3 to 5 years? She mentioned the initiative will help think about the collective aim of the university, which is to fulfil a research and academic mission and deliver the best kind of administration and operation to our students. She explains that the idea is to understand what needs to be done and adjusted in a bigger context.
- Dr. Whitelaw informed that a steering committee was formed in February 2021, as there were questions about what the next few months would look like. She shared that the fundamental purpose of the project was to analyze what was learned in terms of teaching, learning and working in a pandemic, how the lessons learned could be applied in practice and how they would shape the university's future.
- Dr. Whitelaw shared the guiding principles for the project, which include the following: the health of the community; the alignment with and renewal of the university's Next-Gen strategic directions; decisions that support equity, diversity, accessibility and decolonization; the continued commitment to sustainability,

including financial sustainability; creativity, as well as a healthy tolerance for risk-taking, failure and discomfort; agility, flexibility and responsiveness; a student-centered approach; and continued support for the different needs of the faculty members, students and staff.

- Di Grappa explained that to fulfill the project's mandates, six working groups with co-leads have been set up: 1) future of work, the workplace, and workforce; 2) research and impact; 3) campus space; 4) student experience; 5) university outreach and 6) future of teaching and learning. He shared that the project would take place over two semesters and thanked the community members involved with this initiative for their participation, leadership and support.
- Di Grappa concluded by informing Senate that there will be two deliverables: 1) progress presentation with the scope parameters, research findings, design ideas and test plans in January 2022; and 2) a final presentation with recommended future state vision, a detailed analysis and testing results to be presented in April 2022.
- Following the presentation, a comment was made on how important and timely this initiative was. Further to a query, Dr. Whitelaw explained that an advisory committee on teaching and learning was working on developing guidelines specific to teaching and learning and that consultations with Associate Deans, the School of Graduate Studies, the Center for Teaching and Learning, Knowledge One and the students would be rolled out imminently.

9. **Return to campus – student experience** (Document US-2021-6-D4)

In addition to the written report, Jamet-Lange and Malorni presented the highlights of the return-to-campus student experience, which are summarized as follows:

- The presenters conveyed to Senators that a recent study was conducted by the Concordia Student Union (CSU) on the student experience after having been back on campus more than a month, and that the CSU felt that it was important to share student experiences with Senate.
- Jamet-Lange and Malorni pointed out the methodology and sources of information and presented the results of the study. The presenters shared the main reasons some students were not feeling safe and presented what they thought could be modified.
- The presenters explained that the CSU would like the university to consider the return of the pass/fail option as 89% of the respondents would like to have this option because the pandemic is still ongoing and there is a lot of pressure on students who are caring for loved ones, working and facing uncertainly and other barriers, including mental and financial strain.
- Some student Senators spoke about similar experiences. One senator suggested that there were various ways to help students, including making recordings from the previous semester available and that some faculty members were already doing so.

- Dr. Whitelaw explained that the decision to return to campus and in-person academic activities was in line with public health directives and that masks were deemed to be safe, and risk of transmission was extremely low. The university is quite concerned about cases where people were not wearing masks and is doing what it can to ensure that people follow public health protocols. She also explained that the reason Senate is not meeting in-person is because rules were not the same for everyone. She mentioned that the *Commission des normes, de l'équité, de la santé et de la sécurité du travail* (CNESST) has other rules that applied to such meetings, and thus Senate is continuing to meet virtually. In response, a senator highlighted that public health directives were the minimum that the university was required to follow and that the university could do more to ensure that students feel safe on campus.
- Dr. Whitelaw thanked the CSU for the ongoing dialogue between the students and the administration and appreciated their continual feedback on these issues. She also asked that the CSU and other student bodies request their membership to help ensure that all public health protocols are complied with on an ongoing basis.

10. Question period

There were no questions asked during the question period.

11. Other business

There was no other business to bring before the Open Session.

12. Adjournment

The meeting was adjourned at 3:43 p.m.

Shelina Houssenaly

Shelina Houssenaly
Secretary of Senate



Internal Memorandum

To: Members of Senate
 From: Anne Whitelaw, Provost and Vice-President, Academic
 Date: November 2, 2021
 Re: Academic Update

Following approval of the Senate at its meeting on March 19, 2021 to implement a 12-week semester and a fall break beginning in 2023, work has started on the planning for this new initiative. Lisa Ostiguy, Special Advisor, Campus Life and Supports will be coordinating the initiative over the next three years. An email address (twelveweeksemester-fallbreak@concordia.ca) has been created where suggestions and questions can be directed. A website will also be developed with updates on the progress, and resources available. Throughout October and November, presentations are being given to the faculties and some groups are being created to address Logistics, Accreditation and Internships and Fieldwork. A presentation with further updates will be made to Senate at the December meeting.

GradProSkills was awarded a two-year grant by Entente Canada Québec to transplant a successful American model for graduate career development to Concordia. GradPro+ will be an intensive career preparation program aiming to expose research-oriented graduate students to careers paths and professional environments outside academia. It will bring together graduate students, government representatives, industry professionals, and faculty members to explore solutions to a common problem, and consequently share each other's perspectives and work cultures. The project started in October 2021 with the creation of the project team and the identification of community partnerships.

Concordia International's proposal "Building intercultural competencies in the field" was awarded with the inaugural Global Skills Opportunity pilot award (\$500K). This program, funded by Employment and Social Development Canada, and administered by Universities Canada, will allow students from target groups to participate in international short programs in non-traditional countries. With this program Concordia is looking to increasing the total participation of Canadian students studying and working globally—and specifically increasing the participation of students from target groups currently underrepresented in student mobility programs.

Concordia International launches the [World's Challenge Challenge](#) competition where students and supervisors will work in multidisciplinary teams to propose solutions to tackle global challenges related to the Sustainable Development Goals (SDGs). Two teams will be selected to represent Concordia in an international competition organized by Western University in June 2022.

Two Concordia researchers from the OH Research Group, led by John Oh, professor and Canada Research Chair (Tier II) in Nanobioscience in the Department of Chemistry and Biochemistry, are looking at ways to ["self-heal" your cellphone](#). PhD candidate Twinkal Patel (BSc 17) is first author on the paper "Self-Healable Reprocessable Triboelectric Nanogenerators Fabricated with Vitrimeric Poly(hindered Urea) Networks" published in ACS Nano. Pothana Gandhi Nellepalli, Horizon postdoctoral fellow, is co-author on the paper. The story was picked up by Yahoo! News on October 21, as well as other outlets.

Sébastien Caquard, associate professor of geography, planning and the environment, is focusing a field course in environmental assessment on the [new Réseau express métropolitain \(REM\) public transit](#)

[project](#). Caquard says the project is a rich one to study since it will have — and already has had — very important economic, social and environmental impacts. The course brought in guest speakers including the developers, a lawyer, public transportation expert, hydrogeologist and biologist, and those who oppose the project.

A new paper led by [Concordia researchers Guéno   Chon   and Pascale Biron](#) outlines how advanced technology and recently available data is helping to develop a new model to assess for flood hazards. Research associate Chon   is lead author with Biron, professor in the Department of Geography, Planning and Environment.

A [study led by Jean-Philippe Gouin](#) investigates the lifestyle impacts of the COVID-19 pandemic for couples. Gouin is a professor of psychology and the principal investigator for the Stress, Interpersonal Relationships and Health Laboratory (SIRH Lab) in the Department of Psychology. To better study couple’s habits during COVID-19, his lab is conducting a study funded through a Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grant. The Lab is currently recruiting couples.

Adrian Tsang (Biology and Centre for Functional and Structural Genomics) received a one-year extension to a 3-year Joint Development Agreement with French company, Lesaffre International for the research project entitled “*A new Aspergillus niger fungal enzyme expression system*”. The team will continue developing the yeast expressing enzymes for multiple purposes including applications in baking, feed and food. Additional funding in the amount of \$906,268 is provided under extension and the revised total project value is \$3,970,068.

Eliane Ubalijoro (Research Professor, Geography, Planning and Environment) received funding from the Microsoft Corporation in support of a 14-month project entitled “A landscape analysis of carbon and water modelling (techniques and players) to inform the scale-up of nature-based climate solutions in Canada”. Together with her Co-PI Damon Matthews (Geography, Planning and Environment) the research team will work on addressing key questions around leveraging digital technologies for carbon and water monitoring to prioritize research and investment towards promising avenues for scaling-up machine learning applications in Canada and present a more inclusive and representative view of nature-based climate solutions. Funding awarded: \$295,568.60.

Vivek Venkatesh (Art Education, UNESCO co-Chair in Prevention of Radicalisation and Violent Extremism and Director, Centre for the Study of Learning and Performance) was an FRQSC featured researcher in *Nouvelles capsules des Fonds de recherche du Qu  bec*. The capsule references the start of Project SOMEONE in 2014 and the 19 social education initiatives that promote tolerance and nonviolence that have been developed in the intervening years.

Prof. Jonathan Liscouet, Associate Professor, Department of Mechanical, Industrial and Aerospace Engineering in collaboration with his colleagues from INSA Toulouse, France, obtained the Mitacs GRA award for his proposal “Conceptual Design of Unmanned Aerial Vehicles”. This award will allow the visit of a PhD student from France to conduct collaborative research at Concordia.

Prof. Walter Lucia, Associate Professor in the Concordia Institute for Information Systems Engineering, obtained the GRA award for his proposal “Setpoint attacks detection in cyber-physical systems: experimental validation using unmanned vehicles”. This award will allow him to conduct collaborative research with his partners at University of Calabria, Italy by co-supervising a PhD student.

Prof. Luiz Lopes, Electrical and Computer Engineering department, obtained Global Affairs Canada's Faculty Mobility for Partnership Building Program (FMPBP) 2021 award for his research project Smart renewable DC and AC micro-grids, aimed at exploring the storing and distributing energy in remote areas, including the Amazon.

Chloé Pelletier, undergraduate student majoring in Spanish, obtained the Baden-Württemberg-STIPENDIUM for University Students award that will allow her to study a semester at the University of Freiburg, Germany.

Undergraduate student Roxana Baloui, Faculty of Fine Arts, Film Production, has won the Erasmus+ scholarship, for Fall 2021/Winter 2022, at TAI Madrid School of Arts, in Spain, in the amount of 5070 EUR (\$7,429.25 Canadian).

Three students from Latin America obtained the ELAP award, granted by Global Affairs Canada and the Canadian Bureau for International Education (CBIE) to come to Canada to study a semester at Concordia.

- Lee Omar Trotman - University of the West Indies, Cave Hill, Barbados - Political Science
- Karlos Yearwood - University of the West Indies, Cave Hill, Barbados - Fine Arts. Theatre
- Marilu Escamilla Quiroga - Universidad de Monterrey, Mexico - Anthropology & Sociology

Services for new students launched a survey to better understand the impact of their programming as well as get feedback on potential new activities. The survey gathered responses from 1699 students from across all four faculties. Responses are currently being assessed.

The Dean of Students Office, in collaboration with faculty associations, the CSU, and the Fee-Levy associations hosted a 5-session virtual clubs day between October 20th to 22nd. The purpose of this event was to inform new students of the variety of student groups and associations at Concordia, to meet their peers and to encourage them to get involved in student life.

Homeroom has initiated partnerships with the Department of Psychology and the Faculty of Fine Arts. Groups of students from these particular units are put together., and Homeroom staff is integrating their specific interests and needs into curriculum and programming.

The Concordia University Student Parent Centre has resumed offering all its popular children's programs. Story time and tutoring programs focus on literacy and the art classes encourage self-expression. These programs run once or twice a week and are open to our student parents' children.

The Ellen Gallery programming included a presentation by Beatriz Santiago Muñoz on her exhibition *Poetic Disorder* as part of *Conversations in Contemporary Art* (CICA) on September 16, 2021. On Monday, October 4, 2021, Local Records: Frantz Voltaire presented Beatriz Santiago Muñoz' *Marché Salomon* in dialogue with historical documents and resources from Montreal's Centre International de Documentation et d'Information Haïtienne, Caribéenne et Afro-Canadienne. The gallery also launched the second edition of TERMS, an online edition that explores how terms circulate in society and unpacks its various meanings through writing by scholars and artists. TERMS: Service – Part I, available as a download on our [website](#). Sightings 33 – DIE KZ UND DIE GEDENKSTÄTTE: REPLICA I, a project by Emmanuelle Duret, launched on September 27, 2021 and will be available for viewing until January 2022.

Several activities were held at Milieux including <MTL> Connect: Montreal Digital Spring. The Milieux Institute teamed up with *Printemps numérique Montréal* and *Bruxelles* to curate a selection of

contemporary video art from both cities. The result, *VIDEO//PLAY*, is in its second iteration (the first, in 2020, was part of the International Symposium on Electronic Art, which acted as the Creativity Pavilion for <MTL> Connect) and will present a total of 19 video works around the two metropolises on roving LED trucks. In addition to the video curation, Milieux hosted two events during <MTL> Connect: Alison Powell's *Undoing Optimization*, a book talk hosted by Machine Agencies as well as Jill Didur's *The Global Urban Wilds* (GUW) App Launch at the Champs des Possibles. <https://milieux.concordia.ca/milieux-at-connect/>

On September 28, Daniel Greene gave the book talk *The Promise of Access*, marking the first in a series of four presentations hosted by Speculative Life's Machine Agencies. The first event (held online) was a great success and is to be followed by the hybrid in-person and online event *Undoing Optimization*, a book talk by Alison Powell (featured as well for <MTL> Connect). Whitney Phillips and Ryan Milner will present *You Are Here* on November 9 (online), and Robert Gehl and Sean Lawson will feature *Social Engineering* on December 2 (format to be determined). <https://milieux.concordia.ca/after-optimization-machine-agencies-speaker-series/>

September 15 marked the launch of the *Critical Anthropocene Speaker Series: Global, Decolonial, Critical Race Approaches for a Multispecies World*, a series of talks planned collaboratively with SPAM (Society, Politics, Animals and Materiality), CARG (Critical Anthropocene Research Group), and CRIE (Colonial, Racial, Indigenous Ecologies) with *MULTI-SPECIES PRODUCTION: ECONOMIC JUSTICE BEYOND THE HUMAN* presented by Beck Pearse and Dinesh Wadiwel. <https://milieux.concordia.ca/event/multi-species-production-economic-justice-beyond-the-human/>

During the week of September 27, 4TH SPACE presented Justice Between Generations: Asian, African, Indigenous, and Western Perspectives. This event connected an international group of scholars, both in-person and via zoom, for a hybrid week-long residency with a [podcast](#) contextualizing the project, and [4 full days of events](#) that attracted over 200 registrants.

October at 4TH SPACE marked the start of weekly residencies with all 10 of Concordia's Public Scholars, and nine distinct events were produced in-house towards [Concordia's collaboration with MTL Connect](#). All events were recorded and [livestreamed here](#) and a small contingent of participants were welcomed into the space itself.

From October 4 to 8, the Concordia wellness team hosted the Creative Connections fair. This included discussions and workshops with psychologists about the theme of connection, as well as creative activities online and in-person. The *Expressions of Being Alone* work book - created by Concordia psychologists Dr. Jade-Isis Lefebvre and Debora Rabinovich - was released. The contents are based on an online workshop developed during Covid-19 and our year of distance learning, where psychologists worked collaboratively with students to reflect on how humans cope with experiences of solitude, loneliness and isolation. The 90-page workbook includes current research, exercises and worksheets, as well as links to more resources and media. The workbook was introduced during the Creative Connections fair.

On October 14, the 2021 Edith and John Hans Low-Beer Memorial Lecture focused on [Racism, Diversity and Mental Health](#). Panelists included Myrna Lashley (BA 84), a psychologist and associate professor of psychiatry at McGill University; Renate Betts, executive director of the Westhaven Elmhurst Community Recreation Association; and psychotherapist and art therapist Shyam Pillai. Presenters discussed mental health stigma, intergenerational trauma and the lasting impact of George Floyd's murder. It was co-sponsored by the Department of Psychology, the Centre for Clinical Research in Health and AMI-Québec.

On October 20, 4TH SPACE hosted [Philippe Goudard](#), clown, actor, professor Emeritus from Université Paul-Valéry-Montpellier and a practicing medical doctor, for a staged reading of Théâtre : Du côté de la vie, inspired by “A Young Doctor’s Notebook” by Mikhail Bulgakov. The hybrid event was presented by the Office of the Vice-President Research and Graduate Studies, the Faculty of Arts and Science, the Montreal Working Group on Circus Research and the 4TH SPACE.

Concordia’s Jurist-in-Residence Morton Minc welcomed [The Right Honourable Richard Wagner, P.C., Chief Justice of the Supreme Court of Canada](#) on October 20 in a hybrid event. Minc and Wagner were in conversation, followed by a bilingual Q&A period.

Concordia Library continues to welcome students into its spaces. Since the start of the Fall semester, the Library has been averaging 5,400 visits daily. Compared to the same period in 2019, the Library is at approximately 58% of its pre-pandemic attendance levels. In addition to visits, the Library facilitated multiple tours of the Grey Nuns Chapel for the *Musée des Hospitalières de l’Hôtel-Dieu de Montréal*. October 25, 2021 was also the start of Open Access Week. The Library participated in this global event by hosting online workshops on open data, Creative Commons licenses, open access publishing and Open Educational Resources. For the [Indigenous Authors in the Spotlight Series](#), the Fall 2021 spotlight features authors writing their own stories through prose, poetry or other forms of autobiographical expression(s), and on Elders telling their stories through oral history interviews.



**SENATE
OPEN SESSION
Meeting of November 12, 2021**

AGENDA ITEM: Committee appointments

ACTION REQUIRED: For approval

SUMMARY: Senate is being asked to approve the following committee appointments:

<u>Appointments requiring Senate ratification</u>	<u>Appointee</u>	<u>Term</u>
Student Tribunal Pool	Kate Soad Bellini (CSU)	2021-23
Faculty Tribunal Pool	Lan Li (SGS)	2021-23

DRAFT MOTION:

That the committee appointments be approved.

PREPARED BY:

Name: Shelina Houssenaly

Date: November 1, 2021



**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
November 12, 2021**

The Academic Programs Committee requests that Senate consider the following changes for the Undergraduate and Graduate Calendars.

Following approval of the Faculty Councils, APC members reviewed the undergraduate and graduate curriculum submissions listed below. As a result of discussions, APC resolved that the following undergraduate curriculum proposal be forwarded to Senate for approval:

Undergraduate proposals for the Fall 2022-23 Calendar

Faculty of Arts and Science

Department of Classics, Modern Languages and Linguistics

CMLL-86 v4; **APC-2021-5-D1** (For September 2022 Implementation)

[The proposal involves the addition of new course CLAS 470 and an adjustment to the number of elective credits in the honours, major and minor programs in Classics.]

- Requirements
- Courses

Department of Chemistry and Biochemistry

CHEM-72 v3; **APC-2021-6-D1** (For September 2022 Implementation)

[The proposal involves the conversion of four special topics courses into permanent courses as well a prerequisite and description change for CHEM 495.]

- Requirements
- Courses

Department of Classics, Modern Languages and Linguistics

CMLL-87 v3; **APC-2021-5-D2** (For September 2022 Implementation)

[The proposal involves course title and description changes to four advanced courses in the Spanish program.]

- Courses

Department of Classics, Modern Languages and Linguistics

CMLL-88 v5; **APC-2021-6-D2** (For September 2022 Implementation)

[The proposal involves changes to the honours and major in the Linguistics program, including a reduction in the number of Indo-European courses and the introduction of a new course, LING 472.]

- Requirements
- Courses

Department of Economics

ECON-36 v3; **APC-2021-6-D3** (For September 2022 Implementation)

[The proposal involves changes to several 400-level courses to better align with the cross-listed 500-level courses in the Graduate Diploma in Economics as well as the addition of a new course, ECON 492.]

- Courses

Département d'Études françaises

FRAN-36 v4; **APC-2021-5-D5** (For September 2022 Implementation)

[The proposal involves adjustments to the Spécialisation en traduction Option A français-anglais, Spécialisation en traduction Option F anglais-français, and Majeure en traduction to align with the requirements from the OTTIAQ (Ordre des traducteurs, terminologues et interprètes agréés du Québec).]

- Requirements
- Courses

Département d'Études françaises

FRAN-38 v3; **APC-2021-5-D6** (For September 2022 Implementation)

[The proposal involves updates to course descriptions for FLIT 240, 308 and 406.]

- Requirements
- Courses

Department of Geography, Planning and Environment

GEOG-50 v3; **APC-2021-6-D4** (For September 2022 Implementation)

[The proposal involves the conversion of two special topics course into permanent courses to support the application for professional accreditation.]

- Requirements
- Courses

Department of Health, Kinesiology and Applied Physiology

EXCI-27 v5; **APC-2021-5-D4** (For September 2022 Implementation)

[The proposal involves the addition of laboratories to several courses, the deletion of KCEP 449, and the replacement of references to "Exercise Science" with "Health, Kinesiology, and Applied Physiology" to align with the department name.]

- Requirements
- Courses

Department of History

HIST-28 v4; **APC-2021-6-D5** (For September Implementation)

[The proposal involves the phasing out of the History Skills Workshops and their replacement with foundational course HIST 200.]

- Requirements
- Courses

Department of Religions and Cultures

RELI-62 v4; **APC-2021-6-D8** (For September 2022 Implementation)

[The proposal involves changes to their Honours, Major, and Minor in Religions and Cultures, introducing a new organizational structure of the three BA programs that will make it easier for

students to navigate the curriculum.]

- Requirements
- Courses

Simone de Beauvoir Institute and Women's Studies

WSDB-18 v2; **APC-2021-6-D9** (For September 2022 Implementation)

[The proposal involves the addition of SSDB 428 to the list of elective courses for students in the Minor in Interdisciplinary Studies in Sexuality, as well as prerequisite changes to SSDB 275 and SSDB 425.]

- Requirements
- Courses

Department of Theology

THEO-25 v3; **APC-2021-5-D8** (For September 2022 Implementation)

[The proposal involves course description changes to ethics courses THEO 204, 351, 353, and 402.]

Department of Theology

THEO-26 v4; **APC-2021-5-D9** (For September 2022 Implementation)

[The proposal involves the conversion of two slot courses into permanent offerings, the modification of the course description for THEO 205, and the removal of THEO 303.]

- Courses

Faculty of Fine Arts

Department of Theatre

THEA-27 v4; **APC-2021-6-D10** (For September 2022 Implementation)

[The proposal involves changes to the BFA Specialization in Design for the Theatre, including changing the name of the program to "Specialization in Scenography" to reflect an expanded understanding of the field, the creation of new courses, and modifications to the program requirements.]

- Program Name Change
- Requirements
- Courses

Department of Theatre

THEA-28 v5; **APC-2021-6-D11** (For September 2022 Implementation)

[The proposal involves changes to the BFA Specialization in Acting for the Theatre and the Specialization in Performance Creation, including course deletions and additions, and updates to course descriptions and program requirements to reflect the pedagogical and research orientations of the programs.]

- Requirements
- Courses

Gina Cody School of Engineering and Computer Science

Centre for Engineering in Society

CES-18 v2; **APC-2021-6-D12** (For September 2022 Implementation)

[The proposal involves a modification to the prerequisite of ENCS 393.]

- Courses

Department of Computer Science and Software Engineering

COMP-111 v2; **APC-2021-6-D13** (For September 2022 Implementation)

[The proposal involves the addition of SOEN 471 to the list of Computer Science Electives, the addition of a laboratory component to COMP 333 and the introduction of new course COMP 438.]

- Requirements
- Courses

Department of Electrical and Computer Engineering

ELEC-120 v1; **APC-2021-6-D14** (For September 2022 Implementation)

[The proposal involves a revision to the title of COEN 422 from Cyber-Physical Systems to Foundations of Cyber-Physical Systems, the addition of a note to ELEC 435 to indicate that it is offered in French, and the removal of COMP 465 from the list of Computer Science and Programming electives.]

- Requirements
- Courses

John Molson School of Business

COMM-63 v2; **APC-2021-6-D15** (For September 2022 Implementation)

[The proposal involves the addition of FINA 355, Topics in Real Estate, to the Minor in Real Estate.]

- Requirements
- Courses

Graduate proposals for the Summer 2022 Calendar:

John Molson School of Business

MSCA-19 v2 & MSCA 20 v3; **APC-2021-6-D17** (For September 2022 Implementation)

[The proposal involves the division of the MSCA 699 Research Thesis into two different courses, and a change to the name of the MSc Decision Sciences and Management Information option to MSc in Business Analytics and Technology Management.]

- Program Name Change
- Requirements
- Courses



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning October 26, 2021

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 19, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics (CMLL-86)

The following proposal was presented under ASFC-2021-3M-A and approved at the Arts and Science Faculty Council meeting of April 16, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 1st, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-86
Changes to Honours and Major in Classics programs (Ancient History
and Archaeology; Classical Languages and Literature) and Minor in
Classical Archaeology; new course CLAS 470

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Classics, Modern Languages and Linguistics** is proposing the addition of a new 3 credit 400-level course, CLAS 470 *Advanced Seminar in Archaeology*. The addition of this optional course will allow students in Classics, particularly students in the Ancient History and Archaeology concentrations, to have access to advanced study of this topic. This course will not be adding any resource requirement.

The department is also proposing the adjustment of the number of elective credits in the honours, major and minor programs in Classics (mainly in Ancient History and Archaeology, Classical Languages and Literature). Currently, students must choose three elective credits from Classics or another subject. The department finds that there is, at this point, a sufficient number of optional courses in the Classics section, so that students no longer need to look outside the program for an additional course to fulfill program requirements. This means that students will be directed toward courses that are of particular interest, here Classics, since they chose that as their Major for Honours program and, more critically, they will be better prepared for graduate study, research activities, and other careers related to their field. Courses from other fields may always be taken as general electives, should students wish to explore a wider area.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Classics, Modern Languages and Linguistics

CMLL-86

Memo from Chair

Program change

Honours in Classics (Ancient History and Archaeology)

Honours in Classics (Classical Languages and Literature)

Major in Classics (Ancient History and Archaeology)

Major in Classics (Classical Languages and Literature)

Minor in Classical Archaeology

New course

CLAS 470 *Advanced Seminar in Archaeology*

INTERNAL MEMORANDUM

To: Dr. Richard Courtemanche, Associate Dean, Academic Programs

From: Dr. Madelyn Kissock, Chair, CMLL

Date: December 16, 2020, February 26, 2021

Subject: Curriculum Changes: Classics for 2022-23 Calendar

The Curriculum Committee of CMLL reviewed and approved the following changes to the Classics section of CMLL. The changes were subsequently approved by CMLL's Department Council on November 27, 2020.

The Classics section is limiting the elective credits in Honours, Major and Minor programs to CLAS courses. Considering the sufficient number of available CLAS courses, including the proposed advanced-level archaeology course, Classics students are not required to select related courses chosen from outside their program discipline. This change does not only ensure a higher enrollment in our own CLAS courses but also facilitates students' course selection, program completion and expressed interest in choosing more courses from within their own classics programs. Concerning the Classical Languages & Literature Honours, this change is also required since LING 446: Comparative Grammar of Greek and Latin, LING 447: Mycenaean Greek, LING 456: Homeric Greek and LING 457: Archaic Latin and the Italic Dialects are being deleted (dossier CMLL-88).

In the Ancient History and Archaeology programs, a new 400-level course, 470: Advanced Seminar in Archaeology, is being introduced and the existing 400-level course, CLAS 460: Ancient Pottery: History, Analysis, and Interpretation, is being extended to the Major program.

While CLAS 470: Advanced Seminar in Archaeology can fulfill the requirements for a specific program sequence, three credits chosen from CLAS 460 or 470, it can also count towards the three additional CLAS credits allowing students to complete two advanced-level archaeology courses as part of their classics programs. This expansion is particular relevant to students who are interested in pursuing graduate studies in Classics.

There are no resource implications as CMLL 470 will be drawn from our current allotment.

PROGRAM CHANGE: Program Structure - HON

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours and Major in Classics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Honours in Classics (60 credits)</p> <p>30 credits from the Core: Honours in Classics</p> <p>30 credits from one of the following concentrations: Concentration in Ancient History and Archaeology: Honours in Classics Concentration in Classical Languages and Literature: Honours in Classics</p> <p>Core: Honours in Classics (60 credits)</p> <p>6 credits chosen from one of the following lists: Introductory Ancient Greek Introductory Latin</p> <p>6 credits: CLAS 211 Greek Literature (3.00) CLAS 212 Roman Literature (3.00)</p> <p>6 credits: CLAS 240 Greek History from the Bronze Age to Alexander (3.00) CLAS 242 History of the Roman Republic (3.00)</p> <p>3 credits: CLAS 260 Introduction to Greek Archaeology (3.00)</p>	<p>Honours in Classics (60 credits)</p> <p>30 credits from the Core: Honours in Classics</p> <p>30 credits from one of the following concentrations: Concentration in Ancient History and Archaeology: Honours in Classics Concentration in Classical Languages and Literature: Honours in Classics</p> <p>Core: Honours in Classics (60 credits)</p> <p>6 credits chosen from one of the following lists: Introductory Ancient Greek Introductory Latin</p> <p>6 credits: CLAS 211 Greek Literature (3.00) CLAS 212 Roman Literature (3.00)</p> <p>6 credits: CLAS 240 Greek History from the Bronze Age to Alexander (3.00) CLAS 242 History of the Roman Republic (3.00)</p> <p>3 credits: CLAS 260 Introduction to Greek Archaeology (3.00)</p>

6 credits chosen from one of the following lists::

Intermediate Ancient Greek

Intermediate Latin

3 credits:

CLAS 490 Honours Thesis (3.00)

Concentration in Ancient History and Archaeology: Honours in Classics

3 credits:

CLAS 230 Ancient Near East (3.00)

3 credits chosen from:

CLAS 220 Daily Life in Ancient Greece and Rome (3.00)

CLAS 265 Mythologies of the Ancient Mediterranean (3.00)

CLAS 353 Representations of Women in Ancient Greece and Rome (3.00)

3 credits chosen from:

CLAS 264 Egyptian Archaeology (3.00)

CLAS 267 The Archaeology of the Greek Bronze Age (3.00)

6 credits:

CLAS 341 Greek History from Alexander to the Roman Conquest (3.00)

CLAS 343 History of the Roman Empire (3.00)

6 credits chosen from:

CLAS 363 Archaeology of Archaic Greece (3.00)

CLAS 364 Classical Greek Art and Archaeology (3.00)

CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)

3 credits

CLAS 369 Roman Art and Archaeology (3.00)

3 credits:

CLAS 460 Ancient Pottery: History, Analysis, and Interpretation (3.00)

~~3 credits chosen from either Classics courses or another subject chosen in consultation with the Department~~

6 credits chosen from one of the following lists::

Intermediate Ancient Greek

Intermediate Latin

3 credits:

CLAS 490 Honours Thesis (3.00)

Concentration in Ancient History and Archaeology: Honours in Classics

3 credits:

CLAS 230 Ancient Near East (3.00)

3 credits chosen from:

CLAS 220 Daily Life in Ancient Greece and Rome (3.00)

CLAS 265 Mythologies of the Ancient Mediterranean (3.00)

CLAS 353 Representations of Women in Ancient Greece and Rome (3.00)

3 credits chosen from:

CLAS 264 Egyptian Archaeology (3.00)

CLAS 267 The Archaeology of the Greek Bronze Age (3.00)

6 credits:

CLAS 341 Greek History from Alexander to the Roman Conquest (3.00)

CLAS 343 History of the Roman Empire (3.00)

6 credits chosen from:

CLAS 363 Archaeology of Archaic Greece (3.00)

CLAS 364 Classical Greek Art and Archaeology (3.00)

CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)

3 credits

CLAS 369 Roman Art and Archaeology (3.00)

3 credits chosen from:

CLAS 460 Ancient Pottery: History, Analysis, and Interpretation (3.00)

[CLAS 470 Advanced Seminar in Archaeology \(3.00\)](#)

[3 credits of additional Classics courses](#)

Concentration in Classical Languages and Literature: Honours in Classics (30 credits).

Note: Students who intend to apply to graduate programs in Classics are strongly encouraged to take the 400-level courses in both Latin and Ancient Greek.

- 6 credits chosen from one of the following lists:
Introductory Ancient Greek
Introductory Latin

6 credits chosen from:

CLAS 321 Greek Epic Poetry (3.00)
CLAS 322 Latin Literature of the Augustan Period (3.00)
CLAS 330 Greek Drama (3.00)

- 6 credits chosen from one of the following lists:
Intermediate Ancient Greek
Intermediate Latin

- ~~6 credits chosen from one of the following lists:
Advanced Ancient Greek
Advanced Latin~~

~~6 credits chosen from:~~

~~CLAS 410 Advanced Ancient Greek I: Prose (3.00)
CLAS 411 Advanced Ancient Greek II: Poetry (3.00)
CLAS 420 Advanced Latin I: Prose (3.00)
CLAS 421 Advanced Latin II: Poetry (3.00)
LING 446 Comparative Grammar of Greek and Latin (3.00)
LING 447 Mycenaean Greek (3.00)
LING 456 Homeric Greek (3.00)
LING 457 Archaic Latin and the Italic Dialects (3.00)~~

BA Major in Classics (42 credits)

- 15 credits from the Core: Major in Classics
27 credits from one of the following concentrations: Concentration in Ancient History and Archaeology: Major in Classics
Concentration in Classical Languages and Literature: Major in Classics

Core: Major in Classics (15 credits)

- 6 credits:
CLAS 211 Greek Literature (3.00)
CLAS 212 Roman Literature (3.00)
- 6 credits:
CLAS 240 Greek History from the Bronze Age to Alexander (3.00)
CLAS 242 History of the Roman Republic (3.00)

Concentration in Classical Languages and Literature: Honours in Classics (30 credits).

Note: Students who intend to apply to graduate programs in Classics are strongly encouraged to take the 400-level courses in both Latin and Ancient Greek.

- 6 credits chosen from Introductory Ancient Greek or Introductory Latin

- 6 credits chosen from:
CLAS 321 Greek Epic Poetry
CLAS 322 Latin Literature of the Augustan Period
CLAS 330 Greek Drama

- 6 credits chosen from one of the following lists:
Intermediate Ancient Greek
Intermediate Latin

6 credits:
[Advanced Ancient Greek](#)

6 credits:
[Advanced Latin](#)

BA Major in Classics (42 credits)

- 15 credits from the Core: Major in Classics
27 credits from one of the following concentrations: Concentration in Ancient History and Archaeology: Major in Classics
Concentration in Classical Languages and Literature: Major in Classics

Core: Major in Classics (15 credits)

- 6 credits:
CLAS 211 Greek Literature (3.00)
CLAS 212 Roman Literature (3.00)
- 6 credits:
CLAS 240 Greek History from the Bronze Age to Alexander (3.00)^{D3}

3 credits:
CLAS 260 Introduction to Greek Archaeology (3.00)

Concentration in Ancient History and Archaeology: Major in Classics (27 credits)

3 credits:
CLAS 230 Ancient Near East (3.00)

3 credits chosen from:
CLAS 220 Daily Life in Ancient Greece and Rome (3.00)
CLAS 265 Mythologies of the Ancient Mediterranean (3.00)
CLAS 353 Representations of Women in Ancient Greece and Rome (3.00)

3 credits chosen from:
CLAS 264 Egyptian Archaeology (3.00)
CLAS 267 The Archaeology of the Greek Bronze Age (3.00)

6 credits:
CLAS 341 Greek History from Alexander to the Roman Conquest
CLAS 343 History of the Roman Empire

6 credits chosen from:
CLAS 363 Archaeology of Archaic Greece (3.00)
CLAS 364 Classical Greek Art and Archaeology (3.00)
CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)

3 credits
CLAS 369 Roman Art and Archaeology (3.00)

~~3 credits in either Classics courses or in another subject chosen in consultation with the Department~~

Concentration in Classical Languages and Literature: Major in Classics (27 credits)

6 credits chosen from one of the following lists:
Introductory Ancient Greek
Introductory Latin

6 credits chosen from:
CLAS 321 Greek Epic Poetry (3.00)
CLAS 322 Latin Literature of the Augustan Period (3.00)

CLAS 242 History of the Roman Republic (3.00)

3 credits:
CLAS 260 Introduction to Greek Archaeology (3.00)

Concentration in Ancient History and Archaeology: Major in Classics (27 credits)

3 credits:
CLAS 230 Ancient Near East (3.00)

3 credits chosen from:
CLAS 220 Daily Life in Ancient Greece and Rome (3.00)
CLAS 265 Mythologies of the Ancient Mediterranean (3.00)
CLAS 353 Representations of Women in Ancient Greece and Rome (3.00)

3 credits chosen from:
CLAS 264 Egyptian Archaeology (3.00)
CLAS 267 The Archaeology of the Greek Bronze Age (3.00)

6 credits:
CLAS 341 Greek History from Alexander to the Roman Conquest
CLAS 343 History of the Roman Empire

3 credits chosen from:
CLAS 363 Archaeology of Archaic Greece (3.00)
CLAS 364 Classical Greek Art and Archaeology (3.00)
CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)

3 credits
CLAS 369 Roman Art and Archaeology (3.00)

3 credits chosen from:
CLAS 460 Ancient Pottery: History, Analysis, and Interpretation (3.00)
CLAS 470 Advanced Seminar in Archaeology (3.00)

3 credits of additional Classics courses

Concentration in Classical Languages and Literature: Major in Classics (27 credits)

6 credits chosen from one of the following lists:
Introductory Ancient Greek
Introductory Latin

6 credits chosen from:
CLAS 321 Greek Epic Poetry (3.00)

<p>CLAS 330 Greek Drama (3.00)</p> <p>6 credits chosen from one of the following lists: Intermediate Ancient Greek Intermediate Latin</p> <p>6 credits chosen from one of the following lists: Advanced Ancient Greek Advanced Latin</p> <p>3 credits in either Classics courses or in another subject chosen in consultation with the Department</p>	<p>CLAS 322 Latin Literature of the Augustan Period (3.00) CLAS 330 Greek Drama (3.00)</p> <p>6 credits chosen from one of the following lists: Intermediate Ancient Greek Intermediate Latin</p> <p>6 credits chosen from one of the following lists: Advanced Ancient Greek Advanced Latin</p> <p>3 credits of additional Classics courses</p>
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Rationale:

Honours in Classics:
The new 400-level course, CLAS 470, has been integrated into this program's breakdown.

Limiting the three program elective credits to CLAS credits only is a direct reflection of the sufficient number of CLAS courses available to all CLAS students. It is a change that is long overdue.

The deletions of LING 446, 447, 456 and 457 (dossier: CMLL-88) result in changes to this program's breakdown.

Major in Classics:
The new 400-level course, CLAS 470, has been integrated into this program's breakdown, which also now includes CLAS 460. The latter course has already been a part of the Honours in Classics (Ancient History and Archaeology) as well as of the Minor in Classical Archaeology. It should have been included in this program when it was added to the curriculum (an oversight on our part).

The inclusion of the three credits chosen from the 400-level archaeology requirement results in a decrease of credits required to be chosen from the 300-level archaeology sequence (from six credits to three credits).

Limiting the three program elective credits to CLAS credits only is a direct reflection of the sufficient number of CLAS courses available to all CLAS students. It is a change that is long overdue.

Resource Implications:
These changes do not have any resource implications.

PROGRAM CHANGE: Program Structure - MIN

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Minor in Classical Archaeology
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>24 Minor in Classical Archaeology</p> <p>3 credits: CLAS 260 Introduction to Greek Archaeology (3.00)</p> <p>6 credits: CLAS 264 Egyptian Archaeology (3.00) CLAS 267 The Archaeology of the Greek Bronze Age (3.00)</p> <p>6 credits chosen from: CLAS 363 Archaeology of Archaic Greece (3.00) CLAS 364 Classical Greek Art and Archaeology (3.00) CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)</p> <p>3 credits CLAS 369 Roman Art and Archaeology (3.00)</p> <p>3 credits: CLAS 460 Ancient Pottery: History, Analysis, and Interpretation (3.00)</p> <p>3 credits in either Classics or another subject chosen in consultation with the Department</p>	<p>24 Minor in Classical Archaeology</p> <p>3 credits: CLAS 260 Introduction to Greek Archaeology (3.00)</p> <p>6 credits: CLAS 264 Egyptian Archaeology (3.00) CLAS 267 The Archaeology of the Greek Bronze Age (3.00)</p> <p>6 credits chosen from: CLAS 363 Archaeology of Archaic Greece (3.00) CLAS 364 Classical Greek Art and Archaeology (3.00) CLAS 365 Art and Archaeology of the Hellenistic Age (3.00)</p> <p>3 credits CLAS 369 Roman Art and Archaeology (3.00)</p> <p>3 credits <u>chosen from:</u> CLAS 460 Ancient Pottery: History, Analysis, and Interpretation (3.00) CLAS 470 Advanced Seminar in Archaeology (3.00)</p> <p>3 credits <u>of additional Classics courses</u></p>

Rationale:
 The new 400-level course, CLAS 470, has been integrated into this program's breakdown giving students options at the 400 (non-language) level.

Limiting the three program elective credits to CLAS credits only is a direct reflection of the sufficient number of CLAS courses available to all CLAS students. It is a change that is long overdue.

Resource Implications:

These changes do not have any resource implications.

PROGRAM CHANGE: Classics Course Lists (provide for reference purposes)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Classics Honours and Major programs
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Classics Course Lists</p> <p>Introductory Ancient Greek (6 credits)</p> <p>6 credits chosen from: CLAS 201 Introductory Ancient Greek I (3.00) CLAS 202 Introductory Ancient Greek II (3.00) CLAS 280 Introductory Ancient Greek: Intensive Course (6.00)</p> <p>Introductory Latin (6 credits)</p> <p>6 credits chosen from: CLAS 203 Introductory Latin I (3.00) CLAS 204 Introductory Latin II (3.00) CLAS 290 Introductory Latin: Intensive Course (6.00)</p> <p>Intermediate Ancient Greek (6 credits)</p> <p>6 credits: CLAS 383 Intermediate Ancient Greek I: Prose (3.00) CLAS 384 Intermediate Ancient Greek II: Poetry (3.00)</p> <p>Intermediate Latin (6 credits)</p> <p>6 credits: CLAS 391 Intermediate Latin I: Prose (3.00) CLAS 392 Intermediate Latin II: Poetry (3.00)</p>	<p>Classics Course Lists</p> <p>Introductory Ancient Greek (6 credits)</p> <p>6 credits chosen from: CLAS 201 Introductory Ancient Greek I (3.00) CLAS 202 Introductory Ancient Greek II (3.00) CLAS 280 Introductory Ancient Greek: Intensive Course (6.00)</p> <p>Introductory Latin (6 credits)</p> <p>6 credits chosen from: CLAS 203 Introductory Latin I (3.00) CLAS 204 Introductory Latin II (3.00) CLAS 290 Introductory Latin: Intensive Course (6.00)</p> <p>Intermediate Ancient Greek (6 credits)</p> <p>6 credits: CLAS 383 Intermediate Ancient Greek I: Prose (3.00) CLAS 384 Intermediate Ancient Greek II: Poetry (3.00)</p> <p>Intermediate Latin (6 credits)</p> <p>6 credits: CLAS 391 Intermediate Latin I: Prose (3.00) CLAS 392 Intermediate Latin II: Poetry (3.00)</p>

Advanced Ancient Greek (6 credits)

6 credits:
CLAS 410 Advanced Ancient Greek I: Prose
CLAS 411 Advanced Ancient Greek II: Poetry

Advanced Latin (6 credits)

6 credits:
CLAS 420 Advanced Latin I: Prose
CLAS 421 Advanced Latin II: Poetry

Advanced Ancient Greek (6 credits)

6 credits:
CLAS 410 Advanced Ancient Greek I: Prose (3.00)
CLAS 411 Advanced Ancient Greek II: Poetry (3.00)

Advanced Latin (6 credits)

6 credits:
CLAS 420 Advanced Latin I: Prose (3.00)
CLAS 421 Advanced Latin II: Poetry (3.00)

Rationale:

Limiting the three program elective credits to CLAS credits only is a direct reflection of the sufficient number of CLAS courses available to all CLAS students.

Resource Implications:

This change does not have any resource implications.

COURSE CHANGE: CLAS 470 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: May 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Classics (Ancient History/Archaeology)
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>CLAS 470 <i>Advanced Seminar in Archaeology</i> (3 credits)</p> <p>Prerequisite/corequisite: The following courses must be completed previously: CLAS 260 and 6 credits at the 300-level in Archaeology.</p> <p>Description: This course examines specific topics in archaeology such as architecture, urban planning, sculpture, inscriptions, numismatics, ancient landscapes, or techniques/ methodologies.</p> <p>Component(s): Seminar.</p> <p>Notes:</p> <ul style="list-style-type: none"> Students who have received credit for this topic under a CLAS 498 number may not take this course for credit.

Rationale:
 The new 400-level course, CLAS 470, gives students several options at the 400 (non-language) level available to all students in the Ancient History and Archaeology streams, which represent the majority of our Classics students. This much-needed additional 400-level course provides students with the opportunity for more advanced study of various topics in the sub-category of Archaeology (part of the Ancient History and Archaeology concentrations) and also a broader range of topics.

The prerequisite for this course is in line with the other advanced-level archaeology course, CLAS 460, and ensures that students are sufficiently prepared for this course.

Resource Implications:
 This change does not have any resource implications.

Other Programs within which course is listed:

none

Advanced Seminar in Archaeology
CLAS 470
(Draft)

Instructor:

Calendar Description: This course examines specific topics in archaeology such as architecture, urban planning, sculpture, inscriptions, numismatics, ancient landscapes or techniques/methodologies. Pre-requisite: 6 credits at the 300-level in Archaeology.

Text: There is no required text for this course. Reading and research assignments will be posted on the course website throughout term.

Evaluation: Oral presentation 30%, research assignment 20%, participation/attendance 10%, Final Exam 40%.

Research Assignment: You will write up one of the course topics as an extensive research paper of at least 15-20 double-spaced pages; this *cannot* be the same topic as your oral presentation. Details on this assignment will be provided on the course website.

Final Exam: This course has a take-home final exam. This exam will be posted on the website and must be submitted electronically. The exam will be comprehensive.

Participation/Attendance: You will be graded on your attendance and participation in this class. You will be expected to keep up with the assigned readings and contribute to class discussions.

Tentative Schedule of Topics:

Week 1	Introduction: identifying excavation site
Week 2	Excavation: archaeological survey
Week 3	Site-type identification
Week 4	Underwater archaeology
Week 5	Dating: artifact typologies
Week 6	Dendrochronology
Week 7	Archeobotanical residue
Week 8	Conservation: pottery and metals
Week 9	Conservation: underwater
Week 10	Pottery Analysis
Week 11	Bones Analysis
Week 12	Glass and Wood Analysis
Week 13	Architectural reconstruction

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 20, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Chemistry and Biochemistry (CHEM-72)

The following proposal was presented under ASFC-2021-5M-B and approved at the Arts and Science Faculty Council meeting of September 17, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 2nd, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Chemistry and Biochemistry
CHEM-72
Changes to Honours and Specialization in Biochemistry; new courses
CHEM 411, 414, 447, 474; deletion of CHEM 478; changes to CHEM
495

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Chemistry and Biochemistry** is proposing the conversion of four special topics courses given over the years into permanent courses within the Undergraduate Calendar; each course has been successfully offered at least twice and for each, there is growing interest in the respective discipline. Specifically, CHEM 411 *Advanced Bioanalytical Chemistry* offers advanced topics in analytical chemistry such as modern bioanalytical chemistry; CHEM 414 *Modern Aspects of Mass Spectrometry: Metabolomics and Proteomics* showcases mass spectrometry as a major analytical tool used in the “omics” revolution in the life sciences; CHEM 447 *Solar Energy Conversion* examines how chemistry is used to find fuel sources that are non-carbon based; finally CHEM 474 *Chemical Biology of Natural Products* examines how natural products interact with specific targets within the cell, which is of interest in the drug development process. These courses also attract students from other disciplines such as Physics, Biology, and Environmental and Sustainability Sciences.

As the research focus of the department has shifted more towards environmental and sustainability sciences, the department proposes deleting CHEM 478 *Hormone Biochemistry*. This course has not been taught since 2007 and the department will instead introduce courses such as CHEM 474 that offer topics reflecting this shift in focus.

Lastly, prerequisite and description changes for CHEM 495 *Advanced Molecular Characterization* will ensure that students are taking this and the other prerequisite courses in the proper sequence.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Chemistry and Biochemistry

CHEM-72

Memo from Chair

Program Changes

Honours in Biochemistry

Specialization in Biochemistry

New courses

CHEM 411 *Advanced Bioanalytical Chemistry*

CHEM 414 *Modern Aspects of Mass Spectrometry: Metabolomics and Proteomics*

CHEM 447 *Solar Energy Conversion*

CHEM 474 *Chemical Biology of Natural Products*

Course deletion

CHEM 478 *Hormone Biochemistry*

Course prerequisite and description change

CHEM 495 *Advanced Molecular Characterization*

INTERNAL MEMORANDUM

To: Richard Courtemanche, Associate Dean Academic Programs
From: Christine DeWolf, Chair, Department of Chemistry and Biochemistry
Date: February 21, 2021 (revised 20 May 2021, revised August 27th Paul Joyce)
Subject: Undergraduate Calendar Changes

The Department Council of the Department of Chemistry and Biochemistry met on 18 Jan 2021 and approved the following calendar changes proposed by the Department Curriculum Committee.

1) Assigning permanent course numbers to slot courses that have been taught successfully at least three times. With permanent course numbers, these courses can be added to the list of program electives.

CHEM 411: Advanced Bioanalytical Chemistry;

CHEM 414: Modern Aspects of Mass Spectrometry: Metabolomics and Proteomics;

CHEM 474: Chemical Biology of Natural Products;

CHEM 447: Solar Energy Conversion

2) Changing the prerequisite and description for **CHEM 495** to ensure the course is taken in the appropriate sequence to promote student success.

3) Deletion of the non-core, elective course **CHEM 478:** Hormone Biochemistry, which has not been offered since 2007. Since that time the research focus in the department has shifted more to environmental and sustainability sciences. In place of **CHEM 478** we now regularly offer courses such as **CHEM 470:** Environmental Biochemistry, **CHEM 474:** Chemical Biology of Natural Products, and **CHEM 498:** Biosynthesis (all with good enrolments) that reflect this new departmental focus.

4) As a consequence of the addition of CHEM 474 and the removal of CHEM 478, the calendar text will be modified to replace CHEM 478 with CHEM 474 in the list of approved 400-level elective courses for biochemistry honours and specialization students.

Thank you for considering these changes for which there are no resource implications as the courses will be offered as part of the department's regular allotment. Courses CHEM 411, 414, 447, and 474 all are cross-listed as graduate courses which also are gaining permanent course numbers in an associated dossier.



Christine DeWolf

PROGRAM CHANGE: Honours in Biochemistry**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours in Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Honours in Biochemistry (72 credits)</p> <p>45 credits from the Core Component for Biochemistry</p> <p>3 credits chosen from:</p> <p style="padding-left: 40px;">CHEM 477 Advanced Laboratory in Biochemistry (3.00) BIOL 466 Advanced Techniques in Molecular Biology (3.00)</p> <p>18 credits chosen from:</p> <p style="padding-left: 40px;">CHEM 312 Intermediate Analytical Chemistry (3.00) CHEM 325 Organic Chemistry IV: Organic Structure and Stereochemistry (3.00) CHEM 335 Biophysical Chemistry (3.00) CHEM 450 Research Project and Thesis (6.00) BIOL 367 Molecular Biology (3.00)</p> <p>6 credits of 400-level courses in the Biochemistry area chosen from:</p> <p style="padding-left: 40px;">CHEM 470 Environmental Biochemistry (3.00) CHEM 471 Enzyme Kinetics and Mechanism (3.00) CHEM 472 Chemical Toxicology (3.00)</p>	<p>Honours in Biochemistry (72 credits)</p> <p>45 credits from the Core Component for Biochemistry</p> <p>3 credits chosen from:</p> <p style="padding-left: 40px;">CHEM 477 Advanced Laboratory in Biochemistry (3.00) BIOL 466 Advanced Techniques in Molecular Biology (3.00)</p> <p>18 credits chosen from:</p> <p style="padding-left: 40px;">CHEM 312 Intermediate Analytical Chemistry (3.00) CHEM 325 Organic Chemistry IV: Organic Structure and Stereochemistry (3.00) CHEM 335 Biophysical Chemistry (3.00) CHEM 450 Research Project and Thesis (6.00) BIOL 367 Molecular Biology (3.00)</p> <p>6 credits of 400-level courses in the Biochemistry area chosen from:</p> <p style="padding-left: 40px;">CHEM 470 Environmental Biochemistry (3.00) CHEM 471 Enzyme Kinetics and Mechanism (3.00) CHEM 472 Chemical Toxicology (3.00)</p>

CHEM 475 Protein Engineering and Design (3.00)
CHEM 476 Structure and Function of Biomembranes (3.00)
~~CHEM 478 Hormone Biochemistry (3.00)~~
CHEM 481 Bioinorganic Chemistry (3.00)
Students may also choose CHEM 498 when appropriate.

Three of these six credits may be replaced by a 400-level level course in Chemistry or a 400-level course in Cell and Molecular Biology chosen from:

BIOL 443 Plant Molecular Genetics (3.00)
BIOL 461 Advanced Genetics (3.00)
BIOL 462 Immunology (3.00)
BIOL 463 Comparative Genomics and Genome Evolution (3.00)
BIOL 467 Advanced Cell Biology (3.00)
BIOL 468 Gene Structure (3.00)
BIOL 472 Virology (3.00)
Students may also choose BIOL 498 when appropriate.

[CHEM 474 Chemical Biology of Natural Products \(3.00\)](#)
CHEM 475 Protein Engineering and Design (3.00)
CHEM 476 Structure and Function of Biomembranes (3.00)
CHEM 481 Bioinorganic Chemistry (3.00)
Students may also choose CHEM 498 when appropriate.

Three of these six credits may be replaced by a 400-level level course in Chemistry or a 400-level course in Cell and Molecular Biology chosen from:

BIOL 443 Plant Molecular Genetics (3.00)
BIOL 461 Advanced Genetics (3.00)
BIOL 462 Immunology (3.00)
BIOL 463 Comparative Genomics and Genome Evolution (3.00)
BIOL 467 Advanced Cell Biology (3.00)
BIOL 468 Gene Structure (3.00)
BIOL 472 Virology (3.00)
Students may also choose BIOL 498 when appropriate.

Rationale:

We are removing CHEM 478 as it has not been offered since 2007 and in that time research focus in the department has shifted more to environmental and sustainability sciences. In place of CHEM 478 we now regularly offer courses such as CHEM 470 Environmental Biochemistry, CHEM 474 Chemical Biology of Natural Products (all with good enrolments) that reflect this new departmental focus.

Resource Implications:

None.

PROGRAM CHANGE: Specialization in Biochemistry**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Specialization in Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Specialization in Biochemistry (69 credits)</p> <p>45 credits from the Core Component for Biochemistry</p> <p>18 credits:</p> <p>CHEM 312 Intermediate Analytical Chemistry (3.00) CHEM 325 Organic Chemistry IV: Organic Structure and Stereochemistry (3.00) CHEM 335 Biophysical Chemistry (3.00) CHEM 477 Advanced Laboratory in Biochemistry (3.00) BIOL 367 Molecular Biology (3.00) BIOL 466 Advanced Techniques in Molecular Biology (3.00)</p> <p>Note: CHEM 477 or BIOL 466 plus a non-biochemistry program elective can be replaced by CHEM 419 or CHEM-450.</p> <p>6 credits of 400-level courses in the Biochemistry area chosen from:</p> <p>CHEM 470 Environmental Biochemistry (3.00) CHEM 471 Enzyme Kinetics and Mechanism (3.00) CHEM 472 Chemical Toxicology (3.00) CHEM 475 Protein Engineering and Design (3.00)</p>	<p>Specialization in Biochemistry (69 credits)</p> <p>45 credits from the Core Component for Biochemistry</p> <p>18 credits:</p> <p>CHEM 312 Intermediate Analytical Chemistry (3.00) CHEM 325 Organic Chemistry IV: Organic Structure and Stereochemistry (3.00) CHEM 335 Biophysical Chemistry (3.00) CHEM 477 Advanced Laboratory in Biochemistry (3.00) BIOL 367 Molecular Biology (3.00) BIOL 466 Advanced Techniques in Molecular Biology (3.00)</p> <p>Note: CHEM 477 or BIOL 466 plus a non-biochemistry program elective can be replaced by CHEM 419 or CHEM-450.</p> <p>6 credits of 400-level courses in the Biochemistry area chosen from:</p> <p>CHEM 470 Environmental Biochemistry (3.00) CHEM 471 Enzyme Kinetics and Mechanism (3.00) CHEM 472 Chemical Toxicology (3.00) CHEM 474 Chemical Biology of Natural Products (3.00) CHEM 475 Protein Engineering and Design (3.00)</p>

CHEM 476 Structure and Function of Biomembranes (3.00)

~~CHEM 478 Hormone Biochemistry (3.00)~~

CHEM 481 Bioinorganic Chemistry (3.00)

Students may also choose CHEM 498 when appropriate.

Three of these six credits may be replaced by a 400-level level course in Chemistry or a 400-level course in Cell and Molecular Biology chosen from:

BIOL 443 Plant Molecular Genetics (3.00)

BIOL 461 Advanced Genetics (3.00)

BIOL 462 Immunology (3.00)

BIOL 463 Comparative Genomics and Genome Evolution (3.00)

BIOL 467 Advanced Cell Biology (3.00)

BIOL 468 Gene Structure (3.00)

BIOL 472 Virology (3.00)

Students may also choose BIOL 498 when appropriate.

NOTE: Students in the specialization program must maintain a GPA of 2.00 or better in the core program, to be evaluated annually.

CHEM 476 Structure and Function of Biomembranes (3.00)

CHEM 481 Bioinorganic Chemistry (3.00)

Students may also choose CHEM 498 when appropriate.

Three of these six credits may be replaced by a 400-level level course in Chemistry or a 400-level course in Cell and Molecular Biology chosen from:

BIOL 443 Plant Molecular Genetics (3.00)

BIOL 461 Advanced Genetics (3.00)

BIOL 462 Immunology (3.00)

BIOL 463 Comparative Genomics and Genome Evolution (3.00)

BIOL 467 Advanced Cell Biology (3.00)

BIOL 468 Gene Structure (3.00)

BIOL 472 Virology (3.00)

Students may also choose BIOL 498 when appropriate.

NOTE: Students in the specialization program must maintain a GPA of 2.00 or better in the core program, to be evaluated annually.

Rationale:

We are removing CHEM 478 as it has not been offered since 2007 and in that time research focus in the department has shifted more to environmental and sustainability sciences. In place of CHEM 478 we now regularly offer courses such as CHEM 470 Environmental Biochemistry, CHEM 474 Chemical Biology of Natural Products (all with good enrolments) that reflect this new departmental focus.

Resource Implications:

None.

COURSE CHANGE: CHEM 411 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>CHEM 411 Advanced Bioanalytical Chemistry (3.00)</p> <p><i>Prerequisites:</i> The following courses must be completed previously: CHEM 271 or 312. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course presents the concepts, tools and common instrumental techniques employed in modern bioanalytical chemistry for the quantitative analysis of drugs, metabolites, toxins, environmental contaminants, biomarkers, proteins, biotherapeutics and/or DNA in biological samples. Topics may include sample preparation, mass spectrometry, immunoassays, biosensors, microfluidics, bioanalytical method validation and discussion of emerging bioanalytical techniques and trends. The applications discussed encompass toxicology, forensics, pharmacokinetics, metabolism, clinical chemistry, environmental analysis, and biotechnology.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.</i>

Rationale:
 This course is an advanced elective course in analytical chemistry. It has been offered four times as a cross-listed slot course (CHEM 498U) and a permanent course number is proposed.

Past enrolments based on class capacity of 30 students (20 undergraduate, 10 graduate):
 2014: 6U/7G= 13/30

2016: 8U/4G= 12/30
2017: 2U/5G= 7/30
2019:10U/9G= 19/30

Resource Implications:
None.

Other Programs within which course is listed:

This course will also be cross-listed as CHEM 611 (see dossier CHEM-71).

COURSE CHANGE: CHEM 414 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input checked="" type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>CHEM 414 Modern Aspects of Mass Spectrometry: Metabolomics and Proteomics (3.00)</p> <p><i>Prerequisites:</i> The following courses must be completed previously: CHEM 271 or CHEM 312; six credits of 300-level CHEM courses. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course surveys and critically discusses the state-of-the-art mass spectrometry-based approaches that are driving the metabolomics and proteomics revolution for applications such as shotgun proteomics, quantitative proteomics, post-translational modifications, top-down proteomics, untargeted metabolomics, lipidomics, metallomics, structural biology and molecular structure characterization.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.</i>

Rationale:
The life sciences are currently undergoing an "omics" revolution where concentrations and interactions of hundreds or thousands of biomolecules are systematically interrogated in parallel. Mass spectrometry is one of the major analytical tools contributing to the power and growth of metabolomics and proteomics. This course has been successfully offered twice as a cross-listed slot course (CHEM 498E) and a permanent course number is proposed.

Past enrolments based on class capacity of 30 students (20 undergraduate, 10 graduate):
2015: 8U/11G =19/30

2017: 2U/6G =8/30

Resource Implications:

None.

Other Programs within which course is listed:

The course will also be cross-listed as CHEM 614 (see dossier CHEM-71).

COURSE CHANGE: CHEM 447 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input checked="" type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>CHEM 447 Solar Energy Conversion (3.00)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: CHEM 234 and CHEM 241.</p> <p><i>Description:</i> This course explores how chemistry enables solar energy conversion (as a source of alternative energy) through photochemistry/photobiology and photovoltaics (solar cells). In the first subject area, solar energy conversion through artificial photosynthesis, solar fuels catalysis, and photobiological fuel production is examined. In the second subject area, the fundamental principles governing solar energy to electricity conversion, efficiency of solar cells, different photovoltaic implementations (inorganic, organic, hybrid) and charge separation/transport are explored. Special focus topics include the design, synthesis and spectroscopic tools needed to study inorganic molecules and materials for solar fuels catalysis.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.</i>

Rationale:

The aim of this course is to survey modern inorganic chemistry approaches to addressing the ongoing grand challenge of alternative energy generation brought on by modern society's reliance on carbonaceous fuel sources. The consequences of this reliance are well-documented, but the problem itself is complex and multi-faceted and as such requires modern solutions that integrate aspects of chemistry, engineering, and materials science. One possible overarching solution is to harness the power of the sun to both generate fuels and electricity. In this course, this grand challenge is outlined for the participants, combined with in-depth discussion of innovative and relevant chemistry-based approaches to

potentially solve this complicated problem. Advanced students come away from these lectures with a new appreciation for the scope of this problem, as well as the role fundamental chemistry can play in developing applications to address this challenge. This course is unlike any other offered in the Department of Chemistry and Biochemistry, draws material primarily from inorganic chemistry but also physical and materials chemistry, has held high enrollment (consistently increasing from the first offering in 2018), and routinely attracts students from multiple disciplines (e.g., Biochemistry, Physics) underscoring the interest in this subject matter.

Past enrolments based on class capacity of 30 students (20 undergraduate, 10 graduate):

2018: 8U/2G = 10/30

2019: 15U/5G = 20/30

2020: 20U/6G = 26/30

2021: 20U/11G = 31/30

Resource Implications:

None.

Other Programs within which course is listed:

This course will also be cross-listed as CHEM 647 (see dossier CHEM-71).

COURSE CHANGE: CHEM 474 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input checked="" type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>CHEM 474 Chemical Biology of Natural Products (3.00)</p> <p><i>Prerequisite:</i> The following course must be completed previously: CHEM 375. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course examines how natural products interact with their cellular targets, with a special emphasis on the role of antibiotics and anticancer drugs. It also explores the role of these compounds in their natural environment, with a focus on intra-species competition and symbiosis.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.</i>
<p>Rationale:</p> <p>This course, which already has good enrolments, also should be of interest to upper level undergraduate students in the new BSc Honours and BSc Specialization in Environmental and Sustainability Science. It also is of interest to our graduate students studying natural products and their roles in medicine and the environment. This course will continue to be offered in our regular rotation of courses.</p> <p>Past enrolments based on class capacity of 40 students (30 undergraduate, 10 graduate): 2017: 19U/2G = 21/40 2019: 27U/2G = 29/40</p>	
<p>Resource Implications:</p>	

None.

Other Programs within which course is listed:

This course will also be cross-listed as CHEM 674 (see dossier CHEM-71).

COURSE CHANGE: CHEM 478 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>CHEM 478 — Hormone Biochemistry (3.00)</p> <p>Prerequisite: CHEM 271 and CHEM 375.</p> <p>Description: This course deals with an in-depth study of the vertebrate hormones and involves a study of the precise chemical structure and properties of each hormone, its biosynthesis and mode of secretion from the cell. The circulating form of the hormone is examined, as well as the nature of the hormone receptor. The cellular mechanism of action and the relationship of the hormone's action to the intact animal are investigated. Lectures only.</p> <p>Component(s): Lecture.</p>	
<p>Rationale: This course has not been offered since 2007 and in that time research focus in the department has shifted more to environmental and sustainability sciences. In place of CHEM 478 we now regularly offer courses such as CHEM 470 Environmental Biochemistry, CHEM 474 Chemical Biology of Natural Products, and CHEM 498 Biosynthesis (all with good enrolments) that reflect this new departmental focus.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: CHEM 495 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Chemistry and Biochemistry
Program: Honours, Specialization, Major in Chemistry and Biochemistry
Degree: BSc
Calendar Section/Graduate Page Number: 31.050**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input checked="" type="checkbox"/> Prerequisite
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 2021/2022) calendar	Proposed Text
<p>CHEM 495 Advanced Molecular Characterization (3.00)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: CHEM 241, 293; six credits of 300-level CHEM courses.</p> <p><i>Description:</i> This course presents advanced techniques to characterize the geometric and electronic structures of molecules. This includes spectroscopic (rotational, vibrational, electronic, photoelectron, NMR, EPR, Mössbauer), diffraction and electrochemical methods. The course introduces the techniques and applies them to concrete case studies.</p> <p><i>Component(s):</i> Lecture.</p>	<p>CHEM 495 Advanced Molecular Characterization (3.00)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: CHEM 241, 293; six credits of 300-level CHEM courses which must include either CHEM 325 or CHEM 341.</p> <p><i>Description:</i> This course presents advanced techniques to characterize the geometric and electronic structures of molecules. Topics may include spectroscopic (rotational, vibrational, electronic, photoelectron, NMR, EPR, Mössbauer), diffraction and electrochemical methods. The course introduces the techniques and applies them to concrete case studies.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The prerequisite changes ensure that students have taken one of the two courses that teach symmetry prior to taking the course.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

General information

Course: CHEM 498U
Section: 51
Term: Fall 2017
Credits: 3.0
Location: CC 425
Time: Tues 18:00-20:30

Instructor: Prof. Dajana Vuckovic
Department: Chemistry and Biochemistry
Office: SP 275.31
Phone: (514) 848-2424 ext. 3981
E-mail: Dajana.vuckovic@concordia.ca
Office hours: **Thursdays 1-2 pm or by appointment**

Course Description

Calendar course description: Prerequisite: CHEM 271 AND 312 or permission from the instructor. This course presents the concepts, tools and common instrumental techniques employed in modern bioanalytical chemistry for the quantitative analysis of drugs, metabolites, toxins, environmental contaminants, biomarkers, proteins, biotherapeutics and/or DNA in biological samples. The main topics covered will include sample preparation; mass spectrometry; immunoassays; biosensors; microfluidics; bioanalytical method validation and discussion of emerging bioanalytical techniques and trends. The applications discussed will encompass toxicology, forensics, pharmacokinetics, metabolism, clinical chemistry, environmental analysis and biotechnology. Lectures and discussion-style tutorials.

Expanded course description: The main objective of this course is to teach students how to select or develop an analytical method for a given analyte in a given biological matrix. The students will be expected to understand the main principles of the stated techniques, and subsequently be able to compare/contrast different instrumental and non-instrumental approaches to select the most appropriate choice for a given analysis. To guide such critical interpretation, this course will heavily emphasize critical thinking and problem-solving skills through class discussions, problem-solving assignments and detailed exploration of case studies encompassing bioanalytical problems of current relevance such as newborn screening, clinical analysis of vitamin D, quality control of biotherapeutics and biosimilars and glucose monitoring.

Overall course goal: Select or design the analytical method to measure an analyte in biological fluid or tissue

Key learning objectives:

- Distinguish terminology of method validation and calibration
- Identify and explain the main principles of key techniques in bioanalysis
- Interpret data across different validation studies
- Design a validation study for a bioanalytical method in compliance with regulatory requirements
- Summarize and critique different analytical approaches to perform a selected analysis
- Propose a method for an analyte of interest in a given matrix

Grading scheme

Assignment 1	October 17, 2017	10%
Assignment 2	November 21, 2017	10%
Participation	Throughout the course	15%
5-page critical evaluation term paper	Monday, December 4, 2017	25%
Final exam	TBD, during exam period Dec 6-20, 2017	40% (comprehensive)

Due dates and late policy:

→ Assignment due dates: **Assignments are due by 17:55 before the beginning of the class on the stated dates.**

→ Late policy on assignments and critical paper: **No late assignments will be accepted unless** medical note is provided. Any assignments that are not handed in by due date and time will be assigned a mark of **zero**. Assignments will **not** be accepted by email. Only printed or hand-written solutions to the assignment will be accepted. Please hand in complete solution to the assigned problems, not just the final answers.

Textbook and materials:

- **Bioanalytical Chemistry, Mikkelsen and Corton, 2nd edition, Wiley, 2016 (required textbook for the course)**
 - Course notes and references described in weekly schedule for deeper information
 - Discussion papers – see page 4
 - FDA Bioanalytical Method Validation Guidelines:
<http://www.fda.gov/downloads/drugs/guidancecomplianceregulatoryinformation/guidances/ucm368107.pdf>
 - EMA Bioanalytical Method Validation Guidelines:
http://www.ema.europa.eu/docs/en_GB/document_library/Scientific_guideline/2011/08/WC500109686.pdf
 - scientific calculator

Textbooks (optional):

- Handbook of LC-MS Analysis, Li, Zhang and Tse, Wiley, 2013 (suggested textbook to complement some of LC-MS lectures)
- Bioanalysis of Pharmaceuticals, Hansen and Pedersen-Bjergaard, 2015 (suggested introductory textbook if you are struggling with basic background material)

<u>General information</u>	CHEM 498E
Course:	51
Section:	Winter
Term:	3.0
Credits:	CC-425
Location:	Tues 18:00-20:30
Time:	
	Prof. Ann English
Instructor:	Chemistry and Biochemistry
Department:	SP 275.23
Office:	(514) 848-2424 ext. 3338
Phone:	ann.english@concordia.ca
E-mail:	Tues 3:30-5:30 pm or by appointment
Office hours:	
	Prof. Dajana Vuckovic
Instructor:	Chemistry and Biochemistry
Department:	SP 275.31
Office:	(514) 848-2424 ext. 3981
Phone:	Dajana.vuckovic@concordia.ca
E-mail:	Tues 1-2 pm, or by appointment
Office hours:	

Course Description

Calendar course description: The life sciences are currently undergoing an “omics” revolution where concentrations and interactions of hundreds or thousands biomolecules are systematically interrogated in parallel. One of the major analytical tools contributing to the power and growth of metabolomics and proteomics is mass spectrometry. This course will survey and critically discuss the state-of the-art mass spectrometry-based tools that are driving metabolomics and proteomics revolution for applications such as shotgun proteomics, quantitative proteomics, post-translational modifications, top-down proteomics, untargeted metabolomics, lipidomics, metallomics, structural biology and molecular structure characterization. Lectures only.

Course Goals and Objectives

Overall course goal: Select, design or evaluate the most appropriate omics study to answer a biological, clinical or environmental question of interest

Course objectives/learning outcomes:

- Summarize and critique different analytical approaches to perform a selected analysis and select the most suitable approach for a given case study
- Identify and explain the main principles of key techniques in metabolomics and proteomics
- Critically analyze a journal article or experimental design of an omics study
- Interpret basic mass spectrometry data such as calculating the mass of intact proteins or assigning a peptide’s sequence based on its mass spectrum
- Interpret and discuss the results of a principal component analysis
- Utilize common proteomics and metabolomics databases as needed for the design of experiments and the interpretation of results

Grading scheme

Assignments	Assignment 1 – Feb 7, 2017 Assignment 2 – Mar 7, 2017 Assignment 3 – Mar 28, 2017	30
Individual student presentation	April 11, 2017	20
Class participation	Throughout course Instructor evaluation: 2 Assigned readings discussion: 4 In-class activities and groupwork: 4	10
Final exam	TBD, during exam period April 19-May 2	40 (comprehensive)

Due dates and late policy:

→ Assignment due dates: **Assignments are due by 05:55 pm before the beginning of the class on the stated dates.**

→ Late policy on assignments: **No late assignments will be accepted** unless a medical note is provided. Any assignments that are not handed in by the due date and time will be assigned a mark of **zero**. Assignments will **not** be accepted by email. Only printed or hand-written solutions to the assignment will be accepted. Please hand in complete solution to the assigned problems, not just the final answers.

TEXTBOOK

- No textbook is assigned for this course
- Course notes and references described in weekly schedule for more in depth information
- Discussion papers – see page 4

MOODLE

All assignments and relevant course notes will be posted on the Moodle course website. Please check the course website periodically to access these online materials. If you have any problems using Moodle, please consult the Helpdesk at extension 7613.

GOOD ADVICE

- Answer all questions on the assignments
- Go over all assigned readings
- Prepare for the discussion-style sessions by reading the assigned journal article and critically thinking about it ahead of class time (guidance questions will be posted on Moodle to consider during assigned reading)
- Seek assistance well before the exam

**CONCORDIA UNIVERSITY
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY**

**CHEM 498/630 (section 53/54) (proposed CHEM 447/647)
SOLAR ENERGY CONVERSION
SYLLABUS – Winter 2018**

GENERAL INFORMATION

Solar Energy Conversion (CHEM 498/630) is a one-term course open to all degree programs. This course requires CHEM 234 (Physical Chemistry I: Thermodynamics) and CHEM 241 (Inorganic Chemistry II: The Chemistry of the Main Group Elements). This course will explore how inorganic chemistry enables solar energy conversion (as a source of alternative energy) through photochemistry/photobiology and photovoltaics (solar cells).

INSTRUCTORS	Professor Marek Majewski Office L-SP 201-12 marek.majewski@concordia.ca Ph. 848-2424 ext. 3343
COURSE FORMAT	Lectures
LECTURE HOURS	Mo 18:00 - 20:30
LOCATION	LOY CC-314
Recommended TEXTBOOKS	<i>Robert H. Crabtree (Ed.), Energy Production and Storage: Inorganic Chemical Strategies for a Warming World, Wiley 2010.</i>
COURSE WEBSITE	TBD
OFFICE HOURS	Tu 13:00 – 14:00; drop-in anytime

COURSE WITHDRAWAL

Monday, March 19, 2018 is the last day for academic withdrawal from Winter-term courses.

LECTURES and READING

Classroom time is divided between lectures and an overview of relevant recent literature. The lectures are designed to reinforce and clarify fundamental and practical material. This is an advanced topic course which, while built on a foundation of important fundamental chemistry principles, aims to provide an expansive and integrated tour of solar energy conversion technologies that are enabled through chemistry. The course is divided into roughly two thematic fields: In the first subject area, solar energy conversion through artificial photosynthesis, solar fuels catalysis, and photobiological fuel production will be examined. In the second subject area, the fundamental principles governing solar energy to electricity conversion, efficiency of solar cells, different photovoltaic implementations (inorganic, organic, hybrid) and charge separation/transport will be explored. Special focus topics include the design, synthesis and spectroscopic tools needed to study inorganic molecules and materials for solar fuels catalysis.

Topics discussed in each subject area will be reinforced through periodic study and discussions of recently published literature, providing relevant and topical examples on the ongoing development of solar energy conversion.

COURSE OBJECTIVES

- Evaluate and understand the chemistry principles behind energy conversion in solar cells and solar fuels systems
- Evaluate the different methods for solar fuel production
- Explain the different kinds of solar cells and their mechanisms for charge generation and separation
- Describe and evaluate the research challenges in the field of photochemical energy conversion

COURSE OUTLINE

- 1 Photobiochemistry, photobiology and solar fuels production
 - Artificial photosynthesis, catalysts for solar fuels production, photobiological fuel production
- 2 Photovoltaic cells (solar energy to electricity)
 - Fundamentals of solar energy to electricity, efficiency of solar cells, different photovoltaic technologies (inorganic, hybrid, organic), charge separation/transport

EXAMINATIONS

There will be one (1) formal examination:

1. Midterm Exam (in class) on **February 12th, 2018**.

In addition to the Midterm Exam, there will be two projects associated with this course.

1. Midterm oral presentation where students will explain a recent advance in the chemistry of solar energy conversion. Students will select a recent scientific advance (typically a paper, or small collection of papers) and present a 'highlight' style oral presentation to the class, leaving time for questions from the audience. (Approx. 15 min presentation + 5 mins for questions: Begin **March 5, 2018**)
2. The final paper will comprise a short review of recent scientific contributions from a pre-assigned leading researcher in the field of solar energy conversion. In other words, students will write a short 'mini-review' style article commenting on a small body of recently published work from a well-known contributor to the solar energy conversion field. (Due **April 16, 2018**)

ACADEMIC INTEGRITY (*Source: <http://www.concordia.ca/students/academic-integrity.html>*)

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." This includes material copied word for word from books, journals, Internet sites, professor's course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. "Presentation" is not limited to written work. It includes oral presentations, computer assignment and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it!

MANDATORY QUIZ AND SEMINAR

As part of this course, you are **required** to i) attend a Chemistry and Biochemistry Departmental Seminar on the academic conduct code and the appropriate use of information sources and ii) pass the online quiz associated with this seminar (the passing grade for the quiz is 100%). (**Note:** This is **not** the University's quiz you may have been asked to take when you first registered and logged into the myConcordia portal; the one you must take is similar, but graded by the Department of Chemistry and Biochemistry, and you cannot take it until after you have attended the seminar.) The aim of this seminar is to clarify the academic conduct code in terms of what practices will be considered unacceptable with regards to work submitted for grading in Chemistry and Biochemistry courses. **You are only exempt from repeating the seminar and the quiz if you have done both in Winter 2013 or more recently,*** otherwise you are required to repeat both this term. This short seminar (1 hour) will be held at the following times (note that late-comers will not be admitted):

CONCORDIA UNIVERSITY
DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY
CHEMISTRY 498/670 (proposed CHEM 474/674)
CHEMICAL BIOLOGY OF NATURAL PRODUCTS
COURSE INFORMATION

COURSE FORMAT: Lectures ONLY.

INSTRUCTOR: Brandon Findlay
Office: SP-265.22
Tel.: 848-2424 ext.5315
e-mail: Brandon.Findlay@concordia.ca

OFFICE HOURS: By appointment only.

OUTLINE: This course will examine how small molecule natural products interact with their cellular targets, with a special emphasis on the role of therapeutics like antibiotics and anticancer drugs. We will also cover the role of these compounds in their natural environment, with a focus on intra-species competition and symbiosis.

PREREQUISITES: CHEM 375. Students may not take both this course and CHEM 498/670 – Secondary metabolism for credit.

GRADING:

Class participation	5%
Presentation	20%
Midterm Exam	25%
Final Exam	50%

PRESENTATIONS: Each student will give a 20-25 minute presentation on a key advance touching on course material, either in pairs (undergraduates) or alone (graduate students). Students will be evaluated on the quality of their talk and their response to questions from the audience. Asking questions and providing constructive feedback on student presentations will contribute to a student's participation grade.

COURSE OUTLINE:

<i>Lecture</i>	<i>Topic</i>
1	Introduction
2	Getting Into the Cell
3	Introduction to Chemical Ecology
4	Signals Between Bacteria

5	Bacterial Communities
6	Cheaters, Cues, and Threats
7	The Multicellular Lifestyle
8	Plant and Mushroom Natural Products
9	Insects and Pheromones
10	The Rhizobia and Mycorrhizal Fungi
11	The Limits of Symbiosis
12	Mammalian Natural Products
13	Midterm
14	A Brief History of Antibiotics
15	Antibiotics and the Cell Envelope
16	Antibiotics That Target Primary Metabolism
17	The Ecological Role of Antibiotics
18	Antibiotics as Defences
19	Detoxifying Antibiotics
20	Interactions Between Bacteria and Eukaryotes
21	Natural Products with Anticancer Activities
22	Biocides: Natural Products Vs Nucleic Acids
23	Other Therapeutically-relevant Natural Products
24	Probing Natural Product Function
25	The Microbiome
26	Wrap-up

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 19, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics (CMLL-87)

The following proposal was presented under ASFC-2021-3M-B and approved at the Arts and Science Faculty Council meeting of April 16, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 1st, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-87
Course title and description changes to Spanish courses: SPAN 310,
406, 411, and 412

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Classics, Modern Languages and Linguistics** is proposing course title and description changes to the following four advanced courses in their Spanish program: SPAN 310 *Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries*; SPAN 406 *From Orality to Literacy in Medieval Spain, 1100-1500*; SPAN 411 *Freedom and Containment in Spanish Golden Age Prose, 1550-1700*; SPAN 412 *Golden Age Drama and Poetry: Theatricality in Renaissance and Baroque Spain, 1500-1690*. These changes provide an updated contemporary view to these courses, as well as additional relevant information to these topics.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Classics, Modern Languages and Linguistics

CMLL-87

Memo from Chair

Course title and description changes

- | | |
|----------|---|
| SPAN 310 | <i>Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries</i> |
| SPAN 406 | <i>From Orality to Literacy in Medieval Spain, 1100-1500</i> |
| SPAN 411 | <i>Freedom and Containment in Spanish Golden Age Prose, 1550-1700</i> |
| SPAN 412 | <i>Golden Age Drama and Poetry: Theatricality in Renaissance and Baroque Spain, 1500-1690</i> |

INTERNAL MEMORANDUM

To: Dr. Richard Courtemanche, Associate Dean, Academic Programs

From: Dr. Madelyn Kissock, Chair, CMLL

Date: December 16, 2020, March 30, 2021

Subject: Curriculum Changes: Spanish for 2022-23 Calendar

The Curriculum Committee of CMLL reviewed and approved the following changes to the Spanish section of CMLL. The changes were subsequently approved by CMLL's Department Council on November 27, 2020.

The Spanish section is updating four of its advanced courses, SPAN 310: Hispanic Literature from the 12th to the 17th Centuries (new title), 406: Medieval Iberian Literatures, 1100-1500 (new title), 411: Early Modern Spanish Narrative, 1550-1700 (new title) and 412: Drama and Poetry in Renaissance and Baroque Spain, 1500-1690 (new title). The overall contents of these courses remain the same but the modifications to the titles and descriptions reflect changes in frame of reference in which they are placed and emphasize a more contemporary view of the political and socio-cultural topics involved as well as address some additional topics that are of particular interest today.

None of these curriculum changes has any resource implications.

COURSE CHANGE: SPAN 310 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Specialization, Major, Minors in Spanish
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>SPAN 310 Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: SPAN 240 or 242 or equivalent with a grade of C or higher.</p> <p><i>Description:</i> This course introduces students to medieval and early modern Spanish literature by examining the relationship between cultural manifestations and emergent narratives of Spanish national history. Students are also introduced to literary analysis and its relation to socio-cultural issues through activities that may include small group discussions, close readings, short analytical papers, and essay exams.</p>	<p>SPAN 310 <u>Hispanic Literature from the 12th to the 17th Centuries</u> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: SPAN 240 or 242 or equivalent with a grade of C or higher.</p> <p><i>Description:</i> This course introduces students to medieval and early modern <u>Hispanic</u> literature by examining the <u>complex roles of art and literature in the relationship between political expansion and cultural and ethnic heterogeneity.</u></p> <p><u>Component:</u> Lecture.</p>
<p>Rationale: The overall content of this course remains the same but the modifications to the title and description reflect changes in frame of reference in which they are placed. These updates emphasize a more contemporary view of the political and socio-cultural topics involved as well as address some additional topics that are of particular interest today.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: SPAN 406 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Specialization, Major, Minors in Spanish
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>SPAN 406 <i>From Orality to Literacy in Medieval Spain, 1100-1500</i> (3 credits)</p> <p>Prerequisite: The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description: This course examines the ways in which oral-popular discourses are appropriated by the representatives of “official” culture, as well as how emerging institutions fashion their message around a nascent concern with Hispanic identity in works from the late period of Spain’s era of Reconquest. Topics of inquiry may include the social and political function of oral poetry, the importance of ritualistic cultural phenomena, the growing importance of vernacular literature, and the processes of canon formation.</i></p>	<p>SPAN 406 <i>Medieval <u>Iberian Literatures</u>, 1100-1500</i> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description:</i> This course examines the <u>socio-cultural and artistic complexity of medieval Iberian cultures as well as how emerging institutions attempt to link artistic performance and expression to a nascent concern with Hispanic identity.</u> Topics may include the social and political functions of oral poetry, <u>public ritual, the growth of vernacular literature, the transition from artisan to artist, and the process of canon formation.</u></p> <p><u><i>Component: Lecture.</i></u></p>
<p>Rationale: The overall content of this course remains the same but the modifications to the title and description reflect changes in frame of reference in which they are placed. These updates emphasize a more contemporary view of the political and socio-cultural topics involved as well as address some additional topics that are of particular interest today.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: SPAN 411 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Specialization, Major, Minors in Spanish
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>SPAN 411 <i>Freedom and Containment in Spanish Golden Age Prose, 1550-1700</i> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description:</i> This course considers a selection of narrative texts from the Spanish Golden Age in order to examine the relationship between the reading subject and an emergent official culture. Through close textual analysis and critical discussion of representative works by authors such as Cervantes, Quevedo, and Zayas, students study and discuss literary and extra-literary issues representative of this period. Course topics may include theories of reader reception, the role of censorship, the construction of gender, and the creation of social types and anti-types.</p>	<p>SPAN 411 <u><i>Early Modern Spanish Narrative, 1550-1700</i></u> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description:</i> This course <u>examines narrative texts from early modern Spain with an eye towards the relationship between the reader and an emergent mass culture.</u> Through close textual analysis and critical discussion, <u>students explore</u> representative works by authors such as Cervantes, Quevedo, <u>Alemán</u>, and Zayas. <u>Topics may include theories of reader reception, the role of censorship, the construction of gender, and the representation and critique of sexual, religious, and ethnic violence.</u></p> <p><u>Component: Lecture.</u></p>
<p>Rationale: The overall content of this course remains the same but the modifications to the title and description reflect changes in frame of reference in which they are placed. These updates emphasize a more contemporary view of the political and socio-cultural topics involved as well as address some additional topics that are of particular interest today.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: SPAN 412 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Specialization, Major, Minors in Spanish
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>SPAN 412 <i>Golden Age Drama and Poetry: Theatricality in Renaissance and Baroque Spain, 1500-1690</i> (3 credits)</p> <p>Prerequisite: The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description:</i> This course carries out a comparative study of the rhetorical strategies of literary and extra-literary representation in Golden Age Spain, and their role in the creation of an early modern subject of mass visual culture. Through close textual analysis and critical discussions of representative works by Spanish poets and playwrights such as Garcilaso, Lope, Góngora, Quevedo, Tirso, and Calderón, students examine a number of literary and theoretical topics. These may include the performative aspects of poetry, the literary uses of pictorial perspective, and the relationship between subjectivity and theatricality.</p>	<p>SPAN 412 <i>Drama and Poetry in Renaissance and Baroque Spain, 1500-1690</i> (3 credits)</p> <p>Prerequisite: The following courses must be completed previously: SPAN 303, 310.</p> <p><i>Description:</i> This course <u>focuses on varied modes of poetic performance, from street theater to courtly wit to the Comedia Nueva. Students also consider the conflictive role of poetry</u> in the creation of an early modern subject of mass culture. <u>Textual analysis and critical discussions focus on</u> Spanish poets and playwrights such as Garcilaso, Lope, Góngora, Quevedo, <u>Caro, Sor Juana</u>, and Calderón <u>de la Barca</u>. <u>Students examine the literary and political uses of pictorial perspective, the relationship between identity and theatricality, the aesthetic performance and institutional legitimization of sexual violence, among others.</u></p> <p><u>Component:</u> Lecture.</p>
<p>Rationale: The overall content of this course remains the same but the modifications to the title and description reflect changes in frame of reference in which they are placed. These updates emphasize a more contemporary view of the political and socio-cultural topics involved as well as address some additional topics that are of particular interest today.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 19, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics (CMLL-88)

The following proposal was presented under ASFC-2021-3M-C and approved at the Arts and Science Faculty Council meeting of April 16, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: March 31, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Classics, Modern Languages and Linguistics
CMLL-88
Changes to Honours and Major in Linguistics programs; new course
LING 472; various course changes, deletions

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Classics, Modern Languages and Linguistics** is proposing changes to the honours and major in the Linguistics program. These changes include a reduction in the number of Indo-European courses, particularly due to a decline of student interest as well as the unavailability of faculty members to teach these courses. However, while the department proposes the deletion of seven Indo-European courses, they consider that the fundamentals will still be covered via the general historical linguistics course (LING 335 *Historical Linguistics*), which will remain in the program and serve as a foundation for an advanced Indo-European course.

Finally, a new course LING 472 *Advanced Phonetics*, which had been in the plans for a while, will be added to the theoretical linguistics course list. This will provide the linguistics students with the full complement, now more complete, of undergraduate expertise across its multiple subfields.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Classics, Modern Languages and Linguistics

CMLL-88

Memo from Chair

Program change

Honours in Linguistics

Major in Linguistics

Course deletion

LING 336 *Comparative Indo-European Linguistics*

LING 341 *Introduction to Romance Linguistics*

LING 437 *Problems in Indo-European Comparative Grammar*

LING 446 *Comparative Grammar of Greek and Latin*

LING 447 *Mycenaean Greek*

LING 456 *Homeric Greek*

LING 457 *Archaic Latin and the Italic Dialects*

Course title and prerequisite change

LING 436 *Advanced Indo-European Studies*

Course number and prerequisite change; note added

LING 361 *Hittite*

New course

LING 472 *Advanced Phonetics*

Prerequisite change

LING 475 *History of Linguistics*

INTERNAL MEMORANDUM

To: Dr. Richard Courtemanche, Associate Dean, Academic Programs

From: Dr. Madelyn Kissock, Chair, CMLL

Date: December 16, 2020, February 26, 2021

Subject: Curriculum Changes: Linguistics for 2022-23 Calendar

The Curriculum Committee of CMLL reviewed and approved the following changes to the Linguistics section of CMLL. The changes were subsequently approved by CMLL's Department Council on November 27, 2020.

The Linguistics section is proposing changes to their Honours and Major curricula in response to changes in faculty make-up and the concomitant changes in available specializations. The long-standing, traditional Indo-European component has been reduced primarily because expertise is no longer available in that area of study but also because of reduced student interest. The programs will maintain a general historical linguistics course in the core, LING 335: Historical Linguistics, which will serve as a foundation for an advanced Indo-European course. At the same time, the number of required theoretical linguistics courses at the more advanced level will be increased from 9 to 12 credits for the Honours program and from 6 to 9 credits for the Major program. With the addition of the new course, LING 472: Advanced Phonetics, the programs will have the full complement of advanced level courses in each of the core areas -- phonetics, phonology, syntax, semantics and historical, providing students with a strong background for graduate studies. Several further curriculum changes allow the Major and Honours programs to be more parallel, the latter primarily differentiated by its additional advanced study requirements. This will make a transition from Major to Honours, the most common path, a smooth one.

Both Hittite (from LING 461 to LING 361) and Sanskrit (LING 330) fulfill the same requirement in the Honours and Major programs. This reduction in the level of Hittite to a 300-level course with no prerequisite makes it comparable to the level at which we offer the LING 330 (Sanskrit) course. This change allows students to easily choose one or the other and potentially complete the requirement earlier in the degree.

The LING 446-457 courses we would like to delete are not language courses and are neither interchangeable with Classics courses nor can they be substituted with any of our Classics courses.

There are no resource implications, and the courses will be drawn from our current allotment.

PROGRAM CHANGE: Core Program

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Core Program (24 credits)</p> <p>24 credits:</p> <ul style="list-style-type: none"> LING 200 Introduction to Linguistic Science (3.00) LING 222 Language and Mind: The Chomskyan Program (3.00) LING 315 Syntax (3.00) LING 335 Historical Linguistics (3.00) LING 336 Comparative Indo-European Linguistics (3.00) LING 371 Semantics (3.00) LING 372 Descriptive and Instrumental Phonetics (3.00) LING 373 Phonology (3.00) 	<p>Linguistics Core Program (21 credits)</p> <p>21 credits:</p> <ul style="list-style-type: none"> LING 200 Introduction to Linguistic Science (3.00) LING 222 Language and Mind: The Chomskyan Program (3.00) LING 315 Syntax (3.00) LING 335 Historical Linguistics (3.00) LING 371 Semantics (3.00) LING 372 Descriptive and Instrumental Phonetics (3.00) LING 373 Phonology (3.00)
<p>Rationale: The reduction in the Indo-European content in the program reflects current trends in Linguistics as well as changes in faculty research interests. Note that the continuing historical linguistics course in the core, LING 335, already includes aspects of Indo-European. This change in the core, combined with the addition of an advanced-level course in phonetics (LING 472 Advanced Phonetics), will mean that all of the core 300-level core courses will have a corresponding advanced-level course, allowing students to get more in-depth training in each of the areas.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	

PROGRAM CHANGE: Honours in Linguistics

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
 Department: Classics, Modern Languages and Linguistics
 Program: Honours in Linguistics
 Degree: BA
 Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>BA Honours in Linguistics (60 credits)</p> <p>24 credits from the Core Program</p> <p>3 credits chosen from</p> <p>LING 322 Linguistics and Cognitive Science LING 353 Psycholinguistics LING 380 Morphology</p> <p>9 credits:</p> <p>LING 421 Non-Indo-European Structures LING 425 Language Acquisition and Universal Grammar LING 475 History of Linguistics</p> <p>9 credits chosen from:</p> <p>LING 415 Advanced Syntax LING 435 Advanced Historical Linguistics LING 436 Advanced Indo-European Studies LING 437 Problems in Indo-European Comparative Grammar LING 471 Advanced Semantics LING 473 Advanced Phonology</p> <p>3* credits chosen from:</p> <p>LING 330 Sanskrit LING 446 Comparative Grammar of Greek and Latin LING 447 Mycenaean Greek LING 456 Homeric Greek</p>	<p>BA Honours in Linguistics (60 credits)</p> <p><u>21</u> credits from the <u>Linguistics</u> Core Program</p> <p>3 credits chosen from:</p> <p>LING 322 <u>Linguistics</u> and Cognitive Science LING 353 Psycholinguistics LING 380 Morphology</p> <p><u>3</u> credits chosen from:</p> <p><u>LING 330 Sanskrit</u> <u>LING 361 Hittite</u> <u>LING 421 Non-Indo-European Structures</u> <u>Students may substitute CLAS 201 or 203 for this requirement.</u></p> <p><u>12</u> credits chosen from:</p> <p>LING 415 Advanced Syntax LING 435 Advanced Historical Linguistics LING 471 Advanced Semantics <u>LING 472 Advanced Phonetics (3.00)</u> LING 473 Advanced Phonology</p> <p><u>6</u> credits chosen from:</p> <p><u>LING 425 Language Acquisition and Universal Grammar</u> <u>LING 436 Indo-European Linguistics</u> <u>LING 475 History of Linguistics</u> <u>LING 477 Syntax-Semantics Interface</u></p>

LING 457 Archaic Latin and the Italic Dialects
LING 461 Hittite

9 credits chosen from additional Linguistics courses

3 credits:

LING 490 Honours Tutorial

~~*Students may substitute CLAS 201 or 203 for this requirement.~~

12 credits chosen from additional Linguistics courses

3 credits:

LING 490 Honours Tutorial

Rationale:

The restructuring of requirements beyond the core, the reduction in Indo-European courses and the addition of an Advanced Phonology course are intended to focus the training that students receive on areas of Linguistics which receive the greatest focus in the field today. The increase from 9-12 required credits in advanced-level courses in Honours reflects the importance of training students as thoroughly as possible in critical areas of Linguistics, all of which, with the new addition of LING 472, will now be able to be offered. Since program electives, with a single exception, are drawn from this same set of courses, the increase in elective credits from 9-12 will not have a significant effect on students' training.

Resource Implications:

These changes do not have any resource implications.

PROGRAM CHANGE: Major in Linguistics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Major in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>BA Major in Linguistics (42 credits)</p> <p>24 credits from the Core Program</p> <p>3 credits chosen from</p> <p>LING 322 Linguistics and Cognitive Science LING 353 Psycholinguistics LING 380 Morphology</p> <p>6 credits chosen from:</p> <p>LING 415 Advanced Syntax LING 421 Non-Indo-European Structures LING 425 Language Acquisition and Universal Grammar LING 471 Advanced Semantics LING 473 Advanced Phonology LING 475 History of Linguistics LING 477 Syntax-Semantics Interface</p> <p>3 credits chosen from:</p> <p>LING 330 Sanskrit LING 435 Advanced Historical Linguistics LING 436 Advanced Indo-European Studies LING 437 Problems in Indo-European Comparative Grammar LING 446 Comparative Grammar of Greek and Latin LING 447 Mycenaean Greek LING 456 Homeric Greek LING 457 Archaic Latin and the Italic Dialects LING 461 Hittite</p>	<p>BA Major in Linguistics (42 credits)</p> <p><u>21</u> credits from the Linguistics Core Program</p> <p>3 credits chosen from:</p> <p>LING 330 Sanskrit LING 361 Hittite LING 421 Non-Indo-European Structures Students may substitute CLAS 201 or 203 for this requirement.</p> <p>6 credits chosen from:</p> <p>LING 415 Advanced Syntax LING 435 Advanced Historical Linguistics LING 471 Advanced Semantics LING 472 Advanced Phonetics LING 473 Advanced Phonology</p> <p>3 credits chosen from :</p> <p>LING 425 Language Acquisition and Universal Grammar LING 436 Indo-European Linguistics LING 475 History of Linguistics LING 477 Syntax-Semantics Interface</p> <p><u>9</u> credits chosen from additional Linguistics courses</p>

6 credits chosen from additional Linguistics courses

~~*Students may substitute CLAS 201 or 203 for this requirement.~~

Rationale:

The program requires a reduction of the Indo-European program content (removal of LING 336 from core program as well LING 446, 447, 456 and 457 from the historical linguistics sequence). It is also better to integrate Phonetics into the curriculum with an advanced course (472) with new faculty expertise.

With the deletion of old and introduction of new courses, it has also been decided to restructure certain requirement lines to regularize topics and require the completion of more advanced theoretical courses. Since program electives are drawn from the same set of courses, increasing this sequence from 9 to 12 credits will not make a significant difference in courses students take. The Major has been restructured somewhat to reflect a simply reduced-credit version of Honours without the LING 322, 353, 380 requirement group.

Resource Implications:

These changes do not have any resource implications.

COURSE CHANGE: LING 336 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 336 — Comparative Indo-European Linguistics (3 credits) Prerequisite: LING 200 with a grade of C or higher. Through a comparative study of the phonology of the various branches of the Indo-European language family (e.g. Indo-Iranian, Hellenic, Italic, Germanic, Slavic, Baltic), this course familiarizes the student with the techniques used in linguistic reconstruction. Emphasis is given to the development and differentiation of languages through time.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: LING 341 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 341 — Introduction to Romance Linguistics (3 credits) A study of the modern Romance languages, especially French, Italian, and Spanish, and their development from Latin.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: LING 361 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

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|---|---|--|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note added | | |

Present Text (from 2021/2022) calendar	Proposed Text
	<p>LING 361 Hittite (3 credits)</p> <p><i>Description:</i> The fundamentals of Hittite grammar are presented through the extensive reading of texts, both in transliteration and cuneiform. Considerable attention is given to problems of comparative grammar.</p> <p><i>Component: Lecture.</i></p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Students who have received credit for LING 461 may not take this course for credit.
<p>Rationale: Both Hittite and Sanskrit (LING 330) fulfill the same requirement in the Honours and Major programs. This reduction in the level of Hittite to a 300-level course with no prerequisite makes it comparable to the level at which we offer LING 330 (Sanskrit) course.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	



COURSE CHANGE: LING 446 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 446 — Comparative Grammar of Greek and Latin (3 credits) Prerequisite: LING 336 or CLAS 383 or 391. A study of the similarities and differences in the phonology and morphology of Ancient Greek and Latin. Some attention is also given to issues of syntax and the lexicon.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area. The course was last offered in the winter 2016 term.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: Honours in Classics (Classical Languages and Literature)</p>	

COURSE CHANGE: LING 447 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 447 — Mycenaean Greek (3 credits) Prerequisite: LING 336 or CLAS 383. Dating from the 14th to the 12th century BCE, Mycenaean — the language of the Linear B tablets — is the earliest form of Greek attested. In this course, selected documents will be read, both in transliteration and in the Mycenaean syllabary, with attention both to linguistic and to cultural issues.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area. The course was last offered in the winter 2014 term.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: Honours in Classics (Classical Languages and Literature)</p>	

COURSE CHANGE: LING 456 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 456 — Homeric Greek (3 credits) Prerequisite: LING 336 or CLAS 383. An examination of the language of Homer, an artificial mixture of dialectal and diachronic variants, a <i>Kunstsprache</i>. Against the background of a study of the comparative and historical grammar of Greek and its development from Proto-Indo-European, the focus is on diachronic aspects of Homeric grammar and diction. Readings are principally from Books One and Three of the <i>Iliad</i>.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area. The course was last offered in the winter 2013 term.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: Honours in Classics (Classical Languages and Literature)</p>	

COURSE CHANGE: LING 457 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
- Course Description Editorial New Course
- Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p style="color: red;">LING 457 — Archaic Latin and the Italic Dialects (3 credits) Prerequisite: LING 336 or CLAS 391. A study of inscriptions in archaic Latin and the ancient Italic dialects Oscan and Umbrian. Examination of the main features of phonology, morphology, syntax and the lexicon which distinguish Osco-Umbrian from Latin, with reference to their development from Proto-Indo-European.</p>	
<p>Rationale: This course will be deleted primarily because expertise is no longer available in that area. The course was last offered in the fall 2016 term.</p>	
<p>Resource Implications: n/a</p>	
<p>Other Programs within which course is listed: Honours in Classics (Classical Languages and Literature)</p>	

COURSE CHANGE: LING 461 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 461 — Hittite (3 credits) Prerequisite: LING 336 or equivalent. The fundamentals of Hittite grammar are presented through the extensive reading of texts, both in transliteration and cuneiform. Considerable attention is given to problems of comparative grammar. Course is deleted and replaced with the new LING 361. Both Hittite and Sanskrit (LING 330) fulfill the same requirement in the Honours and Major programs. This reduction in the level of Hittite to a 300-level course with no prerequisite makes it comparable to the level at which we offer LING 330 (Sanskrit) course.</p>	
<p>Rationale: Both Hittite and Sanskrit (LING 330) fulfill the same requirement in the Honours and Major programs. This reduction in the level of Hittite to a 300-level course with no prerequisite makes it comparable to the level at which we offer LING 330 (Sanskrit) course.</p>	
<p>Resource Implications: These changes do not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: LING 472 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

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|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>LING 472 <i>Advanced Phonetics</i> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: LING 200 with a grade of C or higher, and LING 372 with a grade of C or higher.</p> <p><i>Description:</i> Advanced study of speech processes. Topics may include waveform and spectral analysis, models of speech recognition, speech development, atypical speech and the relationship between production and perception and phonology.</p> <p><i>Component:</i> Lecture.</p>
<p>Rationale: This advanced phonetics course is added now that we have new faculty expertise in that area. Phonetics is especially relevant to students who are interested in speech pathology.</p>	
<p>Resource Implications: This change does not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

COURSE CHANGE: LING 475 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Classics, Modern Languages and Linguistics
Program: Honours, Major and Minor in Linguistics
Degree: BA
Calendar Section/Graduate Page Number: 31.060

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>LING 475 <i>History of Linguistics</i> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: LING 315, 336, 373.</p> <p><i>Description:</i> This course examines the history of linguistics, with a particular focus on the structuralist predecessors of contemporary linguistic theorists. Both North American and European schools of thought are considered. Extensive reading of fundamental texts is required.</p>	<p>LING 475 <i>History of Linguistics</i> (3 credits)</p> <p><i>Prerequisite:</i> The following courses must be completed previously: LING 315, 373.</p> <p><i>Description:</i> This course examines the history of linguistics, with a particular focus on the structuralist predecessors of contemporary linguistic theorists. Both North American and European schools of thought are considered. Extensive reading of fundamental texts is required.</p> <p><i>Component:</i> Lecture.</p>
<p>Rationale: Since LING 336 is being deleted, it has also been removed from the list of prerequisites required for LING 475.</p>	
<p>Resource Implications: This change does not have any resource implications.</p>	
<p>Other Programs within which course is listed: none</p>	

From: [Sandra Woywod-Page](#)
To: [Nicole Freeman](#)
Cc: [FAS Curriculum](#); [Madelyn Kissock](#); [Sandra Woywod-Page](#)
Subject: Re: CMLL 88 comments post APC
Date: Monday, October 11, 2021 5:33:20 PM

Hello Nicole,

....

We would still like to address the comment noted on the linguistics dossier though this response may not be required any longer:

(comment)

“Request from the committee to consider allowing Linguistics students to take the Greek and Latin courses offered under Classics, given that the Greek and Latin courses offered under Linguistics are being removed? If this is permitted, clarification is needed as to how these courses would be counted towards satisfying the requirements for the Linguistics programs. The department should provide more information about the removal of the Greek and Latin courses for Linguistics students in the memo. The rationale on each of the change request forms for the deleted courses should indicate the enrolment figures for these courses.”

Linguistics students pursuing Honours are already permitted to exceptionally take CLAS 201 (Introductory Ancient Greek I) or CLAS 203 (Introductory Latin I) as part of the historical linguistics sequence. Both these courses are introductory ancient language courses, which align with other course options included in this sequence, e.g. LING 330 (Sanskrit) and LING 361 (Hittite). None of these courses has a prerequisite.

Moreover, the LING 446-457 courses we would like to delete are not language courses and are not interchangeable with Classics courses in Latin and Greek. LING 446 et al. covered various aspects of Indo-European Historical Linguistics that are related to the development of specific branches of the Indo-European family. They would have been of interest to Classics students in the same way that GEOG 209 (when the selected region was the Mediterranean) or POLI 364 would have been of interest. There are no courses in Classics that are substitutes for LING 446 et al, because LING 446 et al. were not Classics courses. Additionally, from a practical perspective, almost no Classics student enrolled in these courses. Fall 2010-Fall 2016: None of these courses has been offered since fall 2016.

Term	Course	Enrollment
Winter 2012	LING 446	30
Fall 2012	LING 446	22
Winter 2014	LING 446	34
Winter 2016	LING 446	38
Winter 2011	LING 447	37
Winter 2014	LING 447	25
Winter 2013	LING 456	23
Fall 2011	LING 457	21
Fall 2016	LING 457	33

If you have any further questions, please let us know.

Cheers,
Sandra

Sincerely,
Sandra Woywod-Pagé, M.A.
Coordinator, Academic Programs
CMLL - Classics, Modern Languages and Linguistics
CONCORDIA UNIVERSITY
(514) 8482424 ext. 2300

ADVANCED PHONETICS
LING 472
Fall 2021

Instructor:

Email:

Office Hours:

1. Course description

Prerequisite: LING 200, 372 with a grade of C or higher. Advanced study of speech processes. Topics may include waveform and spectral analysis, models of speech recognition, speech development, atypical speech and the relationship between production and perception and phonology.

2. Course materials

Selected chapters from:

- (A) Kent, R. & C. Read. 2002. *Acoustic Analysis of Speech*. New York: Singular Publishing Group.
- (B) Kemmerer, D. 2015. *Cognitive Neuroscience of Language*. New York: Psychology Press.

3. Approximate class schedule

	Reading:
September	
6 Introduction	
8 Advanced acoustic analysis of speech: vowels	§3 from (A)
13 Advanced acoustic analysis of speech: vowels	
15 Advanced acoustic analysis of speech: vowels (HW 1 assigned)	§4 from (A)
20 Advanced acoustic analysis of speech: consonants	
22 Advanced acoustic analysis of speech: consonants (HW 2 assigned)	
27 Advanced acoustic analysis of speech: consonants	§5 from (A)
29 Advanced acoustic analysis of speech: prosody	
October	
4 Advanced acoustic analysis of speech: prosody (HW 3 assigned)	
6 Advanced acoustic analysis of speech: prosody	§7 from (A)
11 Research project (acoustic analysis in <i>Praat</i>): preparation	
13 Research project (acoustic analysis in <i>Praat</i>): due date	
18 Neuroanatomy and neurophysiology of speech production	
20 Neuroanatomy and neurophysiology of speech production	§1 from (B)
25 Theories and models of speech production	
27 Theories and models of speech production (HW 4 assigned)	§6 from (B)
November	
1 Neuroanatomy and neurophysiology of speech perception	§5 from (B)
3 Neuroanatomy and neurophysiology of speech perception	

8	Theories and models of speech perception	
10	Theories and models of speech perception (HW 5 assigned)	§7 from (B)
15	Aphasia	
17	Aphasia	§3 from (B)
22	Speech production disorders	
24	Speech production disorders (HW 6 assigned)	§4 from (B)
29	Speech perception disorders	

December

1	Treatment of speech disorders
---	-------------------------------

Final exam: covers the second half of the course; exact date TBA

4. Grading

Homework: 25% (6 x 5%; the assignment with the lowest score will be dropped automatically)

Research project (acoustic analysis in *Praat*): 35%

Final exam: 40%

All HW assignments are due exactly **one week** after they are assigned and posted on Moodle (see class schedule).

Grading System for the Department of Classics, Modern Languages & Linguistics												
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/FNS
93-100	89-92	86-88	82-85	79-81	76-78	72-75	69-71	66-68	62-65	59-61	55-58	0-54

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 20, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Economics (ECON-36)

The following proposal was presented under ASFC-2021-5M-C and approved at the Arts and Science Faculty Council meeting of September 17, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 2, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Economics
ECON-36
Changes to ECON 401, 403, 413, 432, 442, 450, 491; new course
ECON 492

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Economics** is proposing changes to several 400-level courses in order to better align them with the cross-listed 500-level courses in the Graduate Diploma in Economics. Changes include updating course descriptions and an expansion of prerequisites to the courses ECON 401 *Advanced Microeconomic Theory* and ECON 403 *Advanced Macroeconomic Theory*. The proposed changes do not affect the content of the courses.

The department also proposes the addition of a new course, ECON 492 *Advanced Urban Economics* to its undergraduate course offerings. This course will also be cross-listed with ECON 592 and offered in the Graduate Diploma in Economics (see ECON-37, submitted concurrently). The Department of Economics has seen a considerable enrolment increase in their 400-level courses for program students (see the data from the Chair's memo), as well as for students enrolled in the JMSB's BComm Major. Both groups must fulfill the graduation requirement of taking 12-21 credits of 400-level electives. The addition of a course such as ECON 492 offers a course in a growing research area to the curriculum, as it covers topics focused on cities and urban life, an important development area at Concordia.

Finally, a small editorial change is made for ECON 433 *Financial Economics* where the acronym for "Capital Asset Pricing Model" was misspelled (CAPAM should read CAPM).

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Economics

ECON-36

Memo from Chair

Course prerequisite and description change

ECON 401 *Advanced Microeconomic Theory*

ECON 403 *Advanced Macroeconomic Theory*

Course description change

ECON 413 *Economic Growth and Fluctuations*

ECON 432 *Monetary Theory*

ECON 442 *International Economics: Trade Theory*

ECON 450 *Economic History*

ECON 491 *Environmental Economics*

Editorial change

ECON 433 *Financial Economics*

New course

ECON 492 *Advanced Urban Economics*

Internal Memorandum

To: Dr. Richard Courtemanche, Associate Dean of Academic Affairs, Faculty of Arts and Science

From: Dr. Jorgen Hansen, Chair, Department of Economics

Date: May 4, 2021 – revised June 22, 2021

Re: ECON-36 Addition of a new course and editorial changes, 2022-23 Undergraduate Calendar

In response to the recommendation from the Economics Undergraduate Curriculum Committee and the information obtained through the academic programs appraisal process, the Department of Economics' assembly reviewed and unanimously supported the proposed changes to our undergraduate offerings on March 11, 2021.

Proposed changes, BA Economics	
1. ECON 400-level courses	Editorial changes: alignment with 500-level
2. ECON 433 Financial Economics	Editorial change: typo
3. ECON 492 Advanced Urban Economics	Addition of a new course

1. Editorial changes: alignment of 400-level courses with 500-level

Some changes were requested when the department presented the dossier ECON-33 (US-2020-6-D13) to the Academic Programs Committee. At the School of Graduate Studies' request, the wording of some of the following 500-level courses was changed in order to follow the standard of course descriptions elsewhere in the Calendar. We are proposing to align the 400-level courses with their 500-level counterparts, as these courses are cross-listed and share the same course outline.

- ECON 401 Advanced Microeconomic Theory
- ECON 403 Advanced Macroeconomic Theory
- ECON 413 Economic Growth and Fluctuations
- ECON 432 Monetary Theory
- ECON 442 International Economics: Trade Theory
- ECON 450 Economic History
- ECON 491 Environmental Economics

2. Editorial change: ECON 433 Financial Economics

There is a typo in the course description of ECON 433 Financial Economics: the acronym should read CAPM (Capital Asset Pricing Model) and not CAPAM. We are requesting that the correction be made, as ‘CAPAM’ does not stand for any concept or model in Economics. The change to cross-listed course ECON 533 is requested in Provotrack dossier ECON-37, submitted concurrently to ECON-36. ECON 533 is available to Graduate Diploma Students.

3. New course: ECON 492 Advanced Urban Economics

The department is proposing an addition to its undergraduate 400-level offerings. As shown in the following table, the Department of Economics has seen enrolments in its 400-level courses increase dramatically in the last five years. This has resulted in a need for a wider selection for program students (Major, Specialization, and Honours) who must take between 12 and 21 elective 400-level credits as a requirement for graduation. In addition, students in the BComm Major in Economics must also take 12 credits of 400-level ECON courses to fulfill their degree requirements.

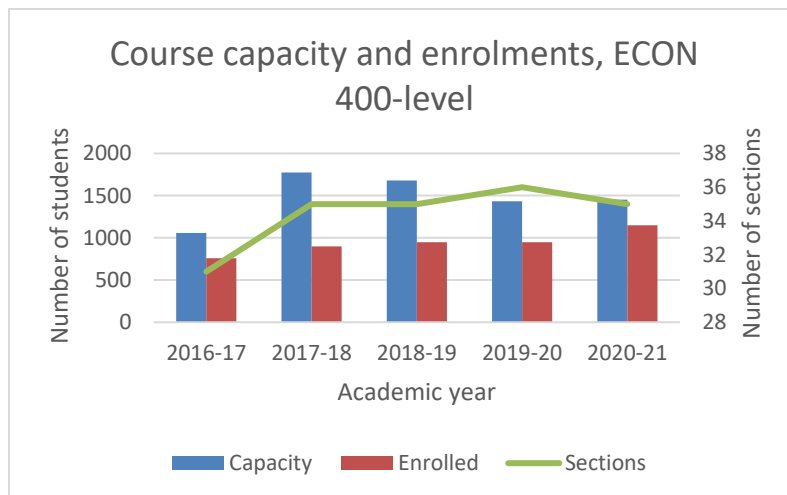


Table 1. 2016-2021 Enrolments in ECON courses, 400-level

Academic year	Capacity	Enrolled	Sections
2016-17	1060	758	31
2017-18	1776	899	35
2018-19	1680	948	35
2019-20	1435	948	36
2020-21	1452	1151	35

The Department is proposing the creation of ECON 492 Advanced Urban Economics in recognition of urban economics being a growing research area in the discipline; although ECON 493 Regional Economics can cover certain topics in urban economics, a unique course in urban economics can offer students a comprehensive coverage of the area. In addition, the topics of ECON 492 align well with the university’s emphasis on cities and urban life.

There are no resource implications, as this course will be offered within the department's section allotment. ECON 492 will be cross-listed with ECON 592, the latter being available to Graduate Diploma Students; the addition of ECON 592 to the Graduate Calendar is requested in Provotrack dossier ECON-37, submitted concurrently to ECON-36.

I thank you for your consideration and hope that this information will be sufficient in assessing our request. Please do not hesitate to contact me should you have any questions about these curriculum changes.

Best regards,

Dr. Jorgen Hansen
Chair and Professor
Department of Economics

Attached documents:

- Provotrack changes
- ECON 492/592 draft course outline (this outline is also presented in ECON-37)

COURSE CHANGE: ECON 401 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 401 <i>Advanced Microeconomic Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 326.</p> <p><i>Description:</i> Selected topics in microeconomic analysis including methodology, general equilibrium analysis, welfare economics; theory of the firm, factor pricing, and income distribution capital theory. Primarily for major, specialization, and honours students.</p> <p><i>Component(s):</i> Lecture; Tutorial.</p>	<p>ECON 401 <i>Advanced Microeconomic Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 326. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course examines selected topics in microeconomic analysis such as general equilibrium analysis, welfare economics, the theory of the firm, factor pricing, and income distribution.</p> <p><i>Component(s):</i> Lecture; Tutorial.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 501 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: ECON 403 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 403 <i>Advanced Macroeconomic Theory</i> (3 credits)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 304, 326.</p> <p><i>Description:</i> Selected topics in macroeconomic analysis including construction of models of the economy encompassing the labour, product, and financial markets; the role of monetary and fiscal policies; classical, Keynesian, and post-Keynesian models. Primarily for major, specialization, and honours students.</p> <p><i>Component(s):</i> Lecture; Tutorial.</p>	<p>ECON 403 <i>Advanced Macroeconomic Theory</i> (3 credits)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 304, 326. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course examines selected topics in macroeconomic analysis such as the construction of models including the labour market, the goods market, and financial markets; the role of monetary and fiscal policies; classical, Keynesian, and post-Keynesian models.</p> <p><i>Component(s):</i> Lecture; Tutorial.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 503 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: ECON 413 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 413 <i>Economic Growth and Fluctuations</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> A review of some theories of causes of economic fluctuations. Discussion of the economic climate and of stabilization policies.</p> <p><i>Component(s):</i> Lecture.</p>	<p>ECON 413 <i>Economic Growth and Fluctuations</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> This course reviews various theories explaining the causes of economic fluctuations and the determinants of economic growth. It also examines issues relevant to macroeconomic stabilization policies.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 513 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: ECON 432 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 432 <i>Monetary Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> The nature of the monetarist-Keynesian controversy and critical appraisal of the IS-LM-AS model. Special topics: theory and evidence of term structure of interest rates, post-Keynesian demand for and supply of money in aggregative and disaggregative economic models. Theory of macroeconomic policy. Transmission mechanisms, policy coordination, lags, international constraints, and other problems.</p> <p><i>Component(s):</i> Lecture.</p>	<p>ECON 432 <i>Monetary Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> <u>This course examines</u> the nature of the <u>Monetarist-Keynesian</u> controversy and <u>gives a</u> critical appraisal of the IS-LM-AS model. <u>Topics covered may include</u> the term structure of interest rates, post-Keynesian <u>theories of money supply and demand as well as issues in macroeconomic policy theory such as</u> transmission mechanisms, policy coordination and implementation lags, <u>and</u> international constraints.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 532 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ECON 433 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input checked="" type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 433 <i>Financial Economics</i> (3 credits)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304, 325 or equivalent.</p> <p><i>Description:</i> This course introduces students to the theory and practice of finance as seen from the economist's point of view. In particular, it examines the following topics: the theory of decision making under uncertainty; the basic portfolio models, such as the CAPAM and the APT; equilibrium aspects of financial markets, such as the role of arbitrage in the pricing of financial assets; the pricing of derivative securities, such as options.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an ECON 498 number may not take this course for credit.</i> 	<p>ECON 433 <i>Financial Economics</i> (3 credits)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304, 325 or equivalent.</p> <p><i>Description:</i> This course introduces students to the theory and practice of finance as seen from the economist's point of view. In particular, it examines the following topics: the theory of decision making under uncertainty; the basic portfolio models, such as the Capital Asset Pricing Model (CAPM) and the Arbitrage Pricing Theory (APT); equilibrium aspects of financial markets, such as the role of arbitrage in the pricing of financial assets; the pricing of derivative securities, such as options.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an ECON 498 number may not take this course for credit.</i>
<p>Rationale: There is a typo in the course description of ECON 433 Financial Economics: the acronym should read CAPM (Capital Asset Pricing Model) and not CAPAM. We are requesting that the correction be made, as 'CAPAM' does not stand for any concept or model in Economics.</p>	
<p>Resource Implications: None; this is an editorial change.</p>	
<p>Other Programs within which course is listed:</p>	

ECON 433 is cross-listed with ECON 533, the latter being available to Graduate Diploma Students; the editorial change to ECON 533 is requested in Provotrack dossier ECON-37, submitted concurrently to ECON-36.

COURSE CHANGE: ECON 442 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- | | | | |
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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 442 <i>International Economics: Trade Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> The basis of international trade, gains from trade, factor-price equalization, the-tariff, Canadian commercial-policy, trade and-development, economic integration.</p> <p><i>Component(s):</i> Lecture.</p>	<p>ECON 442 <i>International Economics: Trade Theory</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> This course examines the foundations of international trade, the origins of gains from trade, factor-price equalization, tariffs, Canadian trade policy, the role of trade in development, and economic integration.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 542 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: ECON 450 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 450 <i>Economic History</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> Advanced topics in economic history, with emphasis on the application of economic theory to specific historical questions.</p> <p><i>Component(s):</i> Lecture.</p>	<p>ECON 450 <i>Economic History</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302, 304.</p> <p><i>Description:</i> <u>This course covers</u> advanced topics in economic history with <u>an</u> emphasis on the application of economic theory to specific historical <u>issues</u>.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 550 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ECON 491 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

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|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>ECON 491 <i>Environmental Economics</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302.</p> <p><i>Description:</i> This course provides a survey, from the perspective of economics, of public issues regarding the use of environmental resources, ecosystems and the management of environmental quality. The course covers both conceptual and methodological topics with recent and current applications. It begins with an introduction to the theory and methods of environmental and natural resource economics and concepts of sustainable development. Then the emphasis is shifted to the optimal use of natural resources, both non-renewable resources (mineral and energy) and renewable resources, and the valuation of environmental resources. In the last part of the course, we examine national and international environmental policy issues, including intergenerational equity and environmental ethics.</p> <p><i>Component(s):</i> Lecture.</p>	<p>ECON 491 <i>Environmental Economics</i> (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following courses must be completed previously: ECON 222, 302.</p> <p><i>Description:</i> This course provides a survey, from the perspective of economics, of public issues regarding the use of environmental resources, ecosystems and the management of environmental quality. The course covers both conceptual and methodological topics with recent and current applications. It begins with an introduction to the theory and methods of environmental and natural resource economics and concepts of sustainable development. Then the emphasis is shifted to the optimal use of natural resources, both non-renewable resources (mineral and energy) and renewable resources, and the valuation of environmental resources. <u>The last part of the course examines</u> national and international environmental policy issues, including intergenerational equity and environmental ethics.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been updated to remain aligned with ECON 591 (cross-listed course, Graduate Diploma in Economics), as approved by Senate (US-2020-6-D13). This editorial change does not affect the content of the course.</p>	
<p>Resource Implications: There are no resources implications arising from this change.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

COURSE CHANGE: ECON 492 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Economics
Program: Honours, Specialization, Major, Minor in Economics
Degree: BA
Calendar Section/Graduate Page Number: 31.080

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p><u>ECON 492 Advanced Urban Economics (3.00)</u></p> <p><u>Prerequisite/co-requisite: The following courses must be completed previously: ECON 222, 302, 304.</u></p> <p><u>Description: This course examines geographic aspects of economies through the application of microeconomic theories. The objective of the course is to understand why, how and where cities are created and organized (or disorganized), and what types of remedies urban economics has to offer when market failure is present at a city level. Topics may include location choice, suburbanization, New Economic Geography, city-size distribution, geographic mobility, spatial sorting, and quality-of-life index.</u></p> <p><u>Component(s): Lecture.</u></p>
<p>Rationale: The department is proposing an addition to its undergraduate 400-level offerings. As shown in the table on page 2 of the memo attached to this dossier, the Department of Economics has seen enrolments in its 400-level courses increase dramatically in the last five years. This has resulted in a need for a wider selection for program students (Major, Specialization, and Honours) who must take between 12 and 21 elective 400-level credits as a requirement for graduation. In addition, students in the BComm Major in Economics must also take 12 credits of 400-level ECON courses to fulfill their degree requirements.</p> <p>The Department is proposing the creation of ECON 492 Advanced Urban Economics in recognition of urban economics being a growing research area in the discipline; although ECON 493 Regional Economics can cover certain topics in urban economics, a unique course in urban economics can offer students a comprehensive coverage of the area. In addition, the topics of ECON 492 align well with the university's emphasis on cities and urban life.</p>	
<p>Resource Implications: There are no resource implications, as this course will be offered within the department's section allotment.</p>	
<p>Other Programs within which course is listed: BComm Major in Economics (JMSB): students in this program must choose 12 credits of 400-level courses as part of their degree requirements.</p>	

ECON 492 will be cross-listed with ECON 592, the latter being available to Graduate Diploma Students; the addition of ECON 592 to the Graduate Calendar is requested in Provotrack dossier ECON-37, submitted concurrently to ECON-36.

COURSE SYLLABUS

Instructor: Axel Watanabe*, Ph.D.

(proposed syllabus)

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The following is a contract between you and me for this course. **Read this syllabus carefully** and bring it to my attention if you have any questions or concerns within a week from the beginning of the semester. Otherwise, you are presumed to have agreed to the statements below and you and I both assume responsibility to honor them.

1 COURSE DESCRIPTION & OBJECTIVES

Cities are essential and indispensable components of modern economies. They nurture intense economic activities by making easy the exchange of ideas and economic resources. For instance, the three largest cities, Toronto, Montréal and Vancouver alone make up for more than one third of the GDP in the country. On the other hand,

*Department of Economics, Concordia University ([email](mailto:axel.watanabe@concordia.ca)).

they do not come without a set of challenges such as congestion, inner city poverty concentration and sprawling.

This course is designed for students with interests in economic functions of cities and problems related to spatial allocation of resources. We review the geographical aspects of our economy by identifying and analyzing these issues stated above through the application of microeconomic theory both analytically and empirically. The goal of the course is to understand why, how and where cities are created and organized (or disorganized), and what types of remedies urban economics has to offer when market failure is present at a city level.

Urban economics is an applied field of microeconomics, and as such, your comprehension of microeconomic theory will give you a great jump start to get an intuitive grasp of the ideas that we will explore in this course. We inherit quite a few ideas from microeconomic theories and put them to use with the aim of understanding the economics of cities.

2 CLASS & OFFICE HOURS

Class meets Mondays and Wednesdays from 14:45 to 16:00 on Zoom. The session begins on September 8th and concludes on December 8th with the final exam to be held afterwards. I will hold my office hours from 16:00 to 17:00 on Mondays over Zoom or by appointment.

I am happy to answer your questions by [email](mailto:axel.watanabe@concordia.ca) if you cannot make it during the office hours.

TA for this course is [The Anh Vo](#). His responsibility includes grading and holding office hours (time and date TBA) or respond to your email if you cannot make it during his office hours.

3 SUBJECTS

We will cover the following topics (subject to change):

- o. Prologue
- 1. Intraurban Economics
 - 1A General Equilibrium
 - 1B Alonso Model
 - Alonso [[Alo64](#)]

- Arnott and McMillen, Ch 7 [AMo8]
 - Berliant and Fujita [BF92]
- 1C Monocentric City Model
- Arnott and McMillen, Ch 6 [AMo8]
 - Brueckner, Ch 2 and 3 [Bru11]
 - Fujita, Ch 2 [Fuj89]
 - Wassmer, Ch 8 [Wasoo]
- 1D Land Rent
- Arnott and McMillen, Ch 14 [AMo8]
 - Coulson [Cou91]
 - Carlino and Coulson [CCo4]
- 1E Suburbanization
- Anas et al. [AAS98]
 - Mieszkowski and Mills [MM93]
 - Rappaport [Rap05]
 - Briant, Combes and Lafourcade [BCL10]
- 1F Hotelling's Model
- Hotelling [Hot29]
2. Interurban Economics
- 2A Starrett's Theorem
- Starrett [Sta78]
 - Boyd and Conley [BC97]
- 2B New Economic Geography
- Fujita et al. [FKV99]
 - Krugman [Kru91]
- 2C Chicago and the Great West
- Cronon [Cro92]
- 2D City-Size Distribution
- Gabaix [Gab99]
 - Eeckhout [Eeco4]
- 2E Gravity Model
- Bergstrand [Ber85]
3. Applied Urban Economics
- 3A Quality of Life in Cities
- Rosen [Ros79]
 - Roback [Rob82]
 - Arnott and McMillen, Ch 28 [AMo8]
- 3B Housing
- Arnott and McMillen, Ch 9 [AMo8]
- 3C Transportation Economics
- Arnott and McMillen, Ch 15 and 17 [AMo8]
4. Epilogue

4 READINGS

You should be able to solve problem sets and exam questions from the lectures. References are provided in [section 3](#). Scan them to get the rough sketch and refer to them only when you would like to obtain further

information on a specific topic. Arnott and McMillen [AMo8], Fujita [Fuj89], Fujita et al [FKV99] and Cronon [Cro92] are left on reserve at Webster Library.

5 ATTENDANCE

Class attendance is expected.¹ You should also be well aware that your primary source of information for this course is lecture. The exams are based on the lecture rather than the textbook. **It is not my responsibility to pamper those who skip classes** and if you miss any critical information provided in class, you are held responsible. **Do not lose your lecture notes.** I will not post them.

The lecture will be recorded and posted for those who cannot attend the live lecture. Students are expected to have attended the lecture before the following lecture begins.

It usually takes a trained professional around five hours on average to prepare an hour of lecture. If you skip one hour of lecture, you are likely to spend more than five hours to catch up with one hour of lecture that you missed by yourself. The opportunity cost of attending the lecture is quite low for most of you (note that your tuition is a sunk cost). Ask yourself which action is economically rational to take: Come to class or do something else and spend five+ hours to make up for a missed class.

6 HOW TO TAKE NOTES

As described above, this course is lecture-oriented and your note taking skill is indispensable for your survival. Bring four colored pens with you for every lecture. I color-code the lecture notes according to:

Purple Know this or die (Fear not though. I will use this only twice in the entire semester).

Red Items of primary importance.

Blue Items of secondary importance.

Green Intuitive, counterintuitive or surprising things, and examples.

You can write everything in black if you like but you will have incredibly hard time figuring out which items you should focus on when you prepare for the exam. I cannot count how many times I saw students got completely lost because their lecture note is black all the way through and they can barely fish important information out of it. They probably thought that there were better things to buy with five dollars than pens. (No, there aren't). The course covers lots of subjects. You would want to stay organized. Prioritize the items with colors.²

¹You will receive an F if you miss the entire first week of the lecture without prior notice.

²If you have medical conditions that make it difficult for you to take notes in colors, let me know and we will work things out.

Be sure to download or bring a copy of Graph Vault with you.

7 HOMEWORK & EXAMS

There are weekly homework problems and two exams in this course.

V_1° is a weekly homework to get you some hands-on experience to confirm and strengthen your comprehension. The class is split into a group of 3 or 4 and each group will submit its own solution. The homework is graded by group. Therefore, be sure to agree on the answer before submitting. To get a full credit, you must explain the steps that lead to your answer.

We will have two take-home exams on the dates specified in table 1. It is advised that you review your class notes and homework problem sets before the exam. Some of the exam questions will be taken from previous homework questions with some modifications. I will announce which chapters each exam will cover as we get close to the exam date. You may refer to anything from class (lecture notes, V_1° or anything available on this course's Moodle). You may not refer to anything that can respond back to you (e.g., person).

The exam format may change if an alternative format is deemed more effective. You will be notified of the change in a timely manner.

8 IMPORTANT DATES

See table 1.

Date	Event
Oct 12	Thanksgiving day (no class)
Oct 21	Midterm exam (8 hours, time TBA)
Dec 8	Make-up day for Thanksgiving day
TBA	Final exam (8 hours, during the exam period)

Table 1.

No credit will be given to assignments submitted past due, unless you have my prior approval. If you have to miss the due date for pre-approved reasons, including verified illness, family emergencies or job interviews, **inform me as soon as possible and at least 24 hours before** the due date. **The same applies to the exams**, except for the final exam. If you have to miss the final exam, contact Exams Office to file a deferral. Note that Exams Office can grant you a deferral for **the final exam only**. For any other graded items, you will need to contact me as above.

9 COURSE GRADES

Your course grade is calculated according to the weighted average of the submitted assignments (with the weight of .28), midterm (.35) and final exam (.37). I would like a course that actually concludes and **there is no extra credit activity with a positive weight**.

I reserve the right to boost your grade if you make an exceptional, remarkable contribution in class and downgrade for a misdemeanor.

10 CORRESPONDENCE

If you need to email me or TA, it must originate from your Concordia email address. **Any email from any other address will be treated as spam and will be neither read nor answered**. If you have not activated your address already, follow the instructions at www.concordia.ca/it/services/email-for-students-office-365.html.

11 ACADEMIC INTEGRITY

My job is to help you understand urban economics and evaluate **your** progress. Students are specifically warned against all forms of cheating and plagiarism as they would tarnish Concordia's reputation and bring discredit on the accomplishments of our students. You are expected to follow the code of the university at <http://www.concordia.ca/students/academic-integrity.html>. Familiarize yourself with it and avoid any academic sanctions on your record.

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement." This includes material copied word for word from books, journals, Internet sites, professor's course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone Ūit can refer to copying images, graphs, tables and ideas. "Presentation" is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words: Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it.

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: May 17, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Département d'Études françaises (FRAN-36)

The following proposal was presented under ASFC-2021-4M-B and approved at the Arts and Science Faculty Council meeting of May 14, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 27, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Département d'Études françaises
FRAN-36
Changes to Spécialisation en traduction options A & F; Majeure en
traduction; course number change FTRA 316

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Département d'Études françaises** is proposing changes to the Spécialisation en traduction Option A français-anglais, Spécialisation en traduction Option F anglais-français, and Majeure en traduction.

The department is proposing a course number change for FTRA 416 – *Informatique et traduction* to the new number of FTRA 316. This change will permit FTRA 316 to become a mandatory 300-level course that aligns with the requirements from the OTTIAQ (Ordre des traducteurs, terminologues et interprètes agréés du Québec). This will provide higher technical competencies in the optimal use of software in the translation exercise. The placement as a required course will also insure coherence across the Specialization and Major programs. To make room for this in the core, the linguistics requirements are lowered from 6 to 3 credits. This decision was made in consultation with the Linguistics program and courses offered were chosen with relevance for students in the translation programs.

Within the structure of the three translation programs, the department proposes replacing the courses FRAA 410 *Grammaire du français en contextes* and FRAA 412 *Grammaire de texte* with the courses FRAA 415 *Français avancé I* and FRAA 416 *Français avancé II*, in all three programs. These courses will better prepare students in writing, speaking, developing grammatical knowledge of a wide range of texts, and in organization of discourse.

The addition of FRAA 423 in Options A and F allows the advanced-level students who have satisfied a placement test to take this course (*Rédaction II*) at the appropriate level without having to take the first section FRAA 413 (*Rédaction I*).

Additionally, FTRA courses are being regrouped according to their levels (200, 300, and 400) for consistency and coherency for the students. FTRA 203 is therefore moved to the 200-level (the step 1 group, 1^{re} étape) from step 2 (2^e étape).

Thank you for your consideration of this proposal, which has no resource implications.

Département d'Études françaises
FRAN-36

Memo from Chair

Program change

Spécialisation en traduction Option A : français-anglais

Spécialisation en traduction Option F : anglais- français

Majeure en traduction

Course number change

FTRA 316 *Informatique et traduction*

À : Monsieur Richard Courtemanche, Vice-doyen, Academic Programs
De : Denis Liakin, Directeur, Études françaises
Date : 5 novembre 2020
Objet : Programmes de premier cycle – année 2022-2023

Les changements proposés au cursus de l'annuaire du premier cycle et approuvés par l'Assemblée départementale le 25 septembre 2020 sont les suivants :

Changement du numéro du cours d'Informatique et traduction et le rendre obligatoire :

FTRA 316 - Informatique et traduction (3 crédits)

Le FTRA 416 Informatique et traduction devient le FTRA 316. Le FTRA 316 devient un cours obligatoire de niveau 300 (pour maximiser la cohérence du parcours des étudiants), toujours co-listé avec FTRA 536 et FTRA 636 au deuxième cycle.

On le rend obligatoire pour les raisons suivantes :

- 1) L'OTTIAQ (Ordre des traducteurs, terminologues et interprètes agréés du Québec) le considère maintenant comme un cours de transfert linguistique et non un cours connexe.
- 2) La réalité professionnelle impose une connaissance des outils d'aide à la traduction.
- 3) Si le cours est obligatoire, les professeurs des cours de traduction spécialisée peuvent utiliser des outils d'aide à la traduction dans leurs cours.

Réduire le nombre de cours en linguistique obligatoire :

On propose de réduire le nombre de crédits obligatoires en linguistique de six à trois pour pouvoir rendre le cours FTRA 316 obligatoire. La liste des cours a été établie en consultation avec le secteur langue pour offrir les cours les plus pertinents pour les étudiants en traduction.

Regroupement des cours FTRA selon les niveaux :

L'objectif est de mieux répondre aux besoins des étudiants en rendant le parcours plus cohérent. On regroupe les cours FTRA selon les niveaux (200, 300 et 400).

Ajout des cours FRAA 415 et le FRAA 416 aux programmes :

Les cours FRAA 415 et FRAA 416 permettront aux étudiants de développer une argumentation structurée et cohérente, tant à l'écrit qu'à l'oral, en mettant en œuvre des outils d'organisation, d'articulation et de cohésion du discours. Ils visent l'enrichissement des connaissances grammaticales et culturelles permettant la compréhension d'un large éventail de textes et la capacité de s'exprimer efficacement et d'argumenter de façon claire.

Les autres changements proposés au programme sont des corrections d'orthographe et d'erreurs ainsi que certains changements et amendements mineurs d'ordre rédactionnel.

Pour l'Assemblée du Département d'études françaises,



Denis Liakin
Directeur

PROGRAM CHANGE: Spécialisation en traduction Option AProposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
 Department: Etudes Francaises
 Program: Spécialisation en traduction
 Degree: BA
 Calendar Section/Graduate Page Number: 31.110

Type of Change:
 Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>69 BA Spécialisation en traduction ...</p> <p>Option A : français-anglais <i>1^{re} étape</i></p> <p>6 crédits à choisir parmi les cours FRAA 410³, 412³ ou 413³ <i>N.B. : Une étudiante ou un étudiant qui, à l'examen d'admission, n'a pas obtenu une note lui permettant de suivre les cours de niveau 400 peut s'inscrire au(x) cours FRAN 301⁶ ou 302³ et 303³, ou 304³, ou 306³ ou 321³ et suivre les cours ci-dessus en 2^e année au plus tard.</i></p> <p>*6 crédits ENGL 212³ et 213³ ou 396⁶ 6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 6 crédits en littératures de langue anglaise. Le cours ENGL 270 Introduction to Canadian Literature n'est pas reconnu pour des crédits de littérature anglaise dans le cadre des programmes en traduction.</p> <p>9 crédits FTRA 200³, 201³ et 207³ <i>2^e étape</i></p> <p>15 crédits FTRA 203³, 301³, 305³, 310³ et 411³ 6 crédits de linguistique choisis en consultation avec la conseillère pédagogique ou le conseiller pédagogique</p> <p><i>3^e étape</i></p> <p>6 crédits à choisir parmi les cours FTRA 401³, 403³, 405³, 408³ 3 crédits FTRA 409³ 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³ 3 crédits à choisir parmi FTRA 416³, 438³, 452³, 455³, 458³</p>	<p>69 BA Spécialisation en traduction ...</p> <p>Option A : français-anglais <i>1^{re} étape</i></p> <p>6 crédits à choisir parmi les cours FRAA 413³, <u>415³, 416³ et 423³</u> <i>N.B. : Une étudiante ou un étudiant qui, à l'examen de classement n'a pas obtenu une note lui permettant de suivre les cours de niveau 400, doit s'inscrire au(x) cours FRAN 301⁶ ou 302³ et 303³, ou 304³, ou 306³ ou 321³ et suivre les cours ci-dessus en 2^e année au plus tard.</i></p> <p>*6 crédits ENGL 212³ et 213³ ou 396⁶ 6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 6 crédits en littératures de langue anglaise.</p> <p><u>12</u> crédits FTRA 200³, 201³, <u>203³</u> et 207³ <i>2^e étape</i></p> <p><u>12</u> crédits FTRA 301³, 305³, 310³ et <u>316³</u> <u>3</u> crédits à choisir parmi les cours de linguistique FRAA 400³, 401³, 404³ et 419³, ou LING 200³, 222³ et 300³</p> <p><i>3^e étape</i></p> <p>6 crédits à choisir parmi les cours FTRA 401³, 403³, 405³, 408³ <u>6</u> crédits FTRA 409³ et <u>FTRA 411³</u> 3 crédits à choisir parmi les cours FTRA 412³, 414³ et 418³ 3 crédits à choisir parmi FTRA 438³, 452³, 455³ et <u>458³</u></p>

Rationale:

Comme le secteur langue offre deux nouveaux cours de français de niveau C1, nous souhaitons remplacer les cours FRAA 410 et FRAA 412 par ces nouveaux cours. On ajoute le FRAA 423 Rédaction II pour permettre aux étudiants anglophones de suivre un deuxième cours de rédaction. Le niveau du français de tous les étudiants est évalué en début de parcours. Les étudiants de niveau avancé peuvent prendre de FRAA 423 sans avoir à suivre le FRAA 413.

On enlève la phrase concernant ENGL 270 parce que le cours n'est plus offert.

On regroupe les cours FTRA selon les niveaux (200, 300 et 400). L'objectif est de mieux répondre aux besoins des étudiants en rendant le parcours plus cohérent. Le FTRA 203 est déplacé de la 2^e étape à la 1^{re} afin de regrouper tous les cours de niveau 200.

On propose de réduire le nombre de crédits obligatoires en linguistique de six à trois. On croit que les étudiants anglophones doivent avoir accès aux cours LING, mais on ajoute les cours de linguistique française. On ne veut plus demander aux étudiants de « consulter la conseillère pédagogique ». Peu le font et les étudiants se dirigent naturellement vers les cours LING. De cette façon, on rend l'option des cours de linguistique française explicite.

On enlève FTRA 416 Informatique et traduction de la dernière ligne. Il devient FTRA 316, un cours obligatoire de niveau 300, toujours co-listé avec FTRA 536 et FTRA 636 au deuxième cycle.

Resource Implications:

No resource implications.

PROGRAM CHANGE: Spécialisation en traduction Option F**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Etudes Francaises
Program: Spécialisation en traduction
Degree: BA
Calendar Section/Graduate Page Number: 31.110**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>69 BA Spécialisation en traduction ...</p> <p>Option F : anglais-français 1^{re} étape</p> <p>6 crédits à choisir parmi les cours FRAA 410³, 412³, 413³, 423³, 432³ *6 crédits ENGL 212³ et 213³ ou 396⁶ <i>N.B. : Une étudiante ou un étudiant qui n'est pas admissible au cours ENGL 212³ peut s'inscrire aux cours ESL 204⁶ ou ENGL 206³ et suivre les cours ENGL 212³ et 213³ en 2^e année au plus tard.</i></p> <p>9 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 3 crédits à choisir parmi les cours de littérature de langue française FLIT 447³ ou 449³, ou le cours FRAA 423³ 9 crédits FTRA 200³, 202³ et 208³</p> <p>2^e étape 15 crédits FTRA 204³, 304³, 306³, 310³ et 414³ 6 crédits en linguistique à choisir entre FRAA 400³, 401³, 403³, 404³, 405³, 419³, 422³</p> <p>3^e étape</p> <p>6 crédits à choisir parmi les cours FTRA 402³, 404³, 406³, 408³ 3 crédits FTRA 410³ 3 crédits à choisir entre les cours FTRA 412³, 414³ et 418³ 3 crédits à choisir parmi les cours FTRA 416³, 438³, 452³, 455³, 458³</p> <p><i>*L'étudiante ou l'étudiant peut comptabiliser les 6 crédits d'ENGL 212³ et 213³ ou 396⁶ dans les 21 crédits à réaliser hors département. Dans ce cas, pour les remplacer il devra effectuer 6 crédits parmi ceux offerts au département.</i></p>	<p>69 BA Spécialisation en traduction ...</p> <p>Option F : anglais-français 1^{re} étape</p> <p>6 crédits à choisir parmi les cours FRAA 413³, <u>415³, 416³</u> et 423³ *6 crédits ENGL 212³ et 213³ ou 396⁶ <i>N.B. : Une étudiante ou un étudiant qui, à l'examen de classement n'a pas obtenu une note lui permettant de suivre ces cours, doit s'inscrire <u>au(x)</u> cours ESL 204⁶ ou ENGL 206³ <u>ou 210³</u> et suivre les cours ENGL 212³ et 213³ en 2^e année au plus tard.</i></p> <p>9 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 <u>12</u> crédits FTRA 200³, 202³, <u>204³</u> et 208³</p> <p>2^e étape <u>12</u> crédits FTRA 304³, 306³, 310³ et <u>316³</u> <u>3</u> crédits à choisir parmi les cours de linguistique FRAA 400³, 401³, 404³ <u>et</u> 419³ <u>3</u> crédits à choisir parmi les cours de littérature FLIT 447³ <u>et</u> FLIT 449³, ou parmi les cours de linguistique FRAA 400³, 401³, 403³, 404³, 405³, 419³ et 422³</p> <p>3^e étape</p> <p>6 crédits à choisir parmi les cours FTRA 402³, 404³, 406³, 408³ <u>6</u> crédits FTRA 410³ <u>et</u> FTRA 411³ 3 crédits à choisir <u>parmi</u> les cours FTRA 412³, 414³ et 418³ 3 crédits à choisir parmi les cours FTRA 438³, 452³, 455³ <u>et</u> 458³</p> <p><i>*L'étudiante ou l'étudiant peut comptabiliser les 6 crédits d'ENGL 212³ et 213³ ou 396⁶ dans les 21 crédits à réaliser hors département. Dans ce cas, pour les remplacer il</i></p>

devra effectuer 6 crédits parmi ceux offerts au département.

Rationale:

Comme le secteur langue offre deux nouveaux cours de français de niveau C1, nous souhaitons remplacer les cours FRAA 410 et FRAA 412 par ces nouveaux cours. On ajoute le FRAA 423 Rédaction II pour permettre aux étudiants anglophones de suivre un deuxième cours de rédaction. Le niveau du français de tous les étudiants est évalué en début de parcours. Les étudiants de niveau avancé peuvent prendre de FRAA 423 sans avoir à suivre le FRAA 413.

On regroupe les cours FTRA selon les niveaux (200, 300 et 400). L'objectif est de mieux répondre aux besoins des étudiants en rendant le parcours plus cohérent.

On propose de réduire le nombre de crédits obligatoires en linguistique de six à trois. On croit que les étudiants anglophones doivent avoir accès aux cours LING, mais on ajoute les cours de linguistique française. On rend l'option des cours de linguistique française explicite.

On enlève FTRA 416 Informatique et traduction de la dernière ligne. Il devient FTRA 316, un cours obligatoire de niveau 300.

La ligne des cours FLIT était auparavant à la première étape. On la place à la deuxième étape et on enlève FRAA 423. On ajoute les cours de linguistique en consultation avec le secteur langue.

Resource Implications:

No resource implications.

PROGRAM CHANGE: Majeure en traduction**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Etudes Francaises
Program: Majeure en traduction
Degree: BA
Calendar Section/Graduate Page Number: 31.110**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>48 BA Majeure en traduction <i>Les étudiantes et étudiants inscrits à un programme de traduction doivent remettre leurs travaux en français dans les cours de littérature.</i></p> <p><i>1^{re} étape</i></p> <p>6 crédits ENGL 212³ et 213³</p> <p>6 crédits à choisir parmi les cours FRAN 301⁶ ou 302³ et 303³; FRAN304³, 321³, FRAA 410³, 412³, 413³</p> <p><i>2^e étape</i></p> <p>6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p> <p>6 crédits à choisir parmi les cours FRAN306³ et 321³; FRAA 410³, 412³, 413³, 423³, 432³</p> <p>9 crédits FTRA 200³, et FTRA 201³ et 207³ ou FTRA 202³ et 208³</p> <p><i>3^e étape</i></p> <p>6 crédits à choisir parmi les cours FTRA 203³ ou 204³, 301³ ou 304³, 305³ ou 306³, 310³, 403³ ou 404³, 405³ ou 406³, 408³</p> <p>3 crédits à choisir parmi les cours FTRA 412³, 414³ et 418³</p> <p>6 crédits en littérature anglaise</p>	<p>48 BA Majeure en traduction <i>Les étudiantes et étudiants inscrits à un programme de traduction doivent remettre leurs travaux en français dans les cours de littérature.</i></p> <p><i>1^{re} étape</i></p> <p>6 crédits ENGL 212³ et 213³</p> <p>6 crédits à choisir parmi les cours FRAN <u>306³</u> et 321³; FRAA 410³, 412³, 413³, <u>415³, 416³</u></p> <p><i>2^e étape</i></p> <p>6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400</p> <p>6 crédits à choisir parmi les cours FRAA 410³, 412³, 413³, <u>415³, 416³</u> et 423³</p> <p>9 crédits FTRA 200³, et FTRA 201³ et 207³ ou FTRA 202³ et 208³</p> <p><i>3^e étape</i></p> <p>6 crédits à choisir parmi les cours FTRA 203³ ou 204³, 301³ ou 304³, 305³ ou 306³, 310³, 403³ ou 404³, 405³ ou 406³, 408³</p> <p>3 crédits à choisir parmi les cours FTRA 412³, 414³ et 418³</p> <p>6 crédits en littérature anglaise</p>
<p>Rationale: On enlève les cours FRAN 301, 302, 303 et 304 du programme. Si l'étudiant doit suivre ces cours à la suite du test de classement, ils seront comptabilisés comme cours au choix. Cela obligerait les étudiants, dont beaucoup suivaient surtout des cours de niveau 300, d'atteindre le niveau de français nécessaire pour réussir leurs cours de traduction.</p> <p>On enlève les cours de niveau 300 de cette ligne. De cette façon, on s'assure que tous les étudiants de la Majeure suivent au moins deux cours de niveau 400. On enlève FRAA 432 et on ajoute les nouveaux cours FRAA 415 et 416.</p>	
<p>Resource Implications:</p>	

No resource implications.

COURSE CHANGE: FTRA 416 New Course Number: FTRA 316

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Etudes Francaises
Program: Spécialisation en traduction
Degree: BA
Calendar Section/Graduate Page Number: 31.110

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>FTRA-416 <i>Informatique et traduction</i> (3 crédits) Préalables: FTRA 201 ou 202, et connaissance du traitement de textes. Ce cours porte sur la langue de l'informatique, la théorie et les concepts fondamentaux qui s'y rapportent. Il comporte des exercices de traduction, et une initiation aux outils informatisés pour les traducteurs: Internet, bases de données, systèmes de traduction assistée, utilitaires. (F/A) <i>N.B.: Les étudiantes et étudiants qui ont suivi TRAD 416 ne peuvent obtenir de crédits pour ce cours.</i></p>	<p>FTRA 316 <i>Informatique et traduction</i> (3 crédits) Préalables: FTRA 201 ou 202, et connaissance du traitement de textes. Ce cours porte sur la langue de l'informatique, la théorie et les concepts fondamentaux qui s'y rapportent. Il comporte des exercices de traduction, et une initiation aux outils informatisés pour les traducteurs: Internet, bases de données, systèmes de traduction assistée, utilitaires. (F/A) <i>N.B.: Les étudiantes et étudiants qui ont suivi TRAD 416 ne peuvent obtenir de crédits pour ce cours.</i></p>
<p>Rationale: Le FTRA 416 devient le FTRA 316. Étant donné que le FTRA 316 devient un cours obligatoire pour suivre les cours de niveau 400, il est nécessaire que le cours soit de niveau 300. Le FTRA 316 sera co-listé, comme le FTRA416, avec le FTRA 536 et le FTRA 636 au deuxième cycle. On le rend obligatoire pour les raisons suivantes: 1) L'OTTIAQ le considère maintenant comme un cours de transfert linguistique et non un cours connexe. 2) La réalité professionnelle impose une connaissance des outils d'aide à la traduction. 3) Si le cours est obligatoire, les professeurs des cours de traduction spécialisée peuvent utiliser des outils d'aide à la traduction dans leurs cours.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: Le FTRA 316 sera co-listé avec le FTRA 536 du Diplôme en traduction et le Certificat en technologies de la traduction. Il sera également co-listé avec le FTRA 636 de la Maîtrise en traductologie (Option A) Sans mémoire (professionnelle).</p>	

From: Madelyn Kissock <madelyn.kissock@concordia.ca>
Sent: February 2, 2021 11:40
To: Christine York <christine.york@concordia.ca>
Cc: Sandra Woywod-Page <sandra.woywod-page@concordia.ca>
Subject: Re: Change to the Specialization in translation affecting LING

Hi Christine,

This change is fine as far as CMLL is concerned.

Regards,

Madelyn

Madelyn J. Kissock, Chair
Dept. of Classics, Modern Languages and Linguistics
Concordia University
1455 de Maisonneuve West, FB1030.11
Montreal, Quebec H3G 1M8, Canada
514-848-2424 ext 2311
On 2/2/21 10:23 AM, Sandra Woywod-Page wrote:

Hello Christine,

I am sending your message to Prof. Kissock, Chair of the CMLL
Department, for input and approval of your proposed curriculum changes.

Cheers,

Sandra

Sincerely,

Sandra Woywod-Pagé, M.A.
Coordinator, Academic Programs
CMLL - Classics, Modern Languages and Linguistics
CONCORDIA UNIVERSITY
(514) 8482424 ext. 2300

From: Christine York <christine.york@concordia.ca>
Sent: February 2, 2021 10:14 AM
To: Sandra Woywod-Page <sandra.woywod-page@concordia.ca>
Subject: Change to the Specialization in translation affecting LING

Dear Sandra,

I am writing as director of the undergraduate programs in translation about a change we are making to the English option of our Specialization in translation. It affects the Linguistics content and we would like to obtain your approval.

The existing program
<https://www.concordia.ca/academics/undergraduate/calendar/current/sec31/31-110.html> is as follows:

Option A : français-anglais

1re étape

6 crédits à choisir parmi les cours FRAA 410³, 412³ou 413³

N.B. : Une étudiante ou un étudiant qui, à l'examen d'admission, n'a pas obtenu une note lui permettant de suivre les cours de niveau 400 peut s'inscrire au(x) cours FRAN 301⁶ou 302³ et 303³ou 304³ou 306³ ou 321³et suivre les cours ci-dessus en 2e année au plus tard.

*6 crédits ENGL 212³et 213³ou 396⁶

6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400

6 crédits en littératures de langue anglaise. Le cours ENGL

270 Introduction to Canadian Literature n'est pas reconnu pour des crédits de littérature anglaise dans le cadre des programmes en traduction.

9 crédits FTRA 200³, 201³et 207³

2e étape

15 crédits FTRA 203³, 301³, 305³, 310³et 411³

6 crédits de linguistique choisis en consultation avec la conseillère pédagogique ou le conseiller pédagogique

3e étape

6 crédits à choisir parmi les cours FTRA 401³, 403³, 405³, 408³

3 crédits FTRA 409³

3 crédits à choisir entre les cours FTRA 412³, 414³et 418³

3 crédits à choisir parmi FTRA 416³, 438³, 452³, 455³, 458³

We would like to change this line of the program in two ways:

* decrease the linguistics requirement from 6 credits to 3 credits.

This is because another course, FTRA 416 Informatique et traduction, is becoming a 300-level mandatory course given the essential need for students to become familiar with computer tools used in the translation process.

* specify which linguistics courses should be taken rather than require that the students consult with an advisor. We would therefore like to indicate the courses as follows:

·3 crédits à choisir parmi les cours de linguistique FRAA 400, 401, 404 et 419, ou LING 200, 222 et 300

·These are the same courses that the students have always taken; we are simply spelling out the choices to simplify matters.

If you approve these changes, please send me an email to that effect. Should you wish to discuss further, I would be happy to set up a phone or Zoom meeting.

Best regards,
Christine York

Christine York, trad. a.
Chargée d'enseignement
Directrice des programmes de traduction du premier cycle
Coordonnatrice du programme coop en traduction
Présidente, Association canadienne de traductologie <<http://act-cats.ca/fr/>>
Département d'études françaises, Université Concordia

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 19, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Département d'Études françaises (FRAN-38)

The following proposal was presented under ASFC-2021-3M-D and approved at the Arts and Science Faculty Council meeting of April 16, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.



INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: March 29, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Département d'Études françaises
FRAN-38
Course description changes FLIT 240, 308, 406

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Département d'Études françaises** is updating course descriptions to the following three courses: FLIT 240 *Introduction aux littératures et aux cultures de la Francophonie*, FLIT 308 *Littératures et cultures de la Francophonie*, and FLIT 406 *Littératures et cultures populaires de la Francophonie*. For each course description, the department proposes changing the term "de la francophonie" with a more precise and descriptive denomination of "des pays francophones du sud", as fits the course. This will provide a distinction, which is a common use in the geographical zonation across the francophone world (*Organisation Internationale de la Francophonie*), as to which of the three areas (France, Québec, or the rest of the Francophonie) the course content belongs to or addresses. The precision "du sud" further specifies the Caribbean, Maghreb, and African delineations. These changes will also clarify whether or not the course content concerns French works from France or Québec.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Département d'Études françaises
FRAN-38

Memo from Chair

Course description changes

FLIT 240 *Introduction aux littératures et aux cultures de la Francophonie*

FLIT 308 *Littératures et cultures de la Francophonie*

FLIT 406 *Littératures et cultures populaires de la Francophonie*

INTERNAL MEMORANDUM

À : Monsieur Richard Courtemanche, Vice-doyen, Academic Programs

De : Denis Liakin, Directeur, Études françaises

Date : 25 février 2021 (révisé le 30 mars, 2021)

Objet : Programmes de premier cycle – année 2022-2023

Les changements proposés au cursus de l'annuaire du premier cycle et approuvés en assemblée départementale le 19 février 2021 sont les suivants :

Modifications aux libellés des cours FLIT 240, FLIT 308 et FLIT 406, soit l'ajout des pays francophones du sud aux libellés des trois cours :

Cette précision vise à mieux harmoniser le descriptif des cours généraux portant sur la Francophonie au principe des aires géographiques (France, Francophonie, Québec) qui sous-tend la grille des cours FLIT. Par « pays du sud », nous faisons référence à la littérature et à la culture de la Caraïbe, du Maghreb et de l'Afrique. Les œuvres issues de ces trois régions font déjà l'objet de cours plus ponctuels (voir FLIT 362, FLIT 363, FLIT 365, FLIT 367). Nous les réunissons dans des cours de panorama et des cours plus généraux sous l'appellation « pays du sud ». À noter que la formulation « pays du sud » apparaît déjà dans le libellé du cours FLIT 375 qui est inscrit au Undergraduate Calendar depuis plus de deux ans et qui a, dès lors, été approuvé par le Curriculum Committee. Nous uniformisons ainsi la formulation des libellés de nos cours généraux sur la Francophonie en reprenant exactement la même précision.

La précision « pays du sud », qui renvoie à la Caraïbe, au Maghreb et à l'Afrique, permettrait donc de mieux distinguer les corpus et de s'assurer que la matière couverte dans ces cours ne chevauche pas celle abordée dans les cours de littératures québécoise, canadienne et française. La Francophonie des États-Unis (Louisiane) est par ailleurs abordée dans le cours FLIT 466 (Littératures des Amériques).

Pour le Département d'études françaises,



Denis Liakin
Directeur

COURSE CHANGE: FLIT 240 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Etudes Francaises
Program: Spécialisation, majeure, mineure littérature
Degree: BA
Calendar Section/Graduate Page Number: 31.110

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>FLIT 240 <i>Introduction aux littératures et aux cultures de la Francophonie</i> (3 crédits) Préalable : FRAN 301 ou 303 ou l'équivalent. Introduction aux littératures et aux cultures de la francophonie et à leurs spécificités historiques, sociales et linguistiques par la lecture et l'étude de quelques œuvres représentatives. <i>N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.</i></p>	<p>FLIT 240 <i>Introduction aux littératures et aux cultures de la Francophonie</i> (3 crédits) Préalable : FRAN 301 ou 303 ou l'équivalent. Introduction aux littératures et aux cultures <u>des pays francophones du sud</u> et à leurs spécificités historiques, sociales et linguistiques par la lecture et l'étude de quelques œuvres représentatives. <i>N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.</i></p>
<p>Rationale: La précision vise à mieux harmoniser le descriptif des cours généraux portant sur la Francophonie au principe des aires géographiques (France, Francophonie, Québec) qui sous-tend la grille des cours FLIT. Nous avons effectué ce changement afin que les chevauchements de corpus ne surviennent plus entre les cours sur les littératures française, québécoise et de la Francophonie.</p> <p>Nous évoquons les trois aires géographiques visées par les cours FLIT et nous voulons préciser qu'afin que les corpus étudiés s'inscrivent conséquemment dans la logique de ces trois aires que sont la France, le Québec et la Francophonie, il nous semble important, pour la Francophonie, de préciser qu'il sera question des « pays du sud ». Autrement dit, le contenu de la parenthèse ne définit aucunement ce que sont les pays francophones du sud. Ces changements visent à éviter les chevauchement de corpus avec les cours de littératures française et québécoise.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: COMPLEMENTARY STUDIES FOR ENGINEERING AND COMPUTER SCIENCE STUDENTS Section 71.110. As only the title appears in this section, no change is required.</p>	

COURSE CHANGE: FLIT 308 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Etudes Francaises
Program: Spécialisation, majeure, mineure littérature
Degree: BA
Calendar Section/Graduate Page Number: 31.110

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>FLIT 308 <i>Littératures et cultures de la Francophonie</i> (3 crédits) Aperçu général des littératures francophones d'Afrique, du Maghreb et de la Caraïbe, et des contextes historiques, sociaux et culturels qui permettent de mieux comprendre les œuvres.</p>	<p>FLIT 308 <i>Littératures et cultures de la Francophonie</i> (3 crédits) Aperçu général des littératures <u>des pays francophones du sud</u> et des contextes historiques, sociaux et culturels qui permettent de mieux comprendre les œuvres.</p>
<p>Rationale: La précision vise à mieux harmoniser le descriptif des cours généraux portant sur la Francophonie au principe des aires géographiques (France, Francophonie, Québec) qui sous-tend la grille des cours FLIT.</p> <p>Nous avons observé, au cours des dernières années, des chevauchements de corpus entre le cours FLIT 308 et les cours de littératures québécoise et française. La précision introduite dans le libellé permet de mieux distinguer les corpus et de s'assurer que chacun des cours puise dans des œuvres différentes.</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: FLIT 406 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Etudes Francaises
Program: Spécialisation, majeure, mineure littérature
Degree: BA
Calendar Section/Graduate Page Number: 31.110

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>FLIT 406 <i>Littératures et cultures populaires de la Francophonie</i> (3 crédits) Analyse d'œuvres représentatives des littératures et des cultures populaires de la Francophonie (par exemple, roman, théâtre, cinéma, télévision, chanson) et examen de leurs spécificités historiques, sociales et linguistiques. <i>N.B. : Les étudiantes et étudiants qui ont suivi FLIT 446 ne peuvent obtenir de crédits pour ce cours.</i></p>	<p>FLIT 406 <i>Littératures et cultures populaires de la Francophonie</i> (3 crédits) Analyse d'œuvres représentatives des littératures et des cultures <u>des pays francophones du sud</u> (par exemple, roman, théâtre, cinéma, télévision, chanson) et examen de leurs spécificités historiques, sociales et linguistiques. <i>N.B. : Les étudiantes et étudiants qui ont suivi FLIT 446 ne peuvent obtenir de crédits pour ce cours.</i></p>
<p>Rationale: La précision vise à mieux harmoniser le descriptif des cours généraux portant sur la Francophonie au principe des aires géographiques (France, Francophonie, Québec) qui sous-tend la grille des cours FLIT.</p> <p>Ce cours doit porter exclusivement sur la culture et la littérature hors France, hors Québec, hors Amérique du Nord et hors Europe, zones géographiques qui sont couvertes par d'autres cours de la grille de cours FLIT. La précision « pays du sud », qui renvoie à la Caraïbe, au Maghreb et à l'Afrique, qui a été ajoutée au libellé existant, permet de mieux distinguer les corpus et de s'assurer que la matière couverte dans ce cours ne chevauche pas celle abordée dans les cours de littératures québécoise, canadienne et française. La Francophonie des États-Unis (Louisiane) est par ailleurs abordée dans le cours FLIT 466 (Littératures des Amériques).</p>	
<p>Resource Implications: No resource implications.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 19, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Geography, Planning and Environment (GEOG-50)

The following proposal was presented under ASFC-2021-3M-E and approved at the Arts and Science Faculty Council meeting of April 16, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.



INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: March 29, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Geography, Planning and Environment
GEOG-50
New courses URBS 370 and 470

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Geography, Planning and Environment** is proposing two currently offered special topics course to be converted into permanent courses in their *Urban Planning* and *Urban Studies* programs: URBS 370 *Housing Policy* and URBS 470 *Public Infrastructure Finance for Planners*. Both courses will be offered to students in the honours and specialization in *Urban Planning*, and in the major and minor in *Urban Studies*. The 300-level housing policy course will give the department, despite multiple related courses, their first course specifically addressing urban housing. The 400-level course will include, in addition to public infrastructure, topics directed towards finance and governance. Previous enrolments in these special topics courses provide good evidence that the student body interest should be strong for these courses, should they be converted into permanent options.

Also, the department is currently preparing to apply for professional accreditation for their *BA Specialization in Urban Planning*. The addition of planning-relevant course content to the curriculum will align with their application.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Geography, Planning and Environment

GEOG-50

Memo from Chair

Program changes

Honours in Urban Planning

Specialization in Urban Planning

Major in Urban Studies

Minor in Urban Studies

New courses

URBS 370 *Housing Policy*

URBS 470 *Public Infrastructure Finance for Planners*

INTERNAL MEMORANDUM

TO: Dr. Richard Courtemanche
Chair of the Faculty Curriculum Committee
Associate Dean, Academic Programs, Faculty of Arts and Science

FROM: Craig Townsend
Chair of the Department of Geography, Planning and Environment

DATE: 11 January 2021 (revised February 5, 2021)

SUBJECT: Curriculum changes – addition of two new courses

Based on a recommendation of the Department of Geography, Planning and Environment Curriculum Committee, on 27 November 2020 our department assembly voted unanimously to support a proposal to add two new courses to our Urban Planning and Urban Studies programs: URBS 370 Housing Policy and URBS 470 Public Infrastructure Finance for Planners. The two new courses fill gaps in the BA Specialization in Urban Planning and BA Major in Urban Studies curricula on cities, urbanization, and urban planning. At the 300-level we have approximately 25 students in the Urban Planning program and 50 students in the Urban Studies program. Students from both programs would be able to use these two courses toward their program requirements. At the 300-level we have courses on urban agriculture, urban transportation, urban ecology, urban and regional economic development, and law and regulation in urban planning, but nothing on housing, which is the predominant use of land in most cities, and a significant focus of policy and planning at all levels of government. A course on public infrastructure finance touches on many topics considered essential to the growth of cities and to the competencies of urban planners. We intend to apply for professional accreditation of our BA in Urban Planning in 2022 or 2023, depending on when we meet a threshold of three registered professional planners amongst the full-time faculty. We have been aligning our urban planning curriculum against that of programs at other universities and against the program assessment criteria of the professional bodies accrediting planning programs. There is a need to increase the planning-relevant content of our curriculum at the 400-level and the course on public infrastructure finance for planners helps to fill this need.

There are no resource implications as both are already taught as slot courses: URBS 398 taught twice, and URBS 498 taught three times. For years we have been running multiple sections of some 400-level courses and URBS 470 will simply replace a second section of another course, and will give more course choices to students in the Urban Planning and Urban Studies programs. There are no resource implications in the case of URBS 370 because we intend to rotate this course with other 300-level courses (particularly URBS 310 Urban Transportation, URBS 337 Urban Agriculture, URBS 338 Urban Ecology, and URBS 380 Urban and Regional

Economic Development) based on when faculty members are available to teach those courses, and as in the case of the 400-level courses students do not have to take them all (i.e. they are program electives). Consequently, the sections for these two courses will be drawn from our current section allotment.

PROGRAM CHANGE: Honours in Urban Planning

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours in Urban Planning
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Honours in Urban Planning (63 credits)</p> <p>12 credits from Stage I: Honours in Urban Planning 27 credits from Stage II: Honours in Urban Planning 24 credits from Stage III: Honours in Urban Planning</p> <p>Stage I Honours in Urban Planning (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Honours in Urban Planning (27 credits)</p> <p>15 credits:</p> <ul style="list-style-type: none"> • URBS 333 Urban Laboratory (6.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>12 credits chosen from:</p>	<p>Honours in Urban Planning (63 credits)</p> <p>12 credits from Stage I: Honours in Urban Planning 27 credits from Stage II: Honours in Urban Planning 24 credits from Stage III: Honours in Urban Planning</p> <p>Stage I Honours in Urban Planning (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Honours in Urban Planning (27 credits)</p> <p>15 credits:</p> <ul style="list-style-type: none"> • URBS 333 Urban Laboratory (6.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>12 credits chosen from:</p>

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Honours in Urban Planning (24 credits)

12 credits:

- URBS 433 Advanced Urban Laboratory (6.00)
- URBS 491 Honours Thesis or Project (6.00)

12 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impact Assessment (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- [URBS 370 Housing Policy](#)
- URBS 380 Urban and Regional Economic Development (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Honours in Urban Planning (24 credits)

12 credits:

- URBS 433 Advanced Urban Laboratory (6.00)
- URBS 491 Honours Thesis or Project (6.00)

12 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impact Assessment (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- [URBS 470 Public Infrastructure Finance for Planners](#)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

Rationale:

These changes insert the new courses that have been proposed into the formal curriculum for the Honours program in Urban Planning. These two courses cover topics (housing policy at the 300-level, and public infrastructure financing at the 400-level) that are central to understanding cities, and to the profession of urban planning. The addition of these courses will strengthen the curriculum of the BA Honours in Urban Planning in advance of our application for professional accreditation of the program. They also add to the choices

available to students.

Resource Implications:
None.

PROGRAM CHANGE: Specialization in Urban Planning

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Specialization in Urban Planning
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Specialization in Urban Planning (60 credits)</p> <p>12 credits from Stage I: Specialization in Urban Planning</p> <p>27 credits from Stage II: Specialization in Urban Planning</p> <p>21 credits from Stage III: Specialization in Urban Planning</p> <p>Stage I Specialization in Urban Planning (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Specialization in Urban Planning (27 credits)</p> <p>15 credits:</p> <ul style="list-style-type: none"> • URBS 333 Urban Laboratory (6.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>12 credits chosen from:</p>	<p>Specialization in Urban Planning (60 credits)</p> <p>12 credits from Stage I: Specialization in Urban Planning</p> <p>27 credits from Stage II: Specialization in Urban Planning</p> <p>21 credits from Stage III: Specialization in Urban Planning</p> <p>Stage I Specialization in Urban Planning (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Specialization in Urban Planning (27 credits)</p> <p>15 credits:</p> <ul style="list-style-type: none"> • URBS 333 Urban Laboratory (6.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>12 credits chosen from:</p>

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Specialization in Urban Planning (21 credits)

6 credits:

- URBS 433 Advanced Urban Laboratory (6.00)

15 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impa
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 483 Directed Studies/Practicum in Urban Planning I (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 300 Neighbourhood and Community Planning (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- [URBS 370 Housing Policy](#)
- URBS 380 Urban and Regional Economic Development (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Specialization in Urban Planning (21 credits)

6 credits:

- URBS 433 Advanced Urban Laboratory (6.00)

15 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impa
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- [URBS 470 Public Infrastructure Finance for Planners](#)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 483 Directed Studies/Practicum in Urban Planning I (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

Rationale:

These two courses cover topics (housing policy at the 300-level, and public infrastructure financing at the 400-level) that are central to understanding cities, and to the profession of urban planning. The addition of these courses will strengthen the curriculum of the BA Specialization in Urban Planning in advance of our application for professional accreditation of the program. They also add to the choices available to students.

Resource Implications:

None.

PROGRAM CHANGE: Major in Urban Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Major in Urban Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Major in Urban Studies (42 credits)</p> <p>12 credits from Stage I: Major in Urban Studies 21 credits from Stage I: Major in Urban Studies 9 credits from Stage I: Major in Urban Studies</p> <p>Stage I Major in Urban Studies (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Major in Urban Studies (21 credits)</p> <p>9 credits:</p> <ul style="list-style-type: none"> • URBS 300 Neighbourhood and Community Planning (3.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) <p>12 credits chosen from:</p>	<p>Major in Urban Studies (42 credits)</p> <p>12 credits from Stage I: Major in Urban Studies 21 credits from Stage I: Major in Urban Studies 9 credits from Stage I: Major in Urban Studies</p> <p>Stage I Major in Urban Studies (12 credits)</p> <p>12 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) <p>Stage II Major in Urban Studies (21 credits)</p> <p>9 credits:</p> <ul style="list-style-type: none"> • URBS 300 Neighbourhood and Community Planning (3.00) • URBS 335 Geographic Information Systems (3.00) • URBS 362 Quantitative Research Methods (3.00) <p>12 credits chosen from:</p>

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- URBS 380 Urban and Regional Economic Development (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Major in Urban Studies (9 credits)

9 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impact Assessment (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

- ARTH 374 Architecture and Urbanism in Montreal (3.00)
- GEOG 330 Urban Geography (3.00)
- POLI 349 Political and Social Theory and the City (3.00)
- URBS 310 Urban Transportation (3.00)
- URBS 337 Urban Agriculture (3.00)
- URBS 338 Urban Ecology (3.00)
- [URBS 370 Housing Policy](#)
- URBS 380 Urban and Regional Economic Development (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

Note: A maximum of three credits may be chosen from ARTH 374 and POLI 349

Stage III Major in Urban Studies (9 credits)

9 credits chosen from:

- GEOG 463 Advanced Geographic Information Systems (3.00)
- GEOG 465 Remote Sensing (3.00)
- GEOG 466 Geomedia and the Geoweb (3.00)
- URBS 420 Social Geographies of Montreal (3.00)
- URBS 434 Transportation GIS (3.00)
- URBS 435 Transportation Impact Assessment (3.00)
- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- [URBS 470 Public Infrastructure Finance for Planners](#)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)
- URBS 495 Field Research (3.00)

Note: A maximum of six credits may be chosen from GEOG 463, GEOG 465, and GEOG 466

Rationale:

These two courses cover topics (housing policy at the 300-level, and public infrastructure financing at the 400-level) that are central to understanding cities. The addition of these courses add to the choices available to students in the BA Major in Urban Studies, and provide the opportunity to study topics (housing and infrastructure finance) that are central to urban processes.

Resource Implications:

None.

PROGRAM CHANGE: Minor in Urban Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Minor in Urban Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Minor in Urban Studies (30 credits)</p> <p>6 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) <p>18 credits chosen from:</p> <ul style="list-style-type: none"> • GEOG 220 Place, Space, and Identity (3.00) • GEOG 330 Urban Geography (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) • URBS 300 Neighbourhood and Community Planning (3.00) • URBS 310 Urban Transportation (3.00) • URBS 337 Urban Agriculture (3.00) • URBS 338 Urban Ecology (3.00) • URBS 380 Urban and Regional Economic Development (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>6 credits chosen from:</p> <ul style="list-style-type: none"> • URBS 420 Social Geographies of Montreal (3.00) • URBS 434 Transportation GIS (3.00) • URBS 435 Transportation Impact Assessment (3.00) • URBS 450 Economic Restructuring (3.00) 	<p>Minor in Urban Studies (30 credits)</p> <p>6 credits:</p> <ul style="list-style-type: none"> • URBS 230 Urbanization: Global and Historical Perspectives (3.00) • URBS 240 Planning (3.00) <p>18 credits chosen from:</p> <ul style="list-style-type: none"> • GEOG 220 Place, Space, and Identity (3.00) • GEOG 330 Urban Geography (3.00) • URBS 250 Representation Methods in Urban Studies (3.00) • URBS 260 Analytical Methods in Urban Studies (3.00) • URBS 300 Neighbourhood and Community Planning (3.00) • URBS 310 Urban Transportation (3.00) • URBS 337 Urban Agriculture (3.00) • URBS 338 Urban Ecology (3.00) • URBS 370 Housing Policy • URBS 380 Urban and Regional Economic Development (3.00) • URBS 393 Law and Regulation in Urban Planning (3.00) <p>6 credits chosen from:</p> <ul style="list-style-type: none"> • URBS 420 Social Geographies of Montreal (3.00) • URBS 434 Transportation GIS (3.00) • URBS 435 Transportation Impact Assessment (3.00)

- URBS 460 Reading the Urban Form (3.00)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)

- URBS 450 Economic Restructuring (3.00)
- URBS 460 Reading the Urban Form (3.00)
- [URBS 470 Public Infrastructure Finance for Planners](#)
- URBS 480 Impact Assessment (3.00)
- URBS 481 Urban Planning in the Developing World (3.00)
- URBS 486 Behaviour and the Environment (3.00)
- URBS 488 Analyzing Choice (3.00)
- URBS 490 Public Space and the Public Interest (3.00)

Rationale:

These two courses cover topics (housing policy at the 300-level, and public infrastructure financing at the 400-level) that are central to understanding cities, and to the profession of urban planning. The addition of these courses add to the choices available to students in the Minor in Urban Studies, and provide the opportunity to study topics (housing and infrastructure finance) that are central to urban processes..

Resource Implications:

None.

COURSE CHANGE: URBS 370 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Urban Planning, Major and Minor in Urban Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>URBS 370 Housing Policy (3 credits)</p> <p><i>Prerequisite:</i> The following course must be completed previously: URBS 230. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course provides an overview of housing problems and policies in modern capitalist cities, examining the nature of housing problems, the actors involved in the housing field, and the major policies that have addressed and/or worsened various housing problems.</p> <p><i>Component:</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a URBS 398 number may not take this course for credit.

Rationale:
This course has been given two times over the last two academic years as a 398 slot course: 2019-20 (59/78 enrolled) and 2020-21 (54/78 enrolled). The course has demonstrated by its fill rate a significant degree of popularity with Urban Studies and Urban Planning students; Planning students particularly. This popularity will increase in popularity as it becomes an official selection in the 300-level program electives. The course content fills a gap in the planning curriculum with regards the timely topic of housing and public policy. The course also addresses content that will be required for professional accreditation of the Urban Planning program which is a goal of the unit.

Resource Implications:
None. The course has been offered within the limits of the established allocation of GPE course sections.

Other Programs within which course is listed:

None

COURSE CHANGE: URBS 470 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Geography, Planning and Environment
Program: Honours, Specialization in Urban Planning, Major and Minor in Urban Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.130.1

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>URBS 470 Public Infrastructure Finance for Planners (3 credits)</p> <p><i>Prerequisite:</i> The following course must be completed previously: URBS 380. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course focuses on public infrastructure finance practices in Canada, with an emphasis on types of infrastructure of direct importance to urban planners: roads and bridges, public transit, water, sewerage and wastewater treatment. Public revenues including taxes, user charges, development charges, debt financing, as well as the use of public-private partnerships and intergovernmental transfer payments are examined with the aid of case studies. Specific projects and practices are compared and contrasted with those from other provinces or other countries.</p> <p><i>Component:</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a URBS 498 number may not take this course for credit.

Rationale:
 This course has been given three times over the last four academic years as a 498 slot course: 2017-18 (29/30 enrolled), 2019-20 (29/30 enrolled), and 2020-21 (30/30 enrolled). The course has demonstrated by its fill rate popularity with Urban Studies and Urban Planning students; Planning students particularly. The course content fills a gap in the planning curriculum with regards to public infrastructure, finance, and governance. The course also addresses content that will be required for professional accreditation of the Urban Planning program which is a goal of the unit.

Resource Implications:

None. The course has been offered within the limits of the established allocation of GPE course sections.

Other Programs within which course is listed:

None

URBS 398A – Selected Topics in Urban Studies

(Proposed: URBS 370 - Housing Policy)

General Information

Term:	Fall 2020
Prerequisites:	N/A
Number of credits:	3
Class time:	Fridays, 10:15am – 1:00pm
Class room:	online

Instructor Information

Name:	Ted Rutland, Associate Professor
E-mail:	ted.rutland@concordia.ca
Phone:	(514) 848-2424 ext. 2053
Office hours:	By appointment - https://calendly.com/ted-rutland/30-minute-meeting-with-ted
Office location:	V-303, 2110 McKay, third floor

I M P O R T A N T D A T E S	
Last day to register:	September 21st 2020
Last day to withdraw (refund):	September 21st 2020
Last day to discontinue (no refund):	November 9th 2020
MIDTERM BREAK Monday February 24 th – Sunday March 1 st	
Last day of in-class testing:	December 4th 2020
Final exams:	December 9th – 23rd 2020
Travel arrangements should not be made prior to the posting of the final Exam Schedule.	



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Course Overview

Housing is a fundamental human need and a recognized human right. And yet, problems of housing quality, location, and affordability have plagued cities throughout history. This course provides an overview of housing problems and policies in modern capitalist cities, examining the nature of housing problems, the actors involved in the housing field, and the major policies that have addressed and/or worsened various housing problems.

Learning Outcomes

Through this course, students will develop an understanding of the types of housing problems and policies that have existed in modern capitalist cities. This involves: measuring and/or assessing housing problems, linking these problems to the socio-political process (i.e., the housing “system”) that produces them, evaluating different policy remedies to these problems, and analyzing the political process through which housing policies must pass. The overarching goal of the course is to move from an understanding of housing as a *physical structure* to housing as a *social relation*.

Instructional Method

Classes are usually broken into two parts. The first part involves a discussion-style lecture in which the topic of that day’s class is reviewed. Students are expected to have read the assigned readings and be prepared to answer questions about them. The second part of the course is used to deepen students’ understanding of the topic, either through a guest lecture, a site visit, a film, or a group assignment.

Required Course Materials

Requires readings are available on the online course reserve and class Moodle site.

Course Content

The course is divided into four parts. The first part provides an introduction to housing problems, the “housing system,” and the early efforts to reform and improving housing conditions. The second part examines public housing, one of the most important housing policies of the mid-twentieth century. The third part examines policies aimed at improving housing conditions, security, and affordability in private-market housing. The final section examines some of the most important recent housing policies.

Course Schedule

Class/Topic	Date	Description	Assignments Due
1 Introduction	Sep 11	No required readings	
2 The Housing System	Sep 18	Stein, Samuel (2019). The real estate state. In <i>Capital City: Gentrification and the Real Estate State</i> . London: Verso, pp. 13-40. Lipsitz, George (1995). The possessive investment in whiteness: racialized social democracy and the “white” problem in American Studies. <i>American Quarterly</i> ,	

		47(3), 369-387.	
3 Housing and Reform	Sep 25	<p>Riis, Jacob (2013 [1890]). How the other half lives. In Tighe, J. Rosie, and Mueller, Elizabeth (eds.) <i>The Affordable Housing Reader</i>. New York: Routledge, pp. 6-13.</p> <p>Friedman, Lawrence (1968). Housing reform: negative style. In <i>Government and Slum Housing: A Century of Frustration</i>. Chicago: Rand McNally and Company, pp. 25-72.</p> <p>Evans, Robin (1978). Rookeries and model dwellings: English housing reform and the moralities of private space. <i>Architectural Association Quarterly</i>, 10(1), 24-35.</p>	
4 Public Housing	Oct 2	<p>Von Hoffman, Alexander (2013 [2008]). The lost history of urban renewal. In Tighe, J. Rosie, and Mueller, Elizabeth (eds.) <i>The Affordable Housing Reader</i>. New York: Routledge, pp. 14-30.</p> <p>Suttor, Greg (2016). <i>Still Renovating: A History of Canadian Social Housing Policy</i>. Montreal and Kingston: McGill-Queens University Press, pp. 25-44.</p>	In-class quiz
5 Critiques of Public Housing	Oct 9	<p>Williams, Rhonda (2011). "We refuse": privatization, housing, and human rights. In Heatherton, Christina, and Camp, Jordan (eds.) <i>Freedom Now! Struggles for the Human Right to Housing in LA and Beyond</i>. Los Angeles: Freedom Now Books, pp. 12-22.</p> <p>August, Martine (2019). Social mix and the death of public housing. In Moos, Markus (ed.) <i>A Research Agenda for Housing</i>. Northampton: Edward Elgar, pp. 116-130.</p>	
6 Visit to Jeanne-Mance	Oct 16	No required readings	
7 Rent Control	Oct 23	<p>Achtenberg, Emily Paradise (1973). The social utility of rent control. In Pynoos, John et al. (eds.) <i>Housing Urban America</i>. Chicago: Aldine, pp. 434-447.</p> <p>Hulchanski, David (1995). The concept of housing affordability: six contemporary uses of the housing expenditure-to-income ratio. <i>Housing Studies</i> 10(4).</p>	In-class quiz
8 Evictions	Oct 30	<p>Hartman, Chester, and Robinson, David (2003). Evictions: the hidden housing problem. <i>Housing Policy Debate</i>, 14(4), 461-501.</p> <p>Wyly, Elvin, et al. (2010). Displacing New York. <i>Environment and Planning A</i>, 42, 2602-2623.</p>	
9 Living Standards	Nov 6	Hartman, Chester, Kessler, Robert, and LeGates, R. (1974). Municipal housing code enforcement and low-	

		income tenants. <i>Journal of the American Institute of Planners</i> , 40(2), 90-104. Ross, Laurence (1995). Housing code enforcement as law in action. <i>Law and Policy</i> , 17(2), 133-160.	
10 Inclusionary Housing	Nov 13	Mah, Julie, and Hackworth, Jason (2011). Local politics and inclusionary housing in three large Canadian cities. <i>Canadian Journal of Urban Research</i> , 20(1), 57-80. Stabrowski, Filip (2015). Inclusionary zoning and exclusionary development: the politics of 'affordable housing' in North Brooklyn. <i>International Journal of Urban and Regional Research</i> , 39(6), 1120-1136.	In-class quiz
11 Coops and Non-Profits	Nov 20	Hawley, Josh (2019). Housing co-ops: citizen control or social service. In Hawley, Josh, and Roussopoulos, Dimitri (eds.) <i>Villages in Cities: Community Land Ownership, Cooperative Housing, and the Milton Parc Story</i> . Montreal: Black Rose Books, pp. 98-115. Ducharme, Marie-Noëlle, and Vaillancourt, Yves (2012). The AccèsLogis Québec program: 15 years of partnership between the state and social economy. <i>Canadian Review of Social Policy</i> , 67, 16-29.	
12 Homelessness	Nov 27	Lipsitz, George (2012). Learning from Los Angeles: producing anarchy in the name of order. In Heatherton, Christina, and Camp, Jordan (eds.) <i>Freedom Now! Struggles for the Human Right to Housing in LA and Beyond</i> . Los Angeles: Freedom Now Books, pp. 33-40. Thistle, Jesse (2017). <i>Definition of Indigenous Homelessness in Canada</i> . Toronto: Canadian Observatory on Homelessness, pp. 13-23.	
13 Presentations	Dec 4	No required readings	Take-home quiz distributed
	Dec 12		Take-home quiz due
	Dec 18		Final project due

Evaluation

The course evaluation is comprised of four major components. There are four **quizzes** in the course, distributed across the semester. These are short tests. Three of them focused on evaluating students' understanding of the course material from the previous 3-4 classes (they are not cumulative tests), while the take-home final quiz evaluates the students' overall understanding (it is cumulative).

There are also five **in-class assignments**. As the name suggests, these are group-based assignments completed during class time, with guidance from the instructor. Note that five assignments are given, but only the best

four grades count. If the student is satisfied with their grade after four assignments, there is no need to complete the fifth.

There is one **group project** in the course, which is broken into six components. The project focuses on a major housing policy, inclusionary housing. The project involves a collaboration with Montreal community organizations focused on protecting tenants rights. The first four components of the project examine this housing policy from four different angles, each of which make use of particular information sources. These four components provide the basis of the final two components, which provide a holistic analysis of the housing policy: the final presentation and the final report. The presentation takes the form of a press conference, to which local media (including student media) is invited. The final report is 10-15 pages, double-spaced.

Class/group participation is the final element of the course evaluation. This is based on the instructor’s evaluation of the student’s participation in class. Simply attending class does contribute to the grade; the grade is for active oral (spoken) or written (in the Zoom chat) participation in class discussion.

Name of Assignment	Due Date	% of final grade
Quizzes + take-home quiz (4 x 7.5%)	Oct 2 Oct 23 Nov 13 Dec 11	30
In-class assignments (4 x 5%; 5 assigned, best 4 count)	Sep 18 Sep 25 Oct 2 Oct 9 Oct 16	20
Group project		
- Part 1	Oct 30	5
- Part 2	Nov 6	5
- Part 3	Nov 13	5
- Part 4	Nov 20	5
- Presentation	Dec 4	5
- Final report	Dec 18	20
Class Participation		5

More information on university regulations concerning evaluation can be found [here](#). The grading system is described in [section 16.1.11](#) of the Undergraduate Calendar.

Please note that for 200-level courses, instructors in the Department of Geography, Planning and Environment reserve the right to adjust the final reported grades so that under normal circumstances no more than 25% of students registered in a course receive an outstanding grade (A-, A, A+).

University Regulations

Students should be aware of the following university regulations (see [Undergraduate Calendar](#) for complete details).

- Late Completion of courses with “INC” notations – Procedures and Regulations ([Undergraduate Calendar 16.3.5](#))
- Academic Re-evaluation ([Undergraduate Calendar 16.3.9](#))
- Degree Requirements for BA, BSc, BEd – 24 credit rule and general education requirements for students in degree programs offered by Faculty of Arts & Science ([Undergraduate Calendar 31.003](#))

Class Cancellation

If no class cancellation notice is posted on the classroom door, classes are officially considered cancelled if an instructor is 15 minutes late for a 50-minute class, 20 minutes late for a 75-minute class, or 30 minutes late for longer classes.

Academic Integrity

Academic integrity means that every student must be honest and accurate in their work. The Academic Code of Conduct includes rules and regulations students must follow. Unacceptable practices include the following

- Copy from ANYWHERE without saying from where it came.
- Omit quotation marks for direct quotations.
- Let another student copy your work and then submit it as his/her own.
- Hand in the same assignment in more than one class without permission.
- Have unauthorized material in an exam, such as cheat sheets, or crib notes. **YOU DON'T HAVE TO BE CAUGHT USING THEM - JUST HAVING THEM WILL GET YOU INTO TROUBLE!**
- Copy from someone else's exam.
- Communicate with another student during an exam by talking or using some form of signals.
- Add or remove pages from an examination booklet or take the booklet out of an exam room.
- Get hold of or steal an exam or assignment answers or questions.
- Write a test or exam for someone else or have someone write it for you.
- Hand in false documents such as medical notes, transcript or record.
- Falsify data or research results.

PLAGIARISM: The most common offense under the Academic Code of Conduct (see link below) is plagiarism, which the Code defines as "**the presentation of the work of another person as one's own or without proper acknowledgement.**"

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, such as an answer on a quiz, data for a lab report, or a paper or assignment completed by another student. It could be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone. It can also refer to copying images, graphs, tables, and ideas. Plagiarism is not limited to written work. It also applies to oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism. In simple words: **DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!**

Take care to inform yourself of the rules, regulations and expectations for academic integrity.

List of Student Services	
Academic Code of Conduct	http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html
Academic Integrity	http://www.concordia.ca/students/academic-integrity
Access Centre for Students with Disabilities (ACSD)	https://www.concordia.ca/offices/acsd
Advocacy and Support Services	http://www.concordia.ca/offices/advocacy
Campus Services	http://www.concordia.ca/students/campus-services
Conduct on Campus	http://www.concordia.ca/students/campus-services/conduct
Counselling and Psychological Services	http://www.concordia.ca/offices/counselling-psychological-services
Dean of Students' Office	http://www.concordia.ca/offices/dean-students
Financial Aid & Awards Office	http://www.concordia.ca/offices/faao
Student Health Services	http://www.concordia.ca/students/health
HOJO (Off Campus Housing and Job Bank)	https://www.concordia.ca/students/housing/off-campus.html
International Students' Office	http://www.concordia.ca/offices/iso
Library Services	http://library.concordia.ca/
Library Citation and Style Guides	http://library.concordia.ca/help/citing/
Safety and Security	http://www.concordia.ca/students/campus-services/safety-emergency
Sexual Assault Resource Centre	http://www.concordia.ca/students/sexual-assault
Student Hub	http://concordia.ca/students
Student Success Center	http://www.concordia.ca/students/success
Aboriginal Students Resource Centre	https://www.concordia.ca/students/aboriginal/resources-services.html

URBS 498 Public Infrastructure Finance for Planners

(Proposed: URBS 470 Public Infrastructure Finance for Planners)

General Information

Term: *Winter 2021*
Prerequisites: *URBS 380 or permission of the department*
Credits: *3*
Class time: *Monday and Wednesday 10:15-11:30*
Class room: *None – Zoom: Meeting ID on Moodle*

Instructor Information

Name: *Dr. Craig Townsend, Associate Professor*
E-mail: craig.townsend@concordia.ca
Phone: *514-848-2424 extension 5191*
Office hours: *Thursday 13:00-14:00*
Office: *None – Zoom: Meeting ID on Moodle*

IMPORTANT DATES	
Last day to register:	Tuesday, January 26th 2021
Last day to withdraw (refund):	Tuesday, January 26th 2021
Last day to discontinue (no refund):	Monday, March 29th 2021
Last day of in-class testing:	Tuesday, April 13th 2021
Final exams:	April 24th-May 9th 2021
Travel arrangements should not be made prior to the posting of the final Exam Schedule.	

Course Description

This course focuses on public infrastructure finance practices in Canada, with an emphasis on types of infrastructure of direct importance to urban planners: roads and bridges, public transit, water, sewerage and wastewater treatment. Public revenues including taxes, user charges, development charges, debt financing, as well as the use of public-private partnerships and intergovernmental transfer payments are examined with the aid of case studies. Specific projects and practices are compared and contrasted with those from other provinces or other countries.



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Department of Geography, Planning and Environment

1455 De Maisonneuve Blvd. W., Henry Hall Building, 12th floor, Room 1255.26

Phone: 514 848-2424 Ext. 2050, E-mail: geogplanenviro@concordia.ca

Instructor Message Regarding Remote Delivery

This course is exceptionally being delivered remotely as a result of the Covid-19 pandemic. Course materials and a link to the Zoom meetings are available on the Moodle website. Lectures will be held live and recorded live using Zoom, and then they will be saved to the Moodle page using the software tool Yuja.

When we are in a Zoom meeting, I encourage you to turn on your video camera, but I realize that many of you will not for many reasons including internet charges or privacy issues. If you do not wish to participate in the live sessions you can watch the recordings later.

I recommend that you watch this short video about [guidelines for remote teaching](#). It's general but it should help you to get a sense of what we will do.

Expectations for Student Participation

There is no requirement or grade associated with in-class participation, but there will be a small group assignment involving the presentation of a case study. A group grade will result, and it will not be required that every student presents if they do not feel comfortable. The case study presentations will be recorded, so there will need to be at least one student willing to have their voice, and ideally their image, recorded.

Live lectures will be recorded, so it is possible for you to listen to them at another time. PowerPoint slides will be uploaded to Moodle within a few hours of the end of the class.

I will regularly post announcements or answer questions and participate in discussions using Moodle, so you should be checking it daily during the week.

Course Reading Materials

In addition to listening to lectures and participating in discussion, students are expected to do assigned readings. I have assigned an average of 20-30 pages per week. These readings can be accessed through the Concordia Library Electronic Course Reserve, or downloaded as e-books or journal articles directly from the Concordia Library catalogue.

Material Covered on Tests

Tests will cover material from readings, lectures, and discussions. Material in the case studies presented by students will not be on the two tests (a mid-term exam on March 2 and a final exam which will be scheduled in February for a date between April 24 and May 9).

Topic	Date	Description	Assigned Readings
	January 13	Course Overview	Curry, B. 2020. "Cities eye housing, transit funding from Ottawa for economic recover". pp. B1 & B4 in <i>The Globe and Mail</i> .
1	January 18 & 20	Public Goods and the Public Provision of Infrastructure	Gomez-Ibanez, J. (2003). <i>Regulating Infrastructure</i> . pp. 4-6. Heath, J. (2009). <i>Filthy Lucre: Economics for people who hate capitalism</i> . Toronto: Harper Perennial. pp. 81-97. Rosen, H.S., Wen, J-F, & Snoddon, T. (2012). <i>Public Finance in Canada</i> . McGraw-Hill Ryerson. pp. 50-52. UN Habitat. (2009). <i>Guide to Municipal Finance</i> . Nairobi: UN Habitat. pp. 17-20. https://unhabitat.org/guide-to-municipal-finance
2	January 25 & 27	Overview of Canada's Federal Government System	Tellier, G. (2019). <i>Canadian Public Finance: Explaining Budgetary Institutions and the Budget Process in Canada</i> . Toronto: University of Toronto Press. pp. 11-26. Stoney, C. & Graham, K.A.H. (2009). Federal-municipal relations in Canada: The changing organizational landscape. <i>Canadian Public Administration</i> . 58(3). pp. 373-376. Dewing M., Young, W.R., & Tolley, E. (2006). <i>Municipalities, the Constitution, and the Canadian Federal System</i> . Background Paper BP-276E. Ottawa: Library of Parliament. pp. 1-20.
3	February 1 & 3	Public Expenditures & Revenues in Canada	Federation of Canadian Municipalities. (2012). <i>The State of Canada's Cities and Communities 2012</i> . Ottawa: Federation of Canadian Municipalities. pp. 1-14. Rosen, H.S., Wen, J-F, & Snoddon, T. (2012). <i>Public Finance in Canada</i> . McGraw-Hill Ryerson. pp. 10-17.
4	February 8 & 10	Municipal Expenditures and the Property Tax	Bird, R.M. & Slack, N.E. (1993). <i>Urban Public Finance in Canada</i> . Second Edition. Toronto: John Wiley & Sons. pp. 79-102. UN Habitat. (2009). <i>Guide to Municipal Finance</i> . Nairobi: UN Habitat. pp. 21-32. https://unhabitat.org/guide-to-municipal-finance

5	February 15 & 17	Linking Infrastructure Finance to Planning *Case Study 1	Hodge, G., Gordon, D.L.A., & Shaw, P. (2020). <i>Planning Canadian Communities</i> , pp. 426 and 430-436. Peddle, M.T. & Dahlstrom, R.K. (2003). Development exactions, pp. 92-109 in White, S.B., Bingham, R.D., & Hill E.W. <i>Financing Economic Development in the 21st Century</i> . New York: ME Sharpe. UN Habitat. (2009). <i>Guide to Municipal Finance</i> . Nairobi: UN Habitat. pp. 41-49. https://unhabitat.org/guide-to-municipal-finance
6	February 22 & 24	Development Charges & Urban Sprawl *Case Study 2	Blais, P. (2010). <i>Perverse Cities: Hidden Subsidies, Wonky Policy and Urban Sprawl</i> . Vancouver: UBC Press. pp. 91-117.
7	March 8	Mid-Term Exam	
8	March 10	User Fees *Case Study 3	Deweese, D.N. (2002). Pricing Municipal Services: The Economics of User Fees. <i>Canadian Tax Journal</i> . 50(2). pp. 586-599. UN Habitat. (2009). <i>Guide to Municipal Finance</i> . Nairobi: UN Habitat. pp. 33-35. https://unhabitat.org/guide-to-municipal-finance
9	March 15 & 17	Privatization & Public-Private Partnerships *Case Study 4	Siemiatycki, M. (2015). Public-Private Partnerships in Canada: Reflections on twenty years of practice. <i>Canadian Public Administration</i> . 58(3). pp. 343-362.
11	March 22 & 24	Transportation Infrastructure and Land Value Capture Proposals *Case Study 5	Yen, B.T.H, Mulley, C. & Zhang, M. (2020). Equity in financing public transport infrastructure: Evaluating funding options. <i>Transport Policy</i> , 85, pp. 68-77.
12	March 29 & 31	Road pricing *Case Studies 6 & 7	Manville, M. & Goldman, E. (2018). Would Congestion Pricing Harm the Poor? Do Free Roads Help the Poor? <i>Journal of Planning Education and Research</i> . 38(3). pp. 329–344

13	April 7	Financing Infrastructure in Indigenous Communities *Case Study 8	McCullough, J. & Farahbakhsh, K. (2012). Square Peg, Round Hole: First Nations Drinking Water Infrastructure and Federal Policies, Programs, and Processes. <i>The International Indigenous Policy Journal</i> . 3(1). pp. 1-19.
14	April 12 & 14	International Comparisons *Case Studies 9 & 10	
15	April 21	Wrap-Up	

Evaluation

- 25% Mid-Term Exam
- 5% Case Study Grading
- 15% Case Study Presentation
- 30% Final Exam
- 25% 10-15 page paper on municipal public finance topic

Late assignments will be penalized at the rate of 5% of the maximum value of the assignment for every day late. Please notify the instructor by email prior to the deadline, if you are ill and will be unable to hand in the work on time.

More information on university regulations concerning evaluation can be found [here](#). The grading system is described in [section 16.1.11](#) of the Undergraduate Calendar.

Grading System

A+	90 - 100	B+	77 - 79	C+	67 - 69	D+	57 - 59	F	0 - 49
A	85 - 89	B	73 - 76	C	63 - 66	D	53 - 56	NR	No report
A-	80 - 84	B-	70 - 72	C-	60 - 62	D-	50 - 52		

Class Cancellation

Classes are officially considered cancelled if an instructor is 15 minutes late for a 50-minute class, 20 minutes late for a 75-minute class, or 30 minutes late for longer classes.

Intellectual Property

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim

any ownership of or interest in any student IP. All university members retain copyright over their work.

Extraordinary Circumstances

In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

Academic Integrity

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- Communicate with another student during an exam by talking or using some form of signals.
- Add or remove pages from an examination booklet or take the booklet out of an exam room.
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- Write a test or exam for someone else or have someone write it for you.
- Hand in false documents such as medical notes, transcript or record.
- Falsify data or research results.

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This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, such as an answer on a quiz, data for a lab report, or a paper or assignment completed by another student. It could be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone. It can also refer to copying images, graphs, tables, and ideas. Plagiarism is not limited to written work. It also applies to oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism. In simple words: **DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!**

Take care to inform yourself of the rules, regulations and expectations for academic integrity.

List of Student Services	
Academic Code of Conduct	http://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html
Academic Integrity	http://www.concordia.ca/students/academic-integrity
Access Centre for Students with Disabilities (ACSD)	https://www.concordia.ca/offices/acsd
Advocacy and Support Services	http://www.concordia.ca/offices/advocacy
Campus Services	http://www.concordia.ca/students/campus-services
Conduct on Campus	http://www.concordia.ca/students/campus-services/conduct
Counselling and Psychological Services	http://www.concordia.ca/offices/counselling-psychological-services
Dean of Students' Office	http://www.concordia.ca/offices/dean-students
Financial Aid & Awards Office	http://www.concordia.ca/offices/faao
Student Health Services	http://www.concordia.ca/students/health
HOJO (Off Campus Housing and Job Bank)	https://www.concordia.ca/students/housing/off-campus.html
International Students' Office	http://www.concordia.ca/offices/iso
Library Services	http://library.concordia.ca/
Library Citation and Style Guides	http://library.concordia.ca/help/citing/
Ombuds Office	https://www.concordia.ca/offices/ombuds.html
Safety and Security	http://www.concordia.ca/students/campus-services/safety-emergency
Sexual Assault Resource Centre	http://www.concordia.ca/students/sexual-assault
Student Hub	http://concordia.ca/students
Student Success Center	http://www.concordia.ca/students/success
Aboriginal Students Resource Centre	https://www.concordia.ca/students/aboriginal/resources-services.html

Outline version: 13 January 2021

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: March 18, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Health, Kinesiology and Applied Physiology (EXCI-27)

The following proposal was presented under ASFC-2021-2M-A and approved at the Arts and Science Faculty Council meeting of March 12, 2021. The resource implications pertaining to the new laboratory sections added to EXCI 451 *Clinical Biomechanics* and KCEP 210 *Principles of Clinical Exercise Physiology* were reviewed and approved prior to presentation at Council. Please see Dr. Courtemanche's cover memo for more detailed information.

We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal.



INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: February 22, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Health, Kinesiology and Applied Physiology
EXCI-27
Course description and lab component EXCI 451; new courses EXCI 448 and 450; KCEP 449 deleted; various changes relative to prerequisites, notes and added laboratory components (KCEP 210)

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Health, Kinesiology and Applied Physiology** is proposing the addition of experiential learning opportunities – laboratories - to the course KCEP 210 *“Principles of Clinical Exercise Physiology”*, as well as for the course EXCI 451 *“Clinical Biomechanics”*. This addition to the current course format produces a course description change for each course. For EXCI 451, the 5 new laboratories are meant to reinforce the three main themes of the course, currently offered as lecture-only. These laboratory components will enhance greatly the conceptual teaching, and quantitative training in the course. A laboratory section is also proposed for the course KCEP 210 for the same reasons and will offer students a hands-on approach to complement what they learn in the classroom. Notably, these experiences will provide access to specialized equipment only used in the exercise training of special populations, which will give our students a great advantage at their prospective internship sites, later on.

The department is also proposing the deletion of KCEP 449 *“Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations”*. This course on its own currently does not adequately cover all the topics that are necessary for students to assess both assessment as well as rehabilitation components required for the health interventions. By dividing the course into two new three-credit courses: KCEP 448 *“Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations”* and KCEP 450 *“Exercise Prescription for Rehabilitation in Chronic Disease Populations”*, this will give students the space and time to gain the necessary competencies to offer exercise assessments as well as

rehabilitation therapy to individuals within special populations, a necessity to properly parametrize and dose the exercise interventions.

Finally, the department is requesting that references to “Exercise Science” be changed to “Health, Kinesiology, and Applied Physiology” as it accurately reflects the department name.

Resource implications (equipment, staffing, and space) for adding laboratory sections to EXCI 451 and KCEP 210 have been carefully itemized and justified in the package provided.

Below is an itemized snapshot of the expenses for year 1, which includes the estimates for the equipment listed in the justification from the unit. Subsequent years will not require the equipment expenses (pending maintenance), while the laboratory and section operations will continue in the annual operations.

Course	Item	Expenses Year 1	Expenses Year 2 and on...
EXCI 451	Equipment	18K\$	-
	Lab Instructor (staff)	11.5K\$	11.5K\$
	TAships	2.5K\$	2.5K\$
		<i>Subtotal: 32 K\$</i>	<i>Subtotal: 14 K\$</i>
KCEP 210	Equipment	13.2K\$	-
	Lab Instructor (staff)	20.7K\$	20.7K\$
	TAships (1 year)	6K\$	6K\$
		<i>Subtotal: 39.9 K\$</i>	<i>Subtotal: 26.7 K\$</i>
KCEP 450	Faculty member Instruction estimate, new section	11.5 K\$	11.5 K\$
	TAships (1 year)	1.8K\$	1.8K\$
		<i>Subtotal: 13.3 K\$</i>	<i>Subtotal: 13.3 K\$</i>
	Totals	Sections, equipment, staff and TA Total: 85.2 K\$	Sections, staff and TA Total: 54.0 K\$

The unit of course commits to prioritizing these expenses, should the proposed changes to curriculum be approved, as well as integrating them within their teaching expenses budget, in consultation with the Office of the Dean. These will be evaluated by the Dean’s team and are subject to approval from other units.

Thank you for your consideration of this proposal.

Reference documents:
FCC 2020.7_EXCI-27

Department of Health, Kinesiology and Applied Physiology

EXCI-27

Memo from Chair

Program changes

Eligibility Requirements for Internal Transfer

Stage Eligibility Requirements

BSc Honours in Kinesiology and Clinical Exercise Physiology

BSc in Kinesiology and Clinical Exercise Physiology

Course note

EXCI 202	The Body Human: Form and Function
EXCI 204	Food for Sport
EXCI 206	The Science of Sport
EXCI 218	Physical Growth and Maturation
EXCI 233	Current Issues in Personal and Community Health
EXCI 251	Fundamentals of Health and Physical Activity

Course prerequisite changes

CATA 263	Principles of Athletic Therapy
EXCI 252	Introduction to Physical Activity, Health and Fitness
EXCI 253	Human Anatomy I: Musculoskeletal Anatomy
EXCI 254	Human Anatomy II: Systemic Anatomy
EXCI 258	Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise
EXCI 259	Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise
EXCI 458	Pediatric Exercise Science
EXCI 460	Integrative Human Physiology
EXCI 471	Pain Management Strategies

EXCI 492 Independent Study in Exercise Science

Course description and component change

EXCI 451 Clinical Biomechanics

Course prerequisite and component change

EXCI 455 Physical Activity, Health and Aging

KCEP 210 Principles of Clinical Exercise Physiology

New courses

KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations

KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations

Course deletion

KCEP 449 Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations

INTERNAL MEMORANDUM

TO: Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

FROM: Véronique Pepin, Chair
Department of Health, Kinesiology, and Applied Physiology

DATE: December 17, 2020

SUBJECT: EXCI-27

- EXCI 451 – modified course description
- EXCI 451 – new lab
- KCEP 210 – new lab
- KCEP 449 – division into KCEP 448 & KCEP 450
- EXCI 455, EXCI 458, EXCI 460, EXCI 471, & EXCI 492 – modified prerequisites
- ‘Exercise Science’ to ‘HKAP’

Dear Richard,

The Department of Health, Kinesiology, and Applied Physiology submits for consideration the attached dossier (EXCI-27), which includes the following propositions:

- *Modification of the calendar course description for EXCI 451 – Clinical Biomechanics to better reflect the content of the lectures.*
- *Addition of laboratory sections to EXCI 451 – Clinical Biomechanics to complement the lectures.*
- *Addition of laboratory sections to KCEP 210 – Principles of Clinical Exercise Physiology to complement the lectures.*
- *Division of KCEP 449 - Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations – into two courses: KCEP 448 (Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations) & KCEP 450 (Exercise Prescription for Rehabilitation in Chronic Disease Populations). Exercise assessment and exercise prescription/programming are two core functions of the kinesiologist, as outlined by our provincial certifying body, the [Fédération des kinésiologues du Québec \(FKQ\)](#). Adapting exercise assessment & prescription/programming approaches to various populations, including those with chronic diseases, is a key element of the scope of practice of the clinical Exercise Physiologist, as defined by our national certifying body, the [Canadian Society for Exercise Physiology \(CSEP\)](#). The knowledge and skills required to conduct safe and efficient exercise assessments in people with chronic diseases is quite extensive; likewise, the ability to develop safe, effective, and tailored exercise programs for such complex populations requires in depth exposure and experience. Currently, in KCEP 449, both of these core topics are covered together, which results in a substandard mastery of each in our students. Splitting KCEP 449 into two new courses, each focusing on one core function (assessment or prescription) will*

greatly benefit our students when attempting the FKQ and CSEP certification exams, and throughout their professional careers.

- *Corrections to the prerequisites for EXCI 455, EXCI 458, EXCI 460, EXCI 471, and EXCI 492.*
- *Corrections to the Undergraduate Calendar to reflect the new Department name.*

The rationale for those changes is outlined in the attached memorandum from the DCC.

The resource implications related to the requested changes include the purchase of equipment and salaries for laboratory instructors and teaching assistants for EXCI 451 and KCEP 210, and salary for a teaching assistant for KCEP 450. PERFORM will not charge for the use of laboratory space and equipment required for the EXCI 451 laboratory component (see attached letter).

The full EXCI-27 proposal was reviewed by the department during the December 9, 2020 faculty meeting and approved the following week by email.

Thank you for your consideration of this proposal.

Regards,



Véronique Pepin, Ph.D.
Associate Professor and Chair
Department of Health, Kinesiology, and Applied Physiology
Concordia University
Phone: 514-848-2424 x 5806, E-mail: veronique.pepin@concordia.ca

Memorandum

To: The Members of the Faculty Curriculum Committee
From: The Department of Health, Kinesiology, and Applied Physiology Curriculum Committee
Date: December 18th, 2020
Re: **EXCI-27**

- EXCI 451 – modified course description
- EXCI 451 – new lab
- KCEP 210 – new lab
- KCEP 449 – KCEP 448 and KCEP 450
- EXCI 455, EXCI 458, EXCI 460, EXCI 471, and EXCI 492 – modified prerequisites
- ‘Exercise Science’ to ‘HKAP’

Request

The Department of Health, Kinesiology, and Applied Physiology is requesting changes to improve our undergraduate programs. We are proposing 6 changes, some of which (items 2, 3, 4) have already been reviewed in 2017 for the 2018-2019 calendar. We are convinced that these changes will improve the quality of the learning experience.

The overall changes

1. Modify the calendar course description for EXCI 451 – Clinical Biomechanics to better reflect the content of the lectures.
2. Add laboratory sections to EXCI 451 – Clinical Biomechanics to complement the lectures. The course description will also be updated to reflect course content.
3. Add laboratory sections to KCEP 210 – Principles of Clinical Exercise Physiology to complement the lectures. The course description will also be updated to reflect course content.
4. Split KCEP 449 - Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations – into two courses: KCEP 448 (Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations) and KCEP 450 (Exercise Prescription for Rehabilitation in Chronic Disease Populations). The added 3-credit course will enable the coverage of exercise assessment and exercise prescription separately, thereby allowing more time and more depth to each of these essential topics. The Program Course Maps for the KCEP and Honours in KCEP programs should be modified to account for the removal of KCEP 449 and addition of KCEP 448 and KCEP 450.
5. Make corrections to the prerequisites for EXCI 455, EXCI 458, EXCI 460, EXCI 471, and EXCI 492.
6. Make corrections to the Undergraduate Calendar to reflect the new Department name.

The Department of Health, Kinesiology, and Applied Physiology reviewed the proposed changes in the faculty meeting scheduled on December 9th, 2020.

The rationale

Modifying the course description for EXCI 451

EXCI 451, Clinical Biomechanics is now organized into three main themes: gait/balance, forces/ moments at the joints, and material properties/injuries. This is not reflected in the current calendar course description which focuses on biomechanical aspects of spine abnormalities and their effect on gait and on the mechanics of tissue and joint injury.

Adding laboratory sessions to EXCI 451

EXCI 451, Clinical Biomechanics, is currently taught as a lecture-only course. It is organized into three main themes: (1) gait/balance, (2) forces/moments at the joints, and (3) material properties/injuries. To help students understand the concepts discussed in the lectures, it is essential to develop laboratory experiences. Consequently, we are proposing to implement five new laboratories:

1- Standing Balance

During this lab, students will use a clinical tool, the Matscan, to measure various parameters related to center of pressure. This is a useful tool for assessing and studying balance in both able-bodied individuals and populations with movement limitations.

2- Clinical-Based Methods of Gait Analysis

During this lab, students will use a clinical tool, the Protokinetics Gait Mat, to measure various gait parameters such as velocity, stride length, step length, step width, and stride frequency.

3 - Research-Based Methods of Gait Analysis

During this lab, students will visit the PERFORM biomechanics lab and use force plates, an electromyography system, and an opto-electric camera system to measure more complex gait parameters (joint angles, muscle activation, ground reaction force) to study normal as well as various gait pathologies.

4 – Forces/Moments on the Joints

During this lab, students will visit the PERFORM biomechanics lab to study forces and moments at the joints during various movements such as squats, jumps, and turns.

5 - Material Properties

During this lab, students will learn about material properties (e.g., stiffness) of biological tissues such as ligaments and tendons using different loads to stretch elastic bands.

Adding laboratory sessions to KCEP 210

Principles of Clinical Exercise Physiology is currently taught as a lecture-only course. The course focuses on exercise training principles and movement activity as the basis for patient rehabilitation and recovery programs in chronic diseases. To help students understand the concepts discussed in the lectures, it is essential to develop laboratory experiences. Consequently, we are proposing to implement six new laboratories:

1- Wheelchairs and transfers

During this lab, students will experience using a wheelchair and different methods of patient transfer (e.g., from the floor to the wheelchair and vice-versa). They will also learn how to assist a wheelchair user during activities of daily living.

2- Assistive devices for walking

During this lab, students will experience using walking assistive devices such as canes, crutches, forearm crutches, and walkers. They will also learn how to teach a person with a gait impairment to use an assistive device.

3- Aerobic exercise training in non-ambulatory participants: Arm Ergometer

During this lab, students will learn how to use Monark Arm Ergometer to adapt aerobic training exercises for wheelchair users.

4- Aerobic exercise training in non-ambulatory participants: Recumbent Stepper

During this lab, students will learn how to use the NuStep Recumbent Stepper to adapt aerobic training exercises for ambulatory and non-ambulatory users.

5- Resistance exercise training in non-ambulatory participants

During this lab, students will learn how to adapt resistance training exercises for wheelchair users.

6- Introduction to functional assessment

During this lab, students will learn how to perform a functional assessment (balance and mobility) on a participant with a disability.

Splitting KCEP 449 into KCEP 448 and KCEP 450

KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. By focusing on the exercise assessment component, KCEP 448 – Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations will provide students with the necessary knowledge and clinical skills to adequately conduct and interpret cardiovascular exercise assessments in individuals with cardiovascular, respiratory, oncologic, and metabolic diseases. As is currently the case for KCEP 449, this course will include lectures and labs. Expanding on concepts from the previous version of KCEP 449, KCEP 450 – Exercise Prescription for Rehabilitation in Chronic Disease Populations will use a problem-based learning approach and focus on exercise prescription/programming in people with common cardiovascular, pulmonary, oncologic and metabolic diseases, providing students with the necessary knowledge and problem-solving skills to adequately develop exercise-training programs for individuals with those conditions. Splitting KCEP 449

into two new courses each focusing on exercise assessment or prescription will be beneficial to students during their second internship (KCEP 483) and throughout their professional careers.

Modifying prerequisites for EXCI 455, EXCI 458, EXCI 460, EXCI 471, and EXCI 492

Modifications to the prerequisites for EXCI 455, EXCI 458, EXCI 460, EXCI 471, and EXCI 492 are needed. Students can register for those courses after completing stage II in any HKAP program. Prerequisites should thus be modified to include the completion of Stage II in any HKAP program instead of Stage III in the BScAT or Honours in AT or Stage II in other HKAP programs.

Replacing 'Exercise Science' with 'HKAP'

The Department name has recently been changed to Health, Kinesiology, and Applied Kinesiology. Modifications are required in the Undergraduate Calendar to reflect the new Department name.

Resource implications

Modifying the course description and adding laboratory sessions to EXCI 451

There is no resource implication for modifying the course description. However, the five new laboratories will require the acquisition of some clinical biomechanics equipment and some data acquisition modules for an estimated amount of \$18,000, and access to PERFORM Posture and Movement laboratory. In addition the course will require a laboratory instructor with a biomechanics background. Overall, the salary resources are based on an enrolment of 80 students in the course over 2 semesters with 4 lab sections per semester and 10 students per lab section. A teaching assistant will be needed to grade assignments. These laboratories will take place primarily in the Health, Kinesiology, and Applied Physiology biomechanics lab with some lab activities held in the PERFORM Centre.

Required Equipment

1- Standing Balance

- Matscan (\$17,000)

2- Clinical-Based Methods of Gait Analysis

- Protokinetics Gait Mat (already available in department)

3 - Research-Based Methods of Gait Analysis

- Access to the Posture and Movement Lab in PERFORM

4 – Forces/Moments on the Joints

- Access to the Posture and Movement Lab in PERFORM

5 - Material Properties

- 5 setups to work with elastic bands (~\$1,000)
 - Clamps, rings, rulers, weights, elastic bands

An instructor with a biomechanics background will be required to teach the labs.

Number of semesters/year	2
Total number of students/semester	40
Students/lab section	10
Number of groups/semester	4
Lab duration (hrs/group)	2
Lab duration (hrs/week)	8
Admin (hrs/week)	6
Additional start-up preparation (hrs/week)	2
Total hours/week	16
Number labs/semester	5
Extra admin weeks	5
Total number of weeks/semester	10
Total Hours/semester	160
Hourly rate (benefits extra)	\$36.00
Total/semester	\$5,760.00
Total/Year	\$11,520.00

A teaching assistant will be required to grade assignments.

Number of semesters/year	2
Total number of students/semester	40
Time per lab (hours/lab)	10
Number labs/semester	5
Total Hours/semester	50
Hourly rate (benefits extra)	\$25.00
Total/semester	\$1,250.00
Total/Year	\$2,500.00

Adding laboratory sessions to KCEP 210

The six new laboratories will require equipment for an estimated amount of \$13,180 as well as a laboratory instructor involved in preparation and teaching. Overall, the salary resources are based on an enrolment of 160 students in the course over 2 semesters with 8 lab sections per semester and 10 students per lab section. A teaching assistant will be needed to grade assignments. These laboratories will take place primarily in the Health, Kinesiology, and Applied Physiology physical training area.

Required Equipment

- 6 manual sport wheelchairs (\$12,000)
- Walking aids: 5 canes (\$100), 5 crutches (\$200), 5 forearm crutches (\$250), 3 rolling walkers (\$450), 3 regular walkers (\$180)
- Monark Arm Ergometer and NuStep recumbent stepper (already available in department)

Laboratory Instructor

Number of semesters/year	2
Total number of students/semester	80
Students/lab section	10
Number of groups/semester	8
Lab duration (hrs/group)	2
Lab duration (hrs/week)	16
Admin (hrs/week)	6
Additional start-up preparation (hrs/week)	2
Total hours/week	24
Number labs/semester	6
Extra admin weeks	6
Total number of weeks/semester	12
Total Hours/semester	288
Hourly rate (benefits extra)	\$36.00
Total/semester	\$10,368.00
Total/Year	\$20,736.00

Teaching Assistant

Number of semesters/year	2
Total number of students/semester	80
Time per lab (hours/lab)	20
Number labs/semester	6
Total Hours/semester	120
Hourly rate (benefits extra)	\$25.00
Total/semester	\$3,000.00
Total/Year	\$6,000.00

Splitting KCEP 449 into KCEP 448 & KCEP 450

KCEP 449 already includes lectures and laboratories (all the laboratories are related to the assessment component of the course). As such, the resources that are currently going towards KCEP 449 would go towards KCEP 448.

KCEP 450 will include seminars held in small rooms, and require a TA (M.Sc. or Ph.D. student in our programs) to help the professor with monitoring problem-based learning cases where students will be required to work in small groups of 6 individuals. The TA will assist the professor with the preparation, teaching, and grading of the clinical cases. Overall, the TA resources are based on 13 tutorial sessions with an estimate of 36 students organized in 6 groups.

Teaching Assistant

Number of semesters / year	1
Total number of students / semester	36
Lecture duration (hours)	3
Preparation (hours / lecture)	2.5
Number lectures / semester	13
Total Hours / semester	71.5
Hourly rate (benefits extra)	\$25.00
Total/semester	\$1,787.50
Total /Year	\$1,787.50

Modifying prerequisites for EXCI 455, EXCI 458, EXCI 460, EXCI 471, & EXCI 492

There are no resource implications related to the changes requested.

Replacing 'Exercise Science' with 'HKAP'

There are no resource implications related to the changes requested.

Kind regards,

N St-Onge

Nancy St-Onge, Ph.D.
Chair, DCC

R. Kilgour

Robert D. Kilgour, Ph.D., FACSM

A. Bergdahl

Andreas Bergdahl, Ph.D.

J. Camley

Jacqueline Camley, M.Sc., CAT(C), ATC

R. Panenic

Robert Panenic, M.A.

PROGRAM CHANGE: Eligibility Requirements for Internal Transfer

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Eligibility Requirements for Internal Transfer To be eligible to transfer from the BSc Major into the BSc Honours program, students must: 1) complete all Exercise Science courses in Stage I of the major, 2) have an assessment GPA of at least 3.30 for all program and elective courses, 3) have a cumulative GPA of at least 3.30 for all program and elective courses, and 4) have letter grades of C or above in all program and elective courses. To be eligible to transfer from the BSc Major into the BSc in Athletic Therapy (BScAT) or the BSc in Kinesiology and Clinical Exercise Physiology, students must complete all Exercise Science courses in Stage I of the major with a minimum cumulative GPA of 3.00. <i>NOTE: Students who fail to meet the internal transfer requirements from the major to the honours, Athletic Therapy, or Kinesiology and Clinical Exercise Physiology program have two options. The first option is to remain in the major for the duration of their studies. The second option is to repeat some Exercise Science courses in Stage I of the major until the transfer requirements have been met.</i></p>	<p>Eligibility Requirements for Internal Transfer To be eligible to transfer from the BSc Major into the BSc Honours program, students must: 1) complete all courses in Stage I of the major, 2) have an assessment GPA of at least 3.30 for all program and elective courses, 3) have a cumulative GPA of at least 3.30 for all program and elective courses, and 4) have letter grades of C or above in all program and elective courses. To be eligible to transfer from the BSc Major into the BSc in Athletic Therapy (BScAT) or the BSc in Kinesiology and Clinical Exercise Physiology, students must complete all courses in Stage I of the major with a minimum cumulative GPA of 3.00. <i>NOTE: Students who fail to meet the internal transfer requirements from the major to the honours, Athletic Therapy, or Kinesiology and Clinical Exercise Physiology program have two options. The first option is to remain in the major for the duration of their studies. The second option is to repeat some courses in Stage I of the major until the transfer requirements have been met.</i></p>
<p>Rationale: Since the Department is now called "Health, Kinesiology and Applied Physiology" - we removed reference to "Exercise Science" .</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: Stage Eligibility Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Stage Eligibility Requirements The major, honours, and Kinesiology and Clinical Exercise Physiology (KCEP) programs are composed of three stages, whereas the Athletic Therapy (AT) program has four stages. To be eligible to register for courses in the next stage of a given program, students must complete all of the courses in a previous stage of their program. Please refer to the course maps that follow summarizing the courses students are required to take in each stage of the respective programs. Students who fail to complete all the science prerequisites by the end of Stage II are prevented from progressing to the next stage of their program. In addition, it is strongly recommended that these students contact their academic advisor. The science prerequisite courses include BIOL 201³; CHEM 205³, 206³; MATH 203³, 205³; PHYS 204³, 205³, 206³, 224¹, 225¹, 226¹ or their equivalents. Please note that PHYS 204 and 224 or their equivalents must be taken before registering for EXCI 351.</p> <p><i>Stage Requirements of the Major Program</i> To be eligible to register for courses in Stage II of the major, students must complete all Exercise Science courses in Stage I of the major and be in acceptable standing (see §16.3.10 and §31.003.1). To be eligible to register for courses in Stage III of the major, students must complete all Exercise Science courses in Stage II of the major and be in acceptable standing (see §16.3.10 and §31.003.1).</p> <p><i>Stage Requirements of the Honours Program</i> To be eligible to register for courses in Stage II of the honours, students must satisfy the honours internal transfer requirements. To be eligible to register for courses in Stage III of the honours, students must: 1) have an assessment GPA of at least 3.30 for all program and elective courses, 2) have a cumulative GPA of at least 3.30 for all program and elective courses, and 3) have letter grades of C or above in all program and elective courses.</p> <p><i>Stage Requirements of the KCEP Program</i></p>	<p>Stage Eligibility Requirements The major, honours, and Kinesiology and Clinical Exercise Physiology (KCEP) programs are composed of three stages, whereas the Athletic Therapy (AT) program has four stages. To be eligible to register for courses in the next stage of a given program, students must complete all of the courses in a previous stage of their program. Please refer to the course maps that follow summarizing the courses students are required to take in each stage of the respective programs. Students who fail to complete all the science prerequisites by the end of Stage II are prevented from progressing to the next stage of their program. In addition, it is strongly recommended that these students contact their academic advisor. The science prerequisite courses include BIOL 201³; CHEM 205³, 206³; MATH 203³, 205³; PHYS 204³, 205³, 206³, 224¹, 225¹, 226¹ or their equivalents. Please note that PHYS 204 and 224 or their equivalents must be taken before registering for EXCI 351.</p> <p><i>Stage Requirements of the Major Program</i> To be eligible to register for courses in Stage II of the major, students must complete all courses in Stage I of the major and be in acceptable standing (see §16.3.10 and §31.003.1). To be eligible to register for courses in Stage III of the major, students must complete all courses in Stage II of the major and be in acceptable standing (see §16.3.10 and §31.003.1).</p> <p><i>Stage Requirements of the Honours Program</i> To be eligible to register for courses in Stage II of the honours, students must satisfy the honours internal transfer requirements. To be eligible to register for courses in Stage III of the honours, students must: 1) have an assessment GPA of at least 3.30 for all program and elective courses, 2) have a cumulative GPA of at least 3.30 for all program and elective courses, and 3) have letter grades of C or above in all program and elective courses.</p> <p><i>Stage Requirements of the KCEP Program</i></p>

To be eligible to register for courses in Stage II of the KCEP, students must satisfy the KCEP program internal transfer requirements.
To be eligible to register for courses in Stage III of the KCEP, students must: 1) complete all ~~Exercise Science~~ courses in Stage II of the KCEP with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all KCEP courses (Stages I and II).

Stage Requirements of the AT Program

To be eligible to register for courses in Stage II of the AT, students must satisfy the AT program internal transfer requirements.
To be eligible to register for courses in Stage III of the AT, students must: 1) complete all ~~Exercise Science~~ courses in Stage II of the AT with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all AT program courses (Stages I and II).
To be eligible to register for courses in Stage IV of the AT program, students must: 1) complete all ~~Exercise Science~~ courses in Stage III of the AT program with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all AT program courses (Stages I, II, and III).

Students are responsible for satisfying their particular degree requirements.

To be eligible to register for courses in Stage II of the KCEP, students must satisfy the KCEP program internal transfer requirements.
To be eligible to register for courses in Stage III of the KCEP, students must: 1) complete all courses in Stage II of the KCEP with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all KCEP courses (Stages I and II).

Stage Requirements of the AT Program

To be eligible to register for courses in Stage II of the AT, students must satisfy the AT program internal transfer requirements.
To be eligible to register for courses in Stage III of the AT, students must: 1) complete all courses in Stage II of the AT with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all AT program courses (Stages I and II).
To be eligible to register for courses in Stage IV of the AT program, students must: 1) complete all courses in Stage III of the AT program with a minimum cumulative GPA of 3.00, and 2) maintain a minimum cumulative GPA of 3.00 in all AT program courses (Stages I, II, and III).

Students are responsible for satisfying their particular degree requirements.

Rationale:

Since the Department is now called "Health, Kinesiology and Applied Physiology" - we removed reference to "Exercise Science".

Resource Implications:

None.

PROGRAM CHANGE: BSc Honours in Kinesiology and Clinical Exercise Physiology_NEW**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: BSc Honours KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																																
<p>BSc Honours in Kinesiology and Clinical Exercise Physiology (78 credits)</p> <p>24 Credits: Stage I Honours in Kinesiology and Clinical Exercise Physiology</p> <p>24 Credits: Stage II Honours in Kinesiology and Clinical Exercise Physiology</p> <p>24 Credits: Stage III Honours in Kinesiology and Clinical Exercise Physiology</p> <p>6 Credits chosen from:</p> <table border="0"> <tr><td>EXCI 415</td><td>Behaviour Change and Interventions</td><td>3.00</td></tr> <tr><td>EXCI 420</td><td>Physical Activity Epidemiology</td><td>3.00</td></tr> <tr><td>EXCI 440</td><td>Current Developments in the Biochemistry of Exercise</td><td>3.00</td></tr> <tr><td>EXCI 451</td><td>Clinical Biomechanics</td><td>3.00</td></tr> <tr><td>EXCI 453</td><td>Stress, Health and Disease</td><td>3.00</td></tr> <tr><td>EXCI 455</td><td>Physical Activity, Health and Aging</td><td>3.00</td></tr> <tr><td>EXCI 458</td><td>Pediatric Exercise Science</td><td>3.00</td></tr> <tr><td>EXCI 461</td><td>Pharmacology for Sport and Exercise</td><td>3.00</td></tr> </table>	EXCI 415	Behaviour Change and Interventions	3.00	EXCI 420	Physical Activity Epidemiology	3.00	EXCI 440	Current Developments in the Biochemistry of Exercise	3.00	EXCI 451	Clinical Biomechanics	3.00	EXCI 453	Stress, Health and Disease	3.00	EXCI 455	Physical Activity, Health and Aging	3.00	EXCI 458	Pediatric Exercise Science	3.00	EXCI 461	Pharmacology for Sport and Exercise	3.00	<p>BSc Honours in Kinesiology and Clinical Exercise Physiology (78 credits)</p> <p>24 Credits: Stage I Honours in Kinesiology and Clinical Exercise Physiology</p> <p>24 Credits: Stage II Honours in Kinesiology and Clinical Exercise Physiology</p> <p><u>27</u> Credits: Stage III Honours in Kinesiology and Clinical Exercise Physiology</p> <p><u>3</u> Credits chosen from:</p> <table border="0"> <tr><td>EXCI 415</td><td>Behaviour Change and Interventions</td><td>3.00</td></tr> <tr><td>EXCI 420</td><td>Physical Activity Epidemiology</td><td>3.00</td></tr> <tr><td>EXCI 440</td><td>Current Developments in the Biochemistry of Exercise</td><td>3.00</td></tr> <tr><td>EXCI 451</td><td>Clinical Biomechanics</td><td>3.00</td></tr> <tr><td>EXCI 453</td><td>Stress, Health and Disease</td><td>3.00</td></tr> <tr><td>EXCI 455</td><td>Physical Activity, Health and Aging</td><td>3.00</td></tr> <tr><td>EXCI 458</td><td>Pediatric Exercise Science</td><td>3.00</td></tr> <tr><td>EXCI 461</td><td>Pharmacology for Sport and Exercise</td><td>3.00</td></tr> </table>	EXCI 415	Behaviour Change and Interventions	3.00	EXCI 420	Physical Activity Epidemiology	3.00	EXCI 440	Current Developments in the Biochemistry of Exercise	3.00	EXCI 451	Clinical Biomechanics	3.00	EXCI 453	Stress, Health and Disease	3.00	EXCI 455	Physical Activity, Health and Aging	3.00	EXCI 458	Pediatric Exercise Science	3.00	EXCI 461	Pharmacology for Sport and Exercise	3.00
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EXCI 471 Pain Management Strategies 3.00

Note: Students seeking admission to the honours program must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours program. For additional information concerning programs and courses, students should consult the Department.

Stage I BSc Honours in Kinesiology and Clinical Exercise Physiology (24 credits)

24 Credits:

CATA 262	Emergency Care in Sport and Exercise	3.00
CATA 263	Principles of Athletic Therapy	3.00
EXCI 252	Introduction to Physical Activity, Health and Fitness	3.00
EXCI 253	Human Anatomy I: Musculoskeletal Anatomy	3.00
EXCI 254	Human Anatomy II: Systemic Anatomy	3.00
EXCI 258	Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise	3.00
EXCI 259	Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise	3.00
KCEP 210	Principles of Clinical Exercise Physiology	3.00

Stage II BSc Honours in Kinesiology and Clinical Exercise Physiology (24 credits)

24 Credits:

EXCI 310	Research Methods	3.00
EXCI 322	Statistics for Exercise Science	3.00
EXCI 351	Introduction to the Biomechanics of Human Movement	3.00
EXCI 352	Essentials of Exercise Testing and Training in Athletic Populations	3.00
EXCI 360	Neural and Hormonal Control of Human Systems	3.00
KCEP 311	Pathophysiology in Clinical Exercise Science I	3.00

EXCI 471 Pain Management Strategies 3.00

Note: Students seeking admission to the honours program must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the Faculty of Arts and Science regulations concerning the honours program. For additional information concerning programs and courses, students should consult the Department.

Stage I BSc Honours in Kinesiology and Clinical Exercise Physiology (24 credits)

24 Credits:

CATA 262	Emergency Care in Sport and Exercise	3.00
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EXCI 254	Human Anatomy II: Systemic Anatomy	3.00
EXCI 258	Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise	3.00
EXCI 259	Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise	3.00
KCEP 210	Principles of Clinical Exercise Physiology	3.00

Stage II BSc Honours in Kinesiology and Clinical Exercise Physiology (24 credits)

24 Credits:

EXCI 310	Research Methods	3.00
EXCI 322	Statistics for Exercise Science	3.00
EXCI 351	Introduction to the Biomechanics of Human Movement	3.00
EXCI 352	Essentials of Exercise Testing and Training in Athletic Populations	3.00
EXCI 360	Neural and Hormonal Control of Human Systems	3.00
KCEP 311	Pathophysiology in Clinical Exercise Science I	3.00

KCEP 349	Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology	3.00
KCEP 383	Kinesiology and Clinical Exercise Physiology Internship I	3.00

Stage III BSc Honours in Kinesiology and Clinical Exercise Physiology (~~24~~ credits)

~~24~~ Credits:

EXCI 421	Honours Seminar: Current Topics in Health and Exercise Science	3.00
EXCI 426	Honours Thesis	6.00
EXCI 445	Nutrition in Exercise and Sport	3.00
EXCI 460	Integrative Human Physiology	3.00
KCEP 411	Pathophysiology in Clinical Exercise Science II	3.00
KCEP 449	Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations	3.00
KCEP 483	Kinesiology and Clinical Exercise Physiology Internship II	3.00

KCEP 349	Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology	3.00
KCEP 383	Kinesiology and Clinical Exercise Physiology Internship I	3.00

Stage III BSc Honours in Kinesiology and Clinical Exercise Physiology (27 credits)

27 Credits:

EXCI 421	Honours Seminar: Current Topics in Health and Exercise Science	3.00
EXCI 426	Honours Thesis	6.00
EXCI 445	Nutrition in Exercise and Sport	3.00
EXCI 460	Integrative Human Physiology	3.00
KCEP 411	Pathophysiology in Clinical Exercise Science II	3.00
<u>KCEP 448</u>	<u>Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations</u>	<u>3.00</u>
<u>KCEP 450</u>	<u>Exercise Prescription for Rehabilitation in Chronic Disease Populations</u>	<u>3.00</u>
KCEP 483	Kinesiology and Clinical Exercise Physiology Internship II	3.00

Rationale:

KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. By focusing on the exercise assessment component, KCEP 448 – Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations will provide students with the necessary knowledge and clinical skills to adequately conduct and interpret cardiovascular exercise assessments in individuals with cardiovascular, respiratory, oncologic, and metabolic diseases. As is currently the case for KCEP 449, this course will include lectures and labs. The exercise prescription aspect will be covered in KCEP 450.

Resource Implications:

KCEP 450 will include seminars held in small rooms, and require a TA (M.Sc. or Ph.D. student in our programs) to help the professor with monitoring problem-based learning cases where students will be required to work in small groups of 6 individuals (total per semester - \$1,787). The TA will assist the professor with the preparation, teaching, and grading of the clinical cases.

PROGRAM CHANGE: BSc in Kinesiology and Clinical Exercise Physiology_NEW

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: BSc KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																										
<p>BSc in Kinesiology and Clinical Exercise Physiology (69 credits)</p> <p>24 Credits: Stage I BSc in Kinesiology and Clinical Exercise Physiology</p> <p>21 Credits: Stage II BSc in Kinesiology and Clinical Exercise Physiology</p> <p>24 Credits: Stage III BSc in Kinesiology and Clinical Exercise Physiology</p> <p>Stage I BSc in Kinesiology and Clinical Exercise Physiology (24 credits)</p> <p>24 Credits:</p> <table border="0"> <tr> <td>CATA 262</td> <td>Emergency Care in Sport and Exercise</td> <td>3.00</td> </tr> <tr> <td>CATA 263</td> <td>Principles of Athletic Therapy</td> <td>3.00</td> </tr> <tr> <td>EXCI 252</td> <td>Introduction to Physical Activity, Health and Fitness</td> <td>3.00</td> </tr> <tr> <td>EXCI 253</td> <td>Human Anatomy I: Musculoskeletal Anatomy</td> <td>3.00</td> </tr> <tr> <td>EXCI 254</td> <td>Human Anatomy II: Systemic Anatomy</td> <td>3.00</td> </tr> <tr> <td>EXCI 258</td> <td>Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise</td> <td>3.00</td> </tr> <tr> <td>EXCI 259</td> <td>Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise</td> <td>3.00</td> </tr> </table>	CATA 262	Emergency Care in Sport and Exercise	3.00	CATA 263	Principles of Athletic Therapy	3.00	EXCI 252	Introduction to Physical Activity, Health and Fitness	3.00	EXCI 253	Human Anatomy I: Musculoskeletal Anatomy	3.00	EXCI 254	Human Anatomy II: Systemic Anatomy	3.00	EXCI 258	Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise	3.00	EXCI 259	Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise	3.00	<p>BSc in Kinesiology and Clinical Exercise Physiology (69 credits)</p> <p>24 Credits: Stage I BSc in Kinesiology and Clinical Exercise Physiology</p> <p>21 Credits: Stage II BSc in Kinesiology and Clinical Exercise Physiology</p> <p>24 Credits: Stage III BSc in Kinesiology and Clinical Exercise Physiology</p> <p>Stage I BSc in Kinesiology and Clinical Exercise Physiology (24 credits)</p> <p>24 Credits:</p> <table border="0"> <tr> <td>CATA 262</td> <td>Emergency Care in Sport and Exercise</td> <td>3.00</td> </tr> <tr> <td>CATA 263</td> <td>Principles of Athletic Therapy</td> <td>3.00</td> </tr> <tr> <td>EXCI 252</td> <td>Introduction to Physical Activity, Health and Fitness</td> <td>3.00</td> </tr> <tr> <td>EXCI 253</td> <td>Human Anatomy I: Musculoskeletal Anatomy</td> <td>3.00</td> </tr> <tr> <td>EXCI 254</td> <td>Human Anatomy II: Systemic Anatomy</td> <td>3.00</td> </tr> <tr> <td>EXCI 258</td> <td>Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise</td> <td>3.00</td> </tr> <tr> <td>EXCI 259</td> <td>Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise</td> <td>3.00</td> </tr> </table>	CATA 262	Emergency Care in Sport and Exercise	3.00	CATA 263	Principles of Athletic Therapy	3.00	EXCI 252	Introduction to Physical Activity, Health and Fitness	3.00	EXCI 253	Human Anatomy I: Musculoskeletal Anatomy	3.00	EXCI 254	Human Anatomy II: Systemic Anatomy	3.00	EXCI 258	Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise	3.00	EXCI 259	Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise	3.00
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KCEP 210	Principles of Clinical Exercise Physiology	3.00	KCEP 210	Principles of Clinical Exercise Physiology	3.00
Stage II BSc in Kinesiology and Clinical Exercise Physiology (21 credits)			Stage II BSc in Kinesiology and Clinical Exercise Physiology (21 credits)		
21 Credits:			21 Credits:		
EXCI 310	Research Methods	3.00	EXCI 310	Research Methods	3.00
EXCI 351	Introduction to the Biomechanics of Human Movement	3.00	EXCI 351	Introduction to the Biomechanics of Human Movement	3.00
EXCI 352	Essentials of Exercise Testing and Training in Athletic Populations	3.00	EXCI 352	Essentials of Exercise Testing and Training in Athletic Populations	3.00
EXCI 360	Neural and Hormonal Control of Human Systems	3.00	EXCI 360	Neural and Hormonal Control of Human Systems	3.00
KCEP 311	Pathophysiology in Clinical Exercise Science I	3.00	KCEP 311	Pathophysiology in Clinical Exercise Science I	3.00
KCEP 349	Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology	3.00	KCEP 349	Assessment, Interpretation, and Rehabilitation in Neuromuscular Physiology	3.00
KCEP 383	Kinesiology and Clinical Exercise Physiology Internship I	3.00	KCEP 383	Kinesiology and Clinical Exercise Physiology Internship I	3.00
Stage III BSc in Kinesiology and Clinical Exercise Physiology (24 credits)			Stage III BSc in Kinesiology and Clinical Exercise Physiology (24 credits)		
15 Credits:			18 Credits:		
EXCI 445	Nutrition in Exercise and Sport	3.00	EXCI 445	Nutrition in Exercise and Sport	3.00
EXCI 460	Integrative Human Physiology	3.00	EXCI 460	Integrative Human Physiology	3.00
KCEP 411	Pathophysiology in Clinical Exercise Science II	3.00	KCEP 411	Pathophysiology in Clinical Exercise Science II	3.00
KCEP 449	Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations	3.00	KCEP 448	Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations	3.00
KCEP 483	Kinesiology and Clinical Exercise Physiology Internship II	3.00	KCEP 450	Exercise Prescription for Rehabilitation in Chronic Disease Populations	3.00
9 Credits chosen from:			6 Credits chosen from:		
EXCI 415	Behaviour Change and Interventions	3.00	EXCI 415	Behaviour Change and Interventions	3.00
EXCI 420	Physical Activity Epidemiology	3.00	EXCI 420	Physical Activity Epidemiology	3.00
EXCI 440	Current Developments in the Biochemistry of Exercise	3.00	EXCI 440	Current Developments in the Biochemistry of Exercise	3.00
EXCI 451	Clinical Biomechanics	3.00	EXCI 451	Clinical Biomechanics	3.00
EXCI 453	Stress, Health and Disease	3.00	EXCI 453	Stress, Health and Disease	3.00
EXCI 455	Physical Activity, Health and Aging	3.00	EXCI 455	Physical Activity, Health and Aging	3.00

EXCI 458	Pediatric Exercise Science	3.00	EXCI 458	Pediatric Exercise Science	3.00
EXCI 461	Pharmacology for Sport and Exercise	3.00	EXCI 461	Pharmacology for Sport and Exercise	3.00
EXCI 471	Pain Management Strategies	3.00	EXCI 471	Pain Management Strategies	3.00
EXCI 492	Independent Study in Exercise Science	3.00	EXCI 492	Independent Study in Exercise Science	3.00

Rationale:
KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. By focusing on the exercise assessment component, KCEP 448 – Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations will provide students with the necessary knowledge and clinical skills to adequately conduct and interpret cardiovascular exercise assessments in individuals with cardiovascular, respiratory, oncologic, and metabolic diseases. As is currently the case for KCEP 449, this course will include lectures and labs. The exercise prescription aspect will be covered in KCEP 450.

Resource Implications:
KCEP 449 already includes lectures and laboratories (all the laboratories are related to the assessment component of the course). As such, the resources that are currently going towards KCEP 449 would go towards KCEP 448.
KCEP 450 will include seminars held in small rooms, and require a TA (M.Sc. or Ph.D. student in our programs) to help the professor with monitoring problem-based learning cases where students will be required to work in small groups of 6 individuals (total per semester - \$1,787). The TA will assist the professor with the preparation, teaching, and grading of the clinical cases.

COURSE CHANGE: CATA 263 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>CATA 263 Principles of Athletic Therapy (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously: CATA 262. Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> The course considers topics in athletic therapy from professional, preventive, and pathological perspectives. The course deals with injury classification, clinical flexibility, strength testing, cryotherapy, and sports dermatology. Preventive techniques such as pre-season physical examinations, protective equipment, hazard recognition, and taping techniques are also addressed. Acute and chronic pathologies associated with physical activity, as well as issues including sudden death and communicable diseases in athletics, and the adolescent athlete are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 263 or 335 may not take this course for credit.</i> 	<p>CATA 263 Principles of Athletic Therapy (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously: CATA 262. Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> The course considers topics in athletic therapy from professional, preventive, and pathological perspectives. The course deals with injury classification, clinical flexibility, strength testing, cryotherapy, and sports dermatology. Preventive techniques such as pre-season physical examinations, protective equipment, hazard recognition, and taping techniques are also addressed. Acute and chronic pathologies associated with physical activity, as well as issues including sudden death and communicable diseases in athletics, and the adolescent athlete are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 263 or 335 may not take this course for credit.</i>
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	

Other Programs within which course is listed:

None

COURSE CHANGE: EXCI 202 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: Elective course
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 202 The Body Human: Form and Function (3.00)</p> <p><i>Description:</i> This course provides insight into the manner in which common injuries and diseases impact on the anatomical structures and functional systems of the body. The various medical treatments and procedures available to maintain or restore the structural and functional integrity of the body are also addressed. Conditions of a cardiovascular, pulmonary, neuromuscular, metabolic and oncologic nature are discussed.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Exercise Science students may not take this course for credit. 	<p>EXCI 202 The Body Human: Form and Function (3.00)</p> <p><i>Description:</i> This course provides insight into the manner in which common injuries and diseases impact on the anatomical structures and functional systems of the body. The various medical treatments and procedures available to maintain or restore the structural and functional integrity of the body are also addressed. Conditions of a cardiovascular, pulmonary, neuromuscular, metabolic and oncologic nature are discussed.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Health, Kinesiology, and Applied Physiology students may not take this course for credit.
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EXCI 204 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: n/a
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 204 Food for Sport (3.00)</p> <p><i>Description:</i> The course introduces students to a basic understanding of how the digestive system functions, and then examines the role of diet on sport performance. Students learn about the impact of the major food stuffs (carbohydrates, fats, proteins, vitamins, minerals, water) on performance outcomes. The use of ergogenic aids commonly used to enhance sport performance are also discussed with respect to their effectiveness. Caloric balance, diet and body composition are also discussed relevant to specific sport requirements.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Exercise Science students may not take this course for credit. 	<p>EXCI 204 Food for Sport (3.00)</p> <p><i>Description:</i> The course introduces students to a basic understanding of how the digestive system functions, and then examines the role of diet on sport performance. Students learn about the impact of the major food stuffs (carbohydrates, fats, proteins, vitamins, minerals, water) on performance outcomes. The use of ergogenic aids commonly used to enhance sport performance are also discussed with respect to their effectiveness. Caloric balance, diet and body composition are also discussed relevant to specific sport requirements.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Health, Kinesiology, and Applied Physiology students may not take this course for credit.
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	

Other Programs within which course is listed:

None.

COURSE CHANGE: EXCI 206 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: n/a
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 206 The Science of Sport (3.00)</p> <p><i>Description:</i> The course introduces basic and practical knowledge of human movement in sports and physical activity. Anatomical and physiological knowledge pertinent to body movement is presented in simple and meaningful terms. Biomechanical concepts and principles applied to body movement in different sports and physical activities are also addressed. Consideration is also given to nutritional aspects and injury prevention in sport and exercise.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Exercise Science students may not take this course for credit. 	<p>EXCI 206 The Science of Sport (3.00)</p> <p><i>Description:</i> The course introduces basic and practical knowledge of human movement in sports and physical activity. Anatomical and physiological knowledge pertinent to body movement is presented in simple and meaningful terms. Biomechanical concepts and principles applied to body movement in different sports and physical activities are also addressed. Consideration is also given to nutritional aspects and injury prevention in sport and exercise.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.</i> • Health, Kinesiology, and Applied Physiology students may not take this course for credit.
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kineisology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: EXCI 218 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: n/a
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 218 Physical Growth and Maturation (3.00)</p> <p><i>Description:</i> This course considers normal and abnormal growth and maturation patterns of the musculoskeletal, neural, hormonal, cardiovascular, and respiratory systems of the body. In addition, socialization and psychosocial development processes with relevance to an exercise or sports environment are examined. These patterns and processes are investigated from childhood through adolescence and adulthood.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Exercise Science students may not take this course for credit. 	<p>EXCI 218 Physical Growth and Maturation (3.00)</p> <p><i>Description:</i> This course considers normal and abnormal growth and maturation patterns of the musculoskeletal, neural, hormonal, cardiovascular, and respiratory systems of the body. In addition, socialization and psychosocial development processes with relevance to an exercise or sports environment are examined. These patterns and processes are investigated from childhood through adolescence and adulthood.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <u>Health, Kinesiology, and Applied Physiology</u> students may not take this course for credit.
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: EXCI 233 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: n/a
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 233 Current Issues in Personal and Community Health (3.00)</p> <p><i>Description:</i> This course presents an overview of factors influencing personal and community health. Students are exposed to prevalent physical and mental health issues from biological, psychological, and sociological points of view. Health-related consequences of alcohol abuse, drugs, birth control, sedentary lifestyle, eating disorders, and communicable diseases are among the topics considered.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • Exercise Science students may not take this course for credit. 	<p>EXCI 233 Current Issues in Personal and Community Health (3.00)</p> <p><i>Description:</i> This course presents an overview of factors influencing personal and community health. Students are exposed to prevalent physical and mental health issues from biological, psychological, and sociological points of view. Health-related consequences of alcohol abuse, drugs, birth control, sedentary lifestyle, eating disorders, and communicable diseases are among the topics considered.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <u>Health, Kinesiology, and Applied Physiology</u> students may not take this course for credit.
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kineisology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: EXCI 251 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: n/a
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 251 Fundamentals of Health and Physical Activity (3.00)</p> <p><i>Description:</i> The basic and contemporary issues of health and physical activity are discussed. General topics regarding the benefits of physical activity are examined from anatomical and physiological perspectives. Upon completion, students are able to apply the principles of fitness and wellness to their own lives, to assess their current level of fitness and wellness, to create plans for changing their lifestyle to reach wellness, and to monitor their progress using the health-related components of physical fitness: body composition, cardiovascular endurance, muscular strength and endurance, and flexibility.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • Exercise Science students may not take this course for credit. 	<p>EXCI 251 Fundamentals of Health and Physical Activity (3.00)</p> <p><i>Description:</i> The basic and contemporary issues of health and physical activity are discussed. General topics regarding the benefits of physical activity are examined from anatomical and physiological perspectives. Upon completion, students are able to apply the principles of fitness and wellness to their own lives, to assess their current level of fitness and wellness, to create plans for changing their lifestyle to reach wellness, and to monitor their progress using the health-related components of physical fitness: body composition, cardiovascular endurance, muscular strength and endurance, and flexibility.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • Health, Kinesiology, and Applied Physiology students may not take this course for credit.

Rationale:
We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.

Resource Implications:
None.

Other Programs within which course is listed:
None.

COURSE CHANGE: EXCI 252 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 252 Introduction to Physical Activity, Health and Fitness (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> This course focuses on the fundamentals of fitness assessment and the design of individualized exercise programs compatible with the responsibilities of a health/fitness instructor. Topics of study include screening clients for fitness testing and physical activity participation; the selection of appropriate tests to assess the health-related components of physical fitness such as body composition, cardiovascular endurance, muscular strength, local muscular endurance, and flexibility; interpretation of test results; and the application of exercise principles in the design of safe and effective individualized exercise prescriptions of the apparently healthy client.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 261 and 342 may not take this course for credit.</i> 	<p>EXCI 252 Introduction to Physical Activity, Health and Fitness (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course focuses on the fundamentals of fitness assessment and the design of individualized exercise programs compatible with the responsibilities of a health/fitness instructor. Topics of study include screening clients for fitness testing and physical activity participation; the selection of appropriate tests to assess the health-related components of physical fitness such as body composition, cardiovascular endurance, muscular strength, local muscular endurance, and flexibility; interpretation of test results; and the application of exercise principles in the design of safe and effective individualized exercise prescriptions of the apparently healthy client.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 261 and 342 may not take this course for credit.</i>
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: EXCI 253 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> The major focus of this course covers the anatomy of the musculoskeletal system and accompanying (peripheral) circulatory and neurological systems. It also addresses introductory terminology and tissue differentiation. The structures are examined through approaches of surface anatomy, current and traditional media and/or cadaver examination.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>	<p>EXCI 253 Human Anatomy I: Musculoskeletal Anatomy (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> The major focus of this course covers the anatomy of the musculoskeletal system and accompanying (peripheral) circulatory and neurological systems. It also addresses introductory terminology and tissue differentiation. The structures are examined through approaches of surface anatomy, current and traditional media and/or cadaver examination.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 254 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously: EXCI 253. Enrolment in an Exercise Science-program is required.</p> <p><i>Description:</i> The major focus of this course covers the anatomy of the central circulatory and central respiratory systems. It also addresses the anatomy of the brain and spinal column as well as the integumentary, digestive, and urogenital systems. The structures are examined through approaches of surface anatomy, current and traditional media and cadaver examination.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>	<p>EXCI 254 Human Anatomy II: Systemic Anatomy (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously: EXCI 253. Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> The major focus of this course covers the anatomy of the central circulatory and central respiratory systems. It also addresses the anatomy of the brain and spinal column as well as the integumentary, digestive, and urogenital systems. The structures are examined through approaches of surface anatomy, current and traditional media and cadaver examination. Lectures and laboratory.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 258 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously or concurrently: EXCI 253. Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> This course reviews the functional organization of the musculoskeletal system, the peripheral neural influence to the muscular system, and the basic metabolic pathways underlying the bioenergetics of these systems. Related physiological adaptations during rest and exercise are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 257 or 358 may not take this course for credit.</i> 	<p>EXCI 258 Human Physiology I: Musculoskeletal, Neuromuscular, and Bioenergetic Systems from Rest to Exercise (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously or concurrently: EXCI 253. Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course reviews the functional organization of the musculoskeletal system, the peripheral neural influence to the muscular system, and the basic metabolic pathways underlying the bioenergetics of these systems. Related physiological adaptations during rest and exercise are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 257 or 358 may not take this course for credit.</i>

Rationale:
We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.

Resource Implications:

None.

Other Programs within which course is listed:

None.

COURSE CHANGE: EXCI 259 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously or concurrently: EXCI 254. Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> This course focuses on the fundamental mechanisms of the cardiovascular and respiratory systems. In addition, adaptations of these systems to acute and chronic exercise as well as environmental factors are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 357 or 358 may not take this course for credit.</i> 	<p>EXCI 259 Human Physiology II: Cardiovascular and Respiratory Systems from Rest to Exercise (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously or concurrently: EXCI 254. Enrolment in an Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course focuses on the fundamental mechanisms of the cardiovascular and respiratory systems. In addition, adaptations of these systems to acute and chronic exercise as well as environmental factors are discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 357 or 358 may not take this course for credit.</i>
<p>Rationale: We are changing the term "Exercise Science" to "Health, Kinesiology and Applied Physiology" to reflect our Department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: EXCI 451 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Component

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 451 Clinical Biomechanics (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program; and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course addresses biomechanical aspects of the most common structural and neurological abnormalities of the spine resulting in pathological gait. It also addresses the mechanics of tissue and joint injury of the head, neck, torso, and extremities.</p> <p><i>Component(s):</i> Lecture.</p>	<p>EXCI 451 Clinical Biomechanics (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in <u>and</u> successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course <u>is organized into three main themes: gait/balance, forces/moments at the joints, and material properties/injuries. The notions discussed in the course range from biological material stiffness, yield point, and hysteresis in ligaments and tendons, to the clinical assessment of gait patterns in special populations or after injury.</u></p> <p><i>Component(s):</i> Lecture, <u>laboratory</u>.</p>

Rationale:
Modifying the course description for EXCI 451. EXCI 451, Clinical Biomechanics is now organized into three main themes: gait/balance, forces/moments at the joints, and material properties/injuries. This is not reflected in the current calendar course description which focuses on biomechanical aspects of spine abnormalities and their effect on gait and on the mechanics of tissue and joint injury.
Adding laboratory sessions to EXCI 451. EXCI 451, Clinical Biomechanics, is currently taught as a lecture-only course. It is organized into three main themes: (1) gait/balance, (2) forces/moments at the joints, and (3) material properties/injuries. To help students understand the concepts discussed in the lectures, it is to develop laboratory experiences. Consequently, we are proposing to implement five new laboratories.

Resource Implications:
 The five new laboratories will require the acquisition of some clinical biomechanics equipment and some data acquisition modules for an estimated amount of \$18,000. In addition the course will require a laboratory instructor with a biomechanics background (total per semester - \$5,760). A teaching assistant will be needed to grade assignments (total per semester - \$1,250). These laboratories will take place primarily in the Health, Kinesiology, and Applied Physiology biomechanics lab with some lab activities held in the PERFORM Centre.

Other Programs within which course is listed:
 None.



COURSE CHANGE: EXCI 455 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program:
Degree: BSc KCEP and Honours KCEP
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Component

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 455 Physical Activity, Health and Aging (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required. Successful completion of Stage II in the Major in Exercise Science, Honours in Exercise Science, KCEP or Honours in KCEP, or of Stage III in the BScAT or Honours in Athletic Therapy is required.</p> <p><i>Description:</i> This course addresses the health status, physical fitness, exercise patterns, and effectiveness of exercise prescription for the well elderly and those exhibiting symptoms of chronic diseases which commonly accompany the aging process.</p> <p><i>Component(s):</i> Lecture, Laboratory.</p>	<p>EXCI 455 Physical Activity, Health and Aging (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course addresses the health status, physical fitness, exercise patterns, and effectiveness of exercise prescription for the well elderly and those exhibiting symptoms of chronic diseases which commonly accompany the aging process.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The prerequisite was modified to include the completion of Stage II in any HKAP program instead of Stage III in the BScAT or Honours in AT or Stage II in other HKAP programs. Also removal of reference to "Laboratories". This is an error and has never been noticed. EXCI 455 never offered laboratories.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 458 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: Options for All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 458 Pediatric Exercise Science (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required. Successful completion of Stage II in the Major in Exercise Science, Honours in Exercise Science, KCEP, or Honours in KCEP, or of Stage III in the BScAT or Honours in Athletic Therapy is required.</p> <p><i>Description:</i> This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children.</p> <p><i>Component(s):</i> Lecture.</p>	<p>EXCI 458 Pediatric Exercise Science (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The prerequisite was modified to include the completion of Stage II in any HKAP program instead of Stage III in the BScAT or Honours in AT or Stage II in other HKAP programs.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 460 New Course Number:**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: Options for All HKAP programs
Degree: BSc
Calendar Section/Graduate Page Number: 31.120**Type of Change:**

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 460 Integrative Human Physiology (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required. Successful completion of Stage II in the Major in Exercise Science, Honours in Exercise Science, KCEP, or Honours in KCEP; or of Stage III in the BScAT or Honours in Athletic Therapy is required.</p> <p><i>Description:</i> This course uses physiological homeostasis and the function of major organ systems as its basis. Students learn how the different systems act in an integrative fashion and how the body adjusts to various challenges to the maintenance of homeostasis. The focus is on five specific organ systems — the neural, muscular, cardiovascular, respiratory and renal systems. Students learn how these systems interactively function during health, exercise and disease.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>	<p>EXCI 460 Integrative Human Physiology (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course uses physiological homeostasis and the function of major organ systems as its basis. Students learn how the different systems act in an integrative fashion and how the body adjusts to various challenges to the maintenance of homeostasis. The focus is on five specific organ systems — the neural, muscular, cardiovascular, respiratory and renal systems. Students learn how these systems interactively function during health, exercise and disease.</p> <p><i>Component(s):</i> Lecture, laboratory.</p>
<p>Rationale: The prerequisite was modified to include the completion of Stage II in any HKAP program instead of Stage III in the BScAT or Honours in AT or Stage II in other HKAP programs.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 471 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
 Implementation Month/Year: September 2022

Faculty/School: Arts and Science
 Department: Health, Kinesiology and Applied Physiology
 Program: Option for All HKAP programs
 Degree: BSc
 Calendar Section/Graduate Page Number: 31.120

Type of Change:
 Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 471 Pain Management Strategies (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required. Successful completion of Stage II in the Major in Exercise Science, Honours in Exercise Science, KCEP, or Honours in KCEP, or of Stage III of the BScAT or Honours in Athletic Therapy is required.</p> <p><i>Description:</i> This course relates theory and research to the practical experiences of client/athletic-practitioner interactions, relationships, and interventions. It addresses pain management principles as they relate to illness, injury, and rehabilitation.</p> <p><i>Component(s):</i> Lecture.</p>	<p>EXCI 471 Pain Management Strategies (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in and successful completion of Stage II in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course relates theory and research to the practical experiences of client/athletic-practitioner interactions, relationships, and interventions. It addresses pain management principles as they relate to illness, injury, and rehabilitation.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The prerequisite was modified to include the completion of Stage II in any HKAP program instead of Stage III in the BScAT or Honours in AT or Stage II in other HKAP programs.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: EXCI 492 New Course Number:

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2022/2023
Implementation Month/Year: September 2022Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program:
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

<input type="checkbox"/> Course Number	<input type="checkbox"/> Course Title	<input type="checkbox"/> Credit Value	<input checked="" type="checkbox"/> Prerequisite
<input type="checkbox"/> Course Description	<input type="checkbox"/> Editorial	<input type="checkbox"/> New Course	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Other - Specify:		

Present Text (from 2021/2022) calendar	Proposed Text
<p>EXCI 492 Independent Study in Exercise Science (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in the BSc Major in Exercise Science, BSc in Kinesiology and Clinical Exercise Physiology, or BSc in Athletic Therapy; successful completion of Stage II in the Major in Exercise Science or BSc in Kinesiology and Clinical Exercise Physiology, or of Stage III of the BSc in Athletic Therapy is required.</p> <p><i>Description:</i> This course provides an opportunity to conduct a small-scale scientific research project under the supervision of a faculty member from the Department. In consultation with a faculty member, the student selects a topic, formulates a research methodology, collects data, analyzes the results, and writes a formal research report.</p> <p><i>Component(s):</i> Independent Study.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> Students who have received credit for EXCI 491 may not take this course for credit. 	<p>EXCI 492 Independent Study in Exercise Science (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in <u>and</u> successful completion of Stage II in the BSc Major in Exercise Science, <u>the</u> BSc in Kinesiology and Clinical Exercise Physiology or the BSc in Athletic Therapy is required.</p> <p><i>Description:</i> This course provides an opportunity to conduct a small-scale scientific research project under the supervision of a faculty member from the Department. In consultation with a faculty member, the student selects a topic, formulates a research methodology, collects data, analyzes the results, and writes a formal research report.</p> <p><i>Component(s):</i> Independent Study.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> Students who have received credit for EXCI 491 may not take this course for credit.
<p>Rationale: The prerequisite was modified to include the "Enrolment in and successful completion of Stage II in the Major, KCEP, or BScAT programs" instead of "Enrolment in the Major in Exercise Science, KCEP, or BScAT; successful completion of Stage II in the Major in Exercise Science or KCEP, or of Stage III of the BScAT" because EXCI 492 is not given as a course option in our department's three Honours programs.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: KCEP 210 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: Honours KCEP and KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Component | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>KCEP 210 Principles of Clinical Exercise Physiology (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in an Exercise Science program is required.</p> <p><i>Description:</i> This course considers topics in kinesiology and clinical exercise physiology from historical, professional, and applied perspectives. Introduction of exercise training principles and movement activity as the basis for patient rehabilitation and recovery programs in chronic diseases are discussed. The course deals with disease classification, basic intervention concepts, and preventive approaches. Ten observation hours are required for students who wish to transfer to the KCEP program.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> Students who have received credit for EXCI 210 may not take this course for credit. 	<p>KCEP 210 Principles of Clinical Exercise Physiology (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in a Health, Kinesiology, and Applied Physiology program is required.</p> <p><i>Description:</i> This course considers topics in kinesiology and clinical exercise physiology from historical, professional, and applied perspectives. Introduction of exercise training principles and movement activity as the basis for patient rehabilitation and recovery programs in chronic diseases are discussed. The course deals with disease classification, basic intervention concepts, and preventive approaches. Ten observation hours are required for students who wish to transfer to the KCEP program.</p> <p><i>Component(s):</i> Lecture; laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> Students who have received credit for EXCI 210 may not take this course for credit.
<p>Rationale:</p>	

Principles of Clinical Exercise Physiology is currently taught as a lecture-only course. The course focuses on exercise training principles and movement activity as the basis for patient rehabilitation and recovery programs in chronic diseases. To help students understand the concepts discussed in the lectures, it is to develop laboratory experiences. Consequently, we are proposing to implement six new laboratories.

Also, we are changing the term "Exercise Science" to "Health, Kineisology and Applied Physiology" to reflect our Department name.

Resource Implications:

The six new laboratories will require equipment for an estimated amount of \$13,180 as well as a laboratory instructor involved in preparation and teaching (total per semester - \$10,368). A teaching assistant will be needed to grade assignments (total per semester - \$3,000). These laboratories will take place primarily in the Health, Kinesiology, and Applied Physiology physical training area.

Other Programs within which course is listed:

None.

COURSE CHANGE: KCEP 448 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: KCEP and Honours KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>KCEP 448 Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations (3.00)</p> <p><i>Prerequisite/corequisite:</i> Enrolment in the BSc in Kinesiology and Clinical Exercise Physiology or BSc Honours in Kinesiology and Clinical Exercise Physiology is required. Successful completion of Stage II in the BSc in Kinesiology and Clinical Exercise Physiology or BSc Honours in Kinesiology and Clinical Exercise Physiology is required.</p> <p><i>Description:</i> This course focuses on the assessment of cardiorespiratory fitness in a clinical setting. Measurement and interpretation of normal and abnormal responses for individuals with the most common cardiovascular, respiratory, oncologic, and metabolic diseases are performed and discussed.</p> <p><i>Component(s):</i> Lecture, laboratory.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 450 or KCEP 449 may not take this course for credit.</i>

Rationale:
 KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. By focusing on the exercise assessment component, KCEP 448 – Cardiopulmonary Exercise Assessment and Interpretation in Chronic Disease Populations will provide students with the necessary knowledge and clinical skills to adequately conduct and interpret cardiovascular exercise assessments in individuals with cardiovascular, respiratory, oncologic, and metabolic diseases. As is currently the case for KCEP 449, this course will include lectures and labs. The

exercise prescription aspect will be covered in KCEP 450.

Resource Implications:

KCEP 449 already includes lectures and laboratories (all the laboratories are related to the assessment component of the course). As such, the resources that are currently going towards KCEP 449 would go towards KCEP 448.

Other Programs within which course is listed:

None.

COURSE CHANGE: KCEP 449 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: KCEP and Honours KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>KCEP 449 Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations (3.00)</p> <p><i>Prerequisite/corequisite: Enrolment in the KCEP or Honours in KCEP; successful completion of Stage II in the KCEP or Honours in KCEP is required.</i></p> <p><i>Description: This course focuses on the assessment of cardiorespiratory fitness and body composition in a clinical setting. Measurement and interpretation of normal and abnormal responses for individuals with the most common cardiovascular, respiratory, oncologic, and metabolic diseases are performed and discussed.</i></p> <p><i>Component(s): Lecture; Laboratory.</i></p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>Students who have received credit for EXCI 450 may not take this course for credit.</i> 	
<p>Rationale: KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. Splitting KCEP 449 into two new courses (KCEP 448 and KCEP 450) each focusing on exercise assessment or prescription will be beneficial to students during their second internship (KCEP 483) and throughout their professional careers.</p>	
<p>Resource Implications: The resources that are currently going towards KCEP 449 would go towards KCEP 448.</p>	

Other Programs within which course is listed:

None.

COURSE CHANGE: KCEP 450 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Health, Kinesiology and Applied Physiology
Program: KCEP and Honours KCEP
Degree: BSc
Calendar Section/Graduate Page Number: 31.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>KCEP 450 Exercise Prescription for Rehabilitation in Chronic Disease Populations (3.00)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously or concurrently: KCEP 448. Enrolment in the BSc in Kinesiology and Clinical Exercise Physiology or BSc Honours in Kinesiology and Clinical Exercise Physiology is required. Successful completion of Stage II in the BSc in Kinesiology and Clinical Exercise Physiology or BSc Honours in Kinesiology and Clinical Exercise Physiology is required.</p> <p><i>Description:</i> This course focuses on exercise prescription and programming for individuals with the most common cardiovascular, respiratory, oncologic, and metabolic diseases. Students learn how to design and implement advanced, safe, and effective exercise training programs for the rehabilitation of these patient populations.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Note(s):</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for EXCI 450 or KCEP 449 may not take this course for credit.</i>

Rationale:
 KCEP 449 currently covers both exercise assessment and rehabilitation in individuals with common cardiovascular, pulmonary, metabolic, and oncologic diseases. Given the breadth and depth of the material to cover, one 3-credit course does not provide sufficient time to address all the professional core competencies, particularly from an exercise programming point of view. The skills required to complete an exercise assessment in people with these chronic diseases currently takes over an important part of KCEP 449, at the expense of students' competencies in exercise prescription/programming. Expanding on concepts from the previous version of KCEP 449, KCEP 450 – Exercise Prescription for Rehabilitation in Chronic Disease Populations will use a problem-based learning approach and focus on exercise prescription/programming in people with common cardiovascular, pulmonary,

oncologic and metabolic diseases, providing students with the necessary knowledge and problem-solving skills to adequately develop exercise-training programs for individuals with those conditions. The assessment aspect will be covered in KCEP 448.

Resource Implications:

KCEP 450 will include seminars held in small rooms, and require a TA (M.Sc. or Ph.D. student in our programs) to help the professor with monitoring problem-based learning cases where students will be required to work in small groups of 6 individuals (total per semester - \$1,787). The TA will assist the professor with the preparation, teaching, and grading of the clinical cases.

Other Programs within which course is listed:

None.

PERFORM Centre

Dr. Nancy St-Onge, Associate Professor
Health, Kinesiology and Applied Physiology
Richard Renaud Science Pavillion L-SP 165-23
7141 Sherbrooke St. West
Montreal, Quebec

February 24, 2021

Dear Dr. St-Onge,

In reply to your request to use PERFORM's Posture Movement Lab for lab activities for course EXCI-451 Clinical Biomechanics I am pleased to confirm the following:

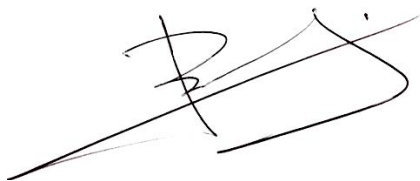
PERFORM will be able to accommodate your students in our Posture Movement Lab.
As per your request: beginning Fall 2021 you may access the PML for one week in each semester (Fall and Winter) with blocks of 3 hours per day within that week. The lab must be booked on the BookR site and approved by the platform supervisor.

As noted, you will be teaching the course yourself so there is no need for additional support from PERFORM and the use of the Posture Movement Lab itself will have no charge associated with it.

The above agreement is, of course, contingent on the lifting of any restrictions due to COVID 19.

We look forward to the collaboration.

Sincerely,



Dr. Habib Benali,
Scientific Director, PERFORM Centre

Concordia University
 Department of Health, Kinesiology, and Applied Physiology (HKAP)
 Faculty of Arts and Science

KCEP 448
CARDIOPULMONARY EXERCISE ASSESSMENT AND INTERPRETATION
IN CHRONIC DISEASE POPULATIONS (3 cr.)

COURSE OUTLINE
ADD SEMESTER HERE

Instructor: TBA
 Office location:
 Office phone:
 Office hours:
 E-mail:

Lab instructor: TBA
 Office location:
 Office phone:
 Office hours:
 E-mail:

Class location: TBA

Class schedule: TBA

Lab location: Loyola Campus, Richard J. Renaud Science Complex, **SP-S112.04**

Lab schedule: Lab 01 ---TBA
 Lab 02 ---TBA
 Lab 03 ---TBA
 Lab 04 ---TBA

COURSE INFORMATION:

Prerequisite: Enrolment in the KCEP or Honours in KCEP; successful completion of Stage II in the KCEP or Honours in KCEP. Stage II consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.

Description: This course focuses on the assessment of cardiorespiratory fitness in a clinical setting. Measurement and interpretation of normal and abnormal responses for individuals with the most common cardiovascular, respiratory, oncologic, and metabolic diseases are performed and discussed.

Component(s): Lecture, laboratory.

NOTE: Students who have received credit for EXCI 450 or KCEP 449 may not take this course for credit.

COURSE LEARNING GOALS & OUTCOMES:

Upon completion of this course, students will have the knowledge and basic skillset to conduct and interpret a clinical exercise test in individuals with chronic diseases.

More specifically, at the end of this course, students will be able to:

1. Know and understand the main indications for clinical exercise testing
2. Know and understand the precautions and contraindications to exercise testing for people with the most common cardiovascular, respiratory, oncologic, and metabolic conditions.
 - a. Understand the precautions and contraindications of exercise testing for clients with coronary artery disease
 - b. Understand the precautions and contraindications of exercise testing for clients with congestive heart failure.
 - c. Know the precautions and contraindications to exercise testing for clients with claudication.
 - d. Know the precautions and contraindications to exercise testing for clients with COPD.
 - e. Identify the precautions and contraindications to exercise participation testing for clients with Type I and Type II diabetes.
3. Have an appreciation of and explain the effects of the above diseases or conditions on cardio-respiratory and metabolic function at rest and during incremental and constant-load exercise.
 - a. Describe the following abnormal rhythms and conduction patterns: premature ventricular contraction (PVC), premature atrial contraction (PAC), ST segment depression, bradycardia and tachycardia.
 - b. Know the effects of COPD on ventilation, gas exchange and pulmonary circulation during rest and exercise.
 - c. Understand the hypoxemia effects of emphysema at rest and during exercise.
 - d. Identify the potential risks of exercise testing (cardiovascular, microvascular, metabolic, musculoskeletal and traumatic effects) for clients with complications with diabetes (i.e., neuropathy, nephropathy, and retinopathy).
 - e. Identify the risks of exercise on exercise-induced and exercise onset hypoglycemia and hyperglycemia.
 - f. Understand the importance of client blood glucose monitoring for physical activity exercise testing.
4. Demonstrate ability to design and/or select test protocols to assess various parameters of cardiorespiratory function (VO_{2max} , ventilation threshold, lactate threshold, aerobic endurance, gas exchange kinetics).
5. Select and justify test protocols with reference to a client's age, stage of growth and development, health status, obvious physical constraints, use of medication, lifestyle habits, physical activity patterns, health-related fitness goals, performance-related fitness goals, needs, commitment, support system(s), facility/equipment availability, plus inherent advantages and disadvantages of the assessment procedure(s) as well as assessment tool(s).
6. Demonstrate competency in conduction of clinical exercise tests (including bike and treadmill protocols) and identification of appropriate endpoints for various client populations.
 - a. Bruce: multi-stage treadmill
 - b. Balke: multi-stage treadmill;
 - c. Modified Balke: multi-stage treadmill and single-stage treadmill
 - d. Functional capacity evaluations for specific purposes (return to ADL, return to sport, return to work).
7. Take an appropriate client history.
8. Record client reports of physical symptoms and disabilities.

9. Know the importance of accurate charting and understandable reporting, including details of any assessments performed, recommendations for treatment, subjective and objective client comments/findings, short- and long-term goals and expected outcomes.
10. Possess knowledge of when to accept appropriate referrals and reject inappropriate referrals.
11. Be familiar with elements of general patient care plans (history, assessment, diagnosis, treatment, discharge planning, follow up).
12. Describe contraindications to exercise or inappropriate exercise response which would result in termination of exercise session or program according to current health status of the participant (i.e., cardiopulmonary/metabolic, musculoskeletal condition).
13. Demonstrate the ability to document audit procedures, results, corrective actions and outcomes.
14. Be able to design an evaluation process and to compare actual performance against established criteria. Following this, ongoing refinements are then made, as necessary, to enhance the services provided.

These objectives will be achieved through lectures, workshops, and labs (see schedule).

BEHAVIOUR:

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Laboratory participation:

Laboratory classes in HKAP may require physical contact and/or skin exposure with another classmate while learning assessment, treatment, exercise techniques, and equipment placement. The labs manifest important and necessary scenarios to prepare the student for future professional employment. All labs and parts thereof, in the Department of HKAP are mandatory. If participation in some labs may be deemed problematic, it would be necessary to contact the laboratory instructor, the course Professor, and/or Chair of the Department of HKAP as early as possible.

COURSE DOCUMENTATION:

Required Text:	American College of Sports Medicine. <i>ACSM's Guidelines for Exercise Testing and Prescription</i> . 10 th ed. Philadelphia: Wolters Kluwer; 2018.
Suggested text:	Maïano C, Hue O, Moullec G, Pepin V (dir.). <i>Guide d'intervention en activités physiques adaptées à l'intention des kinésiolesgues</i> . Québec : Presses de l'Université du Québec; 2020.

Lecture Notes: Available weekly on Moodle.

Additional Readings:

American Thoracic Society/American College of Chest Physicians. ATs/ACCP Statement on Cardiopulmonary Exercise Testing. *Am J Respir Crit Care Med* 2003;167:211-277.

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COURSE EVALUATION:

Lecture material

Workshops.....	30%
Final examination.....	35%

Laboratory material

Quizzes/Assignments.....	15%
Practical examination	20%

Workshops (30%): Workshops will consist of pen & paper activities – done in pairs – where a series of applied questions related to exercise testing, using hypothetical cases, will need to be answered and resolved using the textbook and class notes. **These graded activities will take place during class on (dates TBA). Attendance to these activities is mandatory.**

Final examination (35%): This examination will assess knowledge integration of information covered in the lecture notes and classroom discussion **from (dates TBA), inclusively.** This examination will be **scheduled during the official final examination period (dates TBA).**

Laboratory evaluations (35%): These evaluations will be designed to assess the various clinical exercise testing skills covered in the labs throughout the duration of the 10 weeks. The quizzes and assignments (total of 15% of final grade) will be completed through Moodle and will be designed to assess the knowledge and skill development of the student throughout the semester. The final practical examination will consist of a mock cardiopulmonary exercise test where students will be expected to integrate all the elements covered in previous labs and make the proper decision regarding test termination. This practical examination is **scheduled to be given during the week of (date TBA).**

EXAMINATION AND WORKSHOP COMPLETION:

Students are expected to complete all assignments (workshops, quizzes, exams) on the scheduled deadline. If any student is unable to complete an assignment on time, he or she must contact the course or lab instructor (as appropriate) as soon as possible and provide valid, documented evidence of illness, medical emergency or personal family difficulty (unless otherwise stated by the University due to exceptional circumstances). If the evidence is acceptable, an alternate date will be

selected to write the missed in-class workshop. Failure to follow this policy may result in the assignment of a zero grade for the assignment in question.

Students unable to write the **final exam** on the scheduled date and time are obliged to contact the Examinations Office (examsoffice@concordia.ca) and formally apply for either a “DEF” or “MED” notation, which is explained in greater detail in [Concordia University's Undergraduate Calendar](#). Please refer to Articles 16.3.4 and 16.3.8 of the Undergraduate Calendar.

Grading System for the Department of Health, Kinesiology and Applied Physiology:

The final grade you achieve for this course will be categorized according to the grading system summarized in the following table. You will be awarded the proper grade in accordance to your academic performance

Subjective Descriptor	Grade	Grade Points	Numerical Grade
Outstanding	A+	4.30	90-100
	A	4.00	85-89
	A-	3.70	80-84
Very Good	B+	3.30	77-79
	B	3.00	73-76
	B-	2.70	70-72
Satisfactory	C+	2.30	67-69
	C	2.00	63-66
	C-	1.70	60-62
Marginal Pass	D+	1.30	57-59
	D	1.00	53-56
	D-	0.70	50-52
Poor-Failure	F	0	<50
	FNS	0	<50
Very Poor- Failure	R	0	<50
Grade Not Reported	NR	0	

Failing Grades include “F,” “FNS,” “R,” and “NR” notations. “F” indicates failure in a course in which a supplemental examination is available. “FNS” indicates failure in a course in which no supplemental examination is available.

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Students who wish to register with the ACSD can contact acsd.intake@concordia.ca. Please consult the [ACSD's webpage](#) for updated details.

Sexual Assault Resource Centre: Students can only excel if they feel safe and secure on campus. If you have been the victim of some form of sexual assault—including sexual harassment—and need help or support, please get in touch with Concordia University Sexual Assault Resource Centre (SARC). SARC is central to the new Sexual Assault Response Team (SART)— in operation to comply with Concordia’s policy regarding sexual violence. The SARC coordinator acts as a single point of contact for first response in cases of sexual violence and will—with the consent of survivors—provide support and manage cases through coordination across internal and external resources. The coordinator will accompany survivors and draw together response team contacts as appropriate so that survivors do not have to repeat their story multiple times and relive the trauma they have experienced. Email sarc@concordia.ca or phone 514 848 2424 x 3353 in order to speak with the coordinator and have your concerns addressed in a timely manner. <https://www.concordia.ca/students/sexual-assault.html>

Physical/Mental Health: Concordia Health Services offers a variety of services for Concordia students including medical health, mental health and health promotion. To see a doctor or psychiatrist you will have to provide valid coverage under Quebec Medicare, Medicare from another

Canadian province or Territory, or Blue Cross insurance for international students. If you cannot provide valid health insurance, you will be charged for your visit.

<https://www.concordia.ca/students/health.html>

<https://www.concordia.ca/students/counselling.html>

https://www.concordia.ca/students/health/Using_Health_Services.html

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Concordia University
 Department of Health, Kinesiology, and Applied Physiology (HKAP)
 Faculty of Arts and Science

KCEP 450
EXERCISE PRESCRIPTION FOR REHABILITATION
IN CHRONIC DISEASE POPULATIONS (3 cr.)

COURSE OUTLINE
ADD SEMESTER HERE

Instructor: TBA
 Office location:
 Office phone:
 Office hours:
 E-mail:

Course TA's: (Add names and email)

Class location: TBA

Class schedule: TBA

COURSE INFORMATION:

Prerequisite/corequisite: Enrolment in the KCEP or Honours in KCEP; successful completion of Stage II in the KCEP or Honours in KCEP; and KCEP 448. Stage II consists of EXCI 310, 351, 352, 360; KCEP 311, 349, 383.

Description: This course focuses on exercise prescription and programming for individuals with the most common cardiovascular, respiratory, oncologic, and metabolic diseases. Students learn how to design and implement advanced, safe, and effective exercise training programs for the rehabilitation of these patient populations.

NOTE: Students who have received credit for EXCI 450 or KCEP 449 may not take this course for credit.

COURSE PHILOSOPHY:

This course uses the instructional method called **problem-based learning (PBL)**. This method focuses on student-centered, active learning in which students are challenged to seek out and assimilate relevant information in order to try and solve a particular problem. The PBL format offers a paradigm shift from the more traditional teaching and learning philosophy which are typically teacher-driven and lecture-based. Although the PBL format originated from medical school education (McMaster University), it is now widely used in other schools including business, law, engineering, and education to name a few. The goals of PBL are to help the students develop flexible knowledge, self-directed learning, intrinsic motivation, and effective collaboration skills within a group setting.

COURSE LEARNING GOALS & OUTCOMES:

Upon completion of this course, students will have the knowledge and skillset to design and implement advanced, safe, and effective exercise-training programs for people with various chronic diseases, based on the principles of training and scientific evidence from the literature. More specifically, at the end of this course, students will be able to:

1. Know the precautions and contraindications to exercise of common cardiovascular and respiratory conditions (hypertension, coronary artery disease, peripheral vascular disease, congestive heart failure, COPD).
2. Identify the following cardiovascular disease risk factors or conditions that may require consultation with medical or allied health professionals prior to participation in physical activity or prior to major increases in physical activity intensities and habits: inappropriate resting, exercise and recovery heart rates and blood pressures; new discomfort or changes in the pattern of discomfort in the chest area, neck, shoulder or arm with exercise or at rest; heart murmurs; myocardial infarction; fainting or dizzy spells; claudication; ischemia; cigarette or other tobacco use; and lipoprotein profile.
3. Identify the following respiratory risk factors that may require consultation with medical professionals prior to participation in physical activity or prior to major increases in physical activities or habits: extreme breathlessness after mild exercise or during sleep, asthma, exercise induced bronchoconstriction (EIB), COPD (bronchitis, emphysema).
4. Identify the potential risks of exercise (cardiovascular, microvascular, metabolic, musculoskeletal and traumatic effects) for clients with complications with diabetes (i.e., neuropathy, nephropathy, and retinopathy).
5. Identify the contraindications to exercise participation for clients with Type I diabetes.
6. Identify and explain the role of physical activity/exercise in controlling, ameliorating or arresting the progression of cardiovascular diseases, musculoskeletal disorders, pulmonary diseases, metabolic disorders, cancer and psychological disorders.
 - a. Understand and explain the effect of regular activity on coronary heart disease, diabetes, colon cancer and hypertension.
 - b. Understand how an appropriately designed exercise program can reduce coronary artery disease progression and improve the client's prognosis.
 - c. Understand how appropriately designed exercise program can improve congestive heart failure symptoms and the client's prognosis.
 - d. Understand the benefits of exercise for clients with claudication.
 - e. Understand the special exercise considerations for a client with COPD.
 - f. Understand the special exercise considerations for a client with asthma.
 - g. Understand the benefits and risks of regular exercise for persons with diabetes mellitus (including but not limited to blood glucose control, insulin sensitivity, aerobic capacity, and muscle capillarization and lipid profile).
 - i. List the potential benefits of resistance and aerobic exercise training on insulin resistance syndrome
7. Demonstrate the ability to develop a progressive and effective exercise treatment plan for clients with the above noted conditions based on the test protocol outcomes.
8. Know how to prescribe an appropriate exercise program for common chronic conditions and how to progress such a program.
 - a. Know how to design and progress an appropriate exercise program for clients with coronary artery disease.
 - b. Know how to design and progress an appropriate exercise program for clients with congestive heart failure.
 - c. Know how to design and progress an appropriate exercise program for clients with claudication.

- d. Know how to design an appropriate progressive cardiovascular exercise program for a client with COPD (in relation to percentage of peak oxygen consumption, anaerobic threshold level, maximum oxygen consumption, and/or dyspnea rating).
 - i. Know the effects of inclement weather conditions on a client with COPD.
 - ii. Know the "pursed lips" breathing method for COPD patients and why it is used.
 - iii. Understand the assistance of supplemental oxygen for COPD and when and why it is used.
 - e. Know how to design an appropriate progressive exercise program for a client with asthma.
 - i. Know the effects of inclement weather conditions on a client with asthma.
 - f. Know how to design reasonable exercise prescriptions to optimize the likelihood of safe and effective adaptive responses (including the mode, frequency, duration, intensity, rate of progression and timing of physical activity with respect to peak insulin levels) for clients with diabetes mellitus.
 - i. Determine the influence of insulin therapy on glucose homeostasis during exercise in clients with diabetes.
 - ii. Identify the risks of exercise on exercise-induced and exercise onset hypoglycemia and hyperglycemia.
 - iii. Identify the strategies used to reduce the risk of and treat hyperglycemia (including nutritional and insulin adjustments for exercise).
 - iv. Understand the importance of client blood glucose monitoring for physical activity.
9. Structure exercise programs for clients at various stages of their rehabilitation, physical fitness and/or health status.
 10. Understand the rationale for selecting specific exercises to reduce impairment.
 11. Understand how to adapt exercise prescriptions to specific conditions and disorders.
 12. Know how to develop and prescribe progressive resistive exercise programs (i.e., isokinetic, isotonic, isometric, open chain, closed chain) for rehabilitation in a variety of settings.
 13. Know how to apply the principles of progression to resistance exercise programming as it relates to rehabilitation.
 14. Understand appropriate changes in programs according to subjective client reports and objective data.
 15. Know how to develop progressive functional exercise programs customized to the client's vocational and avocational needs.
 16. Adhere to recommended/established standards as outlined by national, provincial, regional, or local organizations.
 17. Know the importance of accurate charting and understandable reporting, including details of any assessments performed, recommendations for treatment, subjective and objective client comments/findings, short- and long-term goals and expected outcomes.
 18. Be familiar with elements of general patient care plans (history, assessment, diagnosis, treatment, discharge planning, follow up).
 19. Demonstrate the ability to document audit procedures, results, corrective actions and outcomes.
 20. Be able to design an evaluation process and to compare actual performance against established criteria. Following this, ongoing refinements are then made, as necessary, to enhance the services provided.
 21. Be able to establish realistic objectives, criteria and strategies for implementation of a plan for practice.
 22. Prepare for the Exercise Specialist certification from the American College of Sports Medicine (ACSM) or the Certified Exercise Physiologist accreditation from the Canadian Society for Exercise Physiology (CSEP).

These objectives will be achieved through lectures and problem-based learning (PBL).

BEHAVIOUR:

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Lecture Notes: Available weekly on Moodle.

Additional Readings:

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COURSE EVALUATION:

Case-based group reports.....	35% (7% per report)
Case-based group presentations.....	15% (3% per presentation)
Intra-peer assessment of group work.....	10%
Mid-term individual report	15%
Final individual report	25%

Students are presented with a new case scenario every two weeks (there will be 5 case scenarios in total) and work in groups of around 6 students to analyze the issues, frame research questions, and conduct research to propose solutions. After receiving each case scenario, groups will first analyze the case in order to identify terms to be defined and in the same time draw a schematic diagram or map illustrating the different aspects and implications of the case scenario (*mind map*). This will lead the group to define learning objectives they wish to develop in their case report. Four broad learning objectives must be developed for each case scenario. These objectives must be well integrated to the mind map and help understand the relationships framed in that map. Before the end of the class that day, each group will be asked to select 1 learning objective (out of their 4 objectives) that they will present orally during the following class (week 2 of case discussion). For this, each group must select 1 learning objective that is distinct from those chosen by the other groups.

Groups will then search and prepare their 4 learning objectives (for the report), including the objective to be presented in class. In addressing their 4 learning objectives, groups will cite scientific and validated sources, and at least 50% of the references must come from research articles (either original research articles or review articles), and a minimum of 4 different references should be used for each learning objective. Each case report should include approximately 1-2 pages per objective, for a total of approx. 5-8 pages (single-spaced, not counting the figures, tables and references). The report should also include a mind map, and each objective should be clearly represented and linked to this map. Reference to the specifics of the clinical scenario of the case should be discussed for each objective (e.g., signs and symptoms, clinical presentation of the patient in the case). A glossary for the specific terms used in each learning objective, as well as a formatted list of references (APA style) should also be included in each report. The second week of each case discussion will be divided in two. During the first part, groups will gather and synthesize the results of their search in order to advance in their preparation of the report. In the same time, they may use this time to prepare for their oral presentation (although they are strongly encouraged to start preparing their presentation well in advance). During the second part, each group will present their selected objective. They may use any type of support, including power point presentations. Groups may delegate one or a few students to present or they may decide that all members of the group present. Each group will have approximately 5 minutes for their presentation, and then a few minutes of questions from other groups and from the tutor and/or teaching assistants. These presentations will be graded by the tutor and/or the teaching assistants. Following the class, each group will finalize the case report and send it to the tutor by Friday 1PM of the same week (an electronic version to be sent to the instructor and the teaching assistants by email).

The tutor and/or the teaching assistants will give feedback on the case reports and will highlight in class a few key messages and other aspects that might have been undervalued in the groups' reports, after each case discussion has been completed. All case reports will be made available to all groups so that everyone can learn from the works of the other groups.

The mid-term and final assessments will be individual assessments, and consist of a take-home assignment consisting of a case. Students will have to prepare a report with 3 learning objectives, following the same instructions than for the group reports, but this time individually.

Finally, within each group, each student will give a grade to each of the other group members to reflect their efficient involvement in the group work process.

COURSES POLICIES

Missed Class(es) or lateness: Punctual attendance to all classes is mandatory unless there is an excused absence or lateness or the observance of a religious holiday. Unexcused absences or lateness will result in a minimum of a 5% grade reduction.

Submission of the Case Study Reports (group and individual assessments):

Group case study reports (electronic copies) will be submitted by Friday 1PM of the second week of case discussion. Individual mid-term and final assessments will be submitted at the dates indicated below in the schedule (to be added). Failure to submit the case study report on time will result in a reduction in your case report grade: a penalty of 10% per day will be applied to work submitted late.

Grading System for the Department of Health, Kinesiology and Applied Physiology:

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IT MAY BE NEEDED FOR CREDIT TRANSFER, CERTIFICATION OR EMPLOYMENT.**

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: May 17, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of History (HIST-28)

The following proposal was presented under ASFC-2021-4M-C and approved at the Arts and Science Faculty Council meeting of May 14, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 27, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of History
HIST-28
Program changes; new courses HIST 200, 338, 342, 393, 445; deletion
of HIST 301, 310, 319; HIST 302 title change

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of History** is proposing a realignment in its programs, with the phasing-out of the History Skills Workshops (course prefix HISW) as an entry-level requirement and replace it with HIST. While the concept of the workshops was well supported by students and professors, the current structure – out of the Calendar but within the schedule - made the courses hard to find for the students. While the unit is phasing out the HISW courses, it is introducing the new course HIST 200 *Introduction to History* as a first -year seminar (FYS) course to all its programs: Honours in History Option A, B, and C, Specialization in History, Joint Specialization in English and History, Major and Minor in History. Originally, the HISW workshops were a means for undergraduate students to acquire a solid foundation in the discipline as well as the skills necessary for writing and teaching. The course HIST 200 will fulfill a similar mandate for the first-year undergraduate cohort. The small-class instruction, philosophy, and introduction to practices from the workshops will be kept as a model for this new course, where each section will explore a particular historical subject. Of note, the Department of English was consulted relative to the introduction of HIST 200 under the Joint Specialization in English and History and supports these changes.

In its presentation of courses on specialized topics, the department proposes the addition of a fourth “theme” of “*Global/Thematic/Public History*” to the current three geographical listings of the *Americas*, *Europe*, and *Asia/Africa*. Presently, students are required to complete a minimum number of 200-level courses; this will be expanded to include 300 and 400-level courses in the topical requirements, as this will allow students to combine the broad exploration with a focus on their particular interests.

The department is also removing three courses from the curriculum that are focused around Canadian content: these courses have not been offered in over a decade and are deemed redundant, as well as having material that is covered in other currently offered courses. Three courses offered under “special topics” are being also converted into permanent courses. These have been offered several times in the past five years, well received by students. These courses will complement existing areas of study as well as the new *Global/Thematic/Public History* geographical group.

Finally, the course name of HIST 302 will be changed from *Natives and Newcomers* to *The Invasion of America: European Colonization and Indigenous Resistance before 1800* to better reflect the nature of colonization in the Americas, and the usage of a more inclusive terminology.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of History

HIST-28

Memo from Chair

Program change

**and option title change*

Honours in History Option A (Honours Essay Option)

Honours in History Option B (Seminar Option)*

Honours in History Option C (Public History with Internship Option)

Specialization in History

Joint Specialization in English and History

Major in History

Minor in History

Course Topics

New course

HIST 200 *Introduction to History*

HIST 338 *History and the Graphic Novel*

HIST 342 *Crime and Punishment in Medieval Europe*

HIST 393 *Coffee in History*

HIST 445 *Advanced Study in Global and Thematic History*

Course deletion

HIST 301 *Late-19th-Century Canada*

HIST 310 *Canada in the Early-20th Century, 1896–1939*

HIST 319 *Canadian History in Literature, Art and Film*

Course Title and Description Change

HIST 302 *The Invasion of America: European Colonization and Indigenous Resistance before 1800*

INTERNAL MEMORANDUM

TO: Richard Courtemanche, Associate Dean, Academic Programs, FAS

FROM: Matthew Penney, Chair, Department of History

DATE: December 1, 2020 (revised April 27, 2021)

SUBJECT: History Department Undergraduate Curriculum Revision Proposal

For over a decade, the Department has introduced undergraduates to the discipline of history through the History Skills Workshops, which replaced conference groups attached to certain 200-level courses. The workshops provide students with a small-classroom experience while also cultivating their writing and research skills. The workshops have been successful both in providing undergraduates with a grounding in history, while also offering Teaching Assistants the opportunity to hone their teaching skills as discussion leaders in conference sections. Since the workshops were decoupled from HIST 201/202 in 2015, though, courses to which they were attached have suffered both in enrollments and in focus. Coded as HISW, the courses have been difficult for students to find—particularly students who are not taking a History concentration—and the result has been that HISW courses typically have the lowest enrollments of any 200-level courses, even though they are allotted the lion’s share of TAs. Offered as HIST courses, they filled very quickly; but HISW courses suffered low enrollments, simply because they have escaped the eyes of too many students. The structure of the workshops has also been weakened, in that it is difficult to harmonize or systematize teaching methods in six distinct courses, with no supervisor to oversee all them, as had been the case with the 201/202 sequence. While we would like to continue supporting a gateway course that provides undergraduates with an introduction to the methods and practice of history, we find that the HISW system is not necessarily the best vehicle.

Secondly, our current programs require students to take a minimum number of 200-level courses that fall into particular geographical baskets: the Americas, Europe, and Asia/Africa. While this kind of diversity continues to be desirable, it would be preferable if it was extended past the 200-level, so that students could take a greater variety of courses at the 300- and 400- levels. The current system makes no allowances for this; a Specialization student might take a HISW course in Medieval history, three 300-level courses in European history, a seminar in Vichy France, and would still be missing six credits of European history at the 200-level. Extending breadth requirements to the 300- and 400-levels makes more sense for students and puts less pressure on course offerings.

Furthermore, the course offerings of the department now include many courses that cut across geographical boundaries and adopt a global or trans-national approach to history, a

fact that should be reflected in our curriculum. Note that course codes for many 400-level seminar classes are essentially meaningless from a curricular point of view. Having a course listed as “Advanced Study in Canadian History” serves no purpose if there are no program requirements related to taking Canadian history at the 400-level. Note also that a disproportionate share of our seminars are currently listed as HIST 498 (“Advanced Topics in History”), which reflect the global and/or thematic focus of these seminars. A revised curriculum, with a separate code for courses that have a global or trans-national focus (HIST 445) would better reflect our current course offerings and align with the requirements of our undergraduate programs.

Therefore, we propose the following changes to our curriculum, which were approved at a History Department meeting on October 12, 2019:

1. The HISW course code will be phased out, and all 200-level courses be coded as HIST.
2. A new 200-level course (HIST 200) will be introduced as a first-year seminar (FYS). Enrollment in each section of the seminar will be limited to History program students and be taught by full-time history faculty.

The FYS will serve much the same purpose as the History Skills Workshop, offering new students a small classroom experience, while cultivating their skills in writing, researching, source criticism and oral expression. It would also have the advantage of allowing direct contact between full-time faculty members and students, and the in-depth exploration of a particular historical subject – something that would be more engaging than a survey course. This course would not entail a significant change to the curriculum or faculty workloads, and the effect on the distribution of TAs would be offset by the ability to reintroduce conference sections to other 200-level HIST courses since FYS would not have TAs assigned to them. Students would need to take one of these first-year seminars (3 credits) to complete their Major, Specialization, Joint Specialization, or Honours degree. Students would be encouraged to take the seminar in their first year, although this would not be a requirement. The overall distribution of 200/300/400-level credits for Major-Specialization-Honours concentrations would remain roughly the same, bearing in mind that the specific 200-level geographic requirements and the HISW requirements would no longer apply.

The FYS will allow faculty to cultivate specific skills in historical thinking alongside more generalized and transferable skills in critical thinking. That is, we envision the FYS as a setting in which students are given an early introduction to the practices and methods of history along with content. We envision the FYS as a forum in which faculty can correct common and frustrating problems encountered in upper-level courses. Given that the FYS will also have faculty interacting with students early in the program, the FYS would also allow us to recommend promising students to the Honours program before they are close to graduation. This will have a beneficial impact on students and the program in general.

We aim to enhance the student experience by promising potential students the chance to interact with full-time faculty in a small group setting from their very beginning in the program. The FYS consequently can and should be a tool for recruitment in terms of the promise of a small group setting and with regard to the considerable amount of research demonstrating the effectiveness of first-year seminars (FYS).

Ernest Pascarella and Patrick Terenzini's *How College Affects Students* (2005) found FYSs increase persistence and retention from the first to second year. They also found that FYS participants were more likely to graduate within four years; these associated benefits applied to a wide cross-section of students, whether by age, gender identification or ethnic background. Follow-up research since the publication of their book has confirmed their findings.¹

3. The geographical requirements have been revised to add a fourth basket of “global/thematic/public” history in addition to those of “Europe”, “the Americas”, and “Asia/Africa”. Students may now fulfill these requirements at the 300- or 400-levels, and not simply at the 200-level, as is the case with the current curriculum. This will ensure that students will have a broad thematic and geographical grounding in the discipline, while still giving them room to choose courses that suit their own interests.
4. We will remove a small number of courses from our curriculum that have not been offered in over a decade and are no longer necessary to our existing program requirements. We have also added three courses that have been taught several times in the past five years and which bolster our offerings for both the Honours- Public History stream and the Law & Society Minor. These revisions should help serve to align our curriculum more closely with the strengths of our department.
5. Finally, the course name of HIST 302 will be changed in accordance with a request by First Peoples Studies, to better reflect the university's commitment to Indigenous peoples.
6. The new courses will have no resource implications and will be offered as a part of the regular annual allotment of courses.

¹ Ryan D. Padgett, Jennifer R. Keup and Ernest T. Pascarella, “The Impact of First-Year Seminars on College Students’ Life-long Learning Orientations,” *Journal of Student Affairs Research and Practice*, 50 (2013): 133-151.

PROGRAM CHANGE: Honours in History (Essay Option)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours in History (Essay Option)
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Honours in History</p> <p>Notes</p> <ul style="list-style-type: none"> Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must have a minimum cumulative GPA of 3.3 (B+). All students must maintain a minimum cumulative GPA of 3.3 as well as a minimum assessment GPA of 3.3 within courses in History. The minimum acceptable grade in any course is normally "C." 	<p>Honours in History</p> <p>Notes</p> <ul style="list-style-type: none"> Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must have a minimum cumulative GPA of 3.3 (B+). All students must maintain a minimum cumulative GPA of 3.3 as well as a minimum assessment GPA of 3.3 within courses in History. The minimum acceptable grade in any course is normally "C." <p>Degree Requirements</p> <p>Honours in History (60 credits)</p> <p>60 credits chosen from the following options:</p>

Degree Requirements

Honours in History (60 credits)

60 credits chosen from the following options:

- A. Honours Essay Option: History
- B. Seminar Option: Honours in History
- C. Public History with Internship Option: Honours in History

Honours Essay Option: History (60 credits)

~~6 Credits chosen from History courses at the 200 level with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)~~

~~3 Credits chosen from History of Europe~~

~~3 Credits chosen from History of Asia or Africa~~

~~3 Credits chosen from History of the Americas~~

~~3 Credits of History courses at the 200 level~~

15 Credits of History courses at the 300 level

A. Honours Essay Option: History

B. Seminar Option: Honours in History

C. Public History with Internship Option: Honours in History

Honours Essay Option: History (60 credits)

3 Credits

HIST 200 Introduction to History (3.00)

15 Credits of History courses at the 200 level

15 Credits of History courses at the 300 level

15 Credits:

HIST 304 Tutorial Preparation for the Honours Essay (3.00)

HIST 402 The Philosophy and Practice of History (3.00)

HIST 403 Methodology and History (3.00)

HIST 493 Honours Essay Tutorial (6.00)

12 Credits of History seminar courses at the 400 level

Notes:

Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:

Global/Thematic/Public History

History of Asia/Africa

History of Europe

History of the Americas

15 *Credits:*

- HIST 304 Tutorial Preparation for the Honours Essay (3.00)
- HIST 402 The Philosophy and Practice of History (3.00)
- HIST 403 Methodology and History (3.00)
- HIST 493 Honours Essay Tutorial (6.00)

12 *Credits of History seminar courses at the 400 level*

Rationale:
The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:
None

PROGRAM CHANGE: Honours in History (Seminar Option)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours in History (Seminar Option)
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Seminar Option: Honours in History (60 credits)</p> <p>6 Credits chosen from HIST-200-level courses with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>3 Credits chosen from the History of Europe list</p> <p>3 Credits chosen from the History of Asia or Africa list</p> <p>3 Credits chosen from the History of the Americas list</p> <p>3 Credits of History courses at the 200 level</p> <p>18 Credits of History courses at the 300 level</p> <p>6 Credits: HIST 402 The Philosophy and Practice of History (3.00) HIST 403 Methodology and History (3.00)</p> <p>18 Credits of History seminar courses at the 400 level</p>	<p>Seminar Option: Honours in History (60 credits)</p> <p><u>3 Credits</u> HIST 200 Introduction to History (3.00)</p> <p><u>15 Credits of History courses at the 200 level</u></p> <p>18 Credits of History courses as the 300 level</p> <p>6 Credits: HIST 402 The Philosophy and Practice of History (3.00) HIST 403 Methodology and History (3.00)</p> <p>18 Credits of History seminar courses at the 400 level</p>

Notes:

Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:

Global/Thematic/Public History

History of Asia/Africa

History of Europe

History of the Americas

Rationale:

The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

The program sub-title is modified for consistency with other Honours program titles.

Resource Implications:

None

PROGRAM CHANGE: Honours in History (Public History with Internship Option)

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours in History (Public History with Internship Option)
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>C. Public History with Internship Option: Honours in History (60 credits)</p> <p>6 Credits chosen from HIST 200-level courses with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>3 Credits chosen from History of Europe</p> <p>3 Credits chosen from History of Asia or Africa</p> <p>3 Credits chosen from History of the Americas</p> <p>3 Credits of History courses at the 200 level</p> <p>6 Credits of History courses at the 300 level</p> <p>3 Credits of History courses at the 300 level or elective credits from related disciplines</p> <p>3 Credits: HIST 306 History and the Public 3</p> <p>6 Credits chosen from:</p>	<p>Public History with Internship Option: Honours in History (60 credits)</p> <p><u>3 Credits</u> HIST 200 Introduction to History (3.00)</p> <p><u>15</u> Credits of History courses at the 200 level</p> <p><u>9</u> Credits of History courses at the 300 level</p> <p>3 Credits: HIST 306 History and the Public (3.00)</p>

HIST 379	History through Visual Media and Material Culture	3
HIST 380	History and Digital Media	3
HIST 381	The Politics of the Past	3
HIST 387	Selected Topics in Public History	3
HIST 388	Oral History and Creative Practice	3
HIST 389	Ethnography: Doing Micro-History of the Present	3
HIST 390	Urban History Laboratory	3
HIST 397	History and Sound	3

6 *Credits:*

HIST 402	The Philosophy and Practice of History	3
HIST 403	Methodology and History	3

9 *Credits of History courses at the 400 level*

9 *Credits:*

HIST 481	Advanced Study in Public History	3
HIST 485	Public History Workshop	3
HIST 486	Public History Internship	3

6 *Credits chosen from:*

HIST 379	History through Visual Media and Material Culture (3.00)
HIST 380	History and Digital Media (3.00)
HIST 381	The Politics of the Past (3.00)
HIST 387	Selected Topics in Public History (3.00)
HIST 388	Oral History and Creative Practice (3.00)
HIST 389	Ethnography: Doing Micro-History of the Present (3.00)
HIST 390	Urban History Laboratory (3.00)
HIST 397	History and Sound (3.00)

6 *Credits:*

HIST 402	The Philosophy and Practice of History (3.00)
HIST 403	Methodology and History (3.00)

9 *Credits of History courses at the 400 level*

9 *Credits:*

HIST 481	Advanced Study in Public History (3.00)
HIST 485	Public History Workshop (3.00)
HIST 486	Public History Internship (3.00)

Notes:

Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:

[Global/Thematic/Public History](#)

[History of Asia/Africa](#)

[History of Europe](#)

[History of the Americas](#)

Rationale:

The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:

None

PROGRAM CHANGE: Specialization in History

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Specialization in History
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Specialization in History (60 credits)</p> <p>6 Credits chosen from History courses at the 200 level with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>6 Credits chosen from History of Europe</p> <p>6 Credits chosen from History of Asia or Africa</p> <p>6 Credits chosen from History of the Americas</p> <p>3 Credits of History courses at the 200 level</p> <p>27 Credits of History courses at the 300 level</p> <p>6 Credits chosen from History courses at the 300 or 400 level</p>	<p>Specialization in History (60 credits)</p> <p><u>3 Credits</u> <u>HIST 200</u> <u>Introduction to History</u> <u>3</u></p> <p><u>21 Credits of History courses at the 200 level</u></p> <p><u>30 Credits of History courses at the 300 level</u></p> <p>6 Credits chosen from History courses at the 300 or 400 level</p> <p><u>Notes:</u> <u>Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:</u> <u>Global/Thematic/Public History</u> <u>History of Asia/Africa</u></p>

[*History of Europe*](#)

[*History of the Americas*](#)

Rationale:
The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:
None

PROGRAM CHANGE: Joint Specialization in English and History

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Departments of History and English
Program: Joint Specialization in English and History
Degree: BA
Calendar Section/Graduate Page Number: 31.160 and 31.100

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Joint Specialization in English and History (60 credits)</p> <p>6 Credits: ENGL 261 British Literature to 1660 (3.00) ENGL 262 British Literature from 1660 to 1900 (3.00)</p> <p>6 Credits chosen from the Periods Before 1800 (British) Literature course group</p> <p>6 Credits chosen from the Canadian Literature, American Literature, and Postcolonial Literature course groups</p> <p>6 Credits chosen from the 19th century and 20th century (British and European) Literature courses groups</p> <p>6 Credits chosen from the English Literature Electives group</p> <p>6 Credits chosen from HIST 200-level courses with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>9 Credits of History courses at the 200 level</p>	<p>Joint Specialization in English and History (60 credits)</p> <p>6 Credits: ENGL 261 British Literature to 1660 (3.00) ENGL 262 British Literature from 1660 to 1900 (3.00)</p> <p>6 Credits chosen from the Periods Before 1800 (British) Literature course group</p> <p>6 Credits chosen from the Canadian Literature, American Literature, and Postcolonial English Literature course groups</p> <p>6 Credits chosen from the 19th century and 20th century (British and European) Literature course group</p> <p>6 Credits chosen from the English Literature Electives list</p> <p><u>3 Credits:</u> HIST 200 Introduction to History (3.00)</p> <p><u>12 Credits of History courses at the 200 level</u></p>

9 Credits of History courses at the 300 level

6 Credits of History courses at the 300 or 400 level

9 *Credits of History courses at the 300 level*

6 *Credits of History courses at the 300 or 400 level*

Notes:

Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:

[Global/Thematic/Public History](#)

[History of Asia/Africa](#)

[History of Europe](#)

[History of the Americas](#)

Rationale:
The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:
None

PROGRAM CHANGE: Major in History

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Specialization in History
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Major in History (42 credits)</p> <p>6 Credits chosen from History courses courses with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>3 Credits chosen from History of Europe</p> <p>3 Credits chosen from History of Asia or Africa</p> <p>3 Credits chosen from History of the Americas</p> <p>3 Credits of History courses at the 200 level</p> <p>18 Credits of History courses at the 300 level</p> <p>6 Credits of History courses at the 300 or 400 level</p>	<p>Major in History (42 credits)</p> <p><u>3 Credits</u> <u>HIST 200 Introduction to History (3.00)</u></p> <p><u>15</u> Credits of History courses at the 200 level</p> <p><u>18</u> Credits of History courses at the 300 level</p> <p>6 Credits of History courses at the 300 or 400 level</p> <p><u>Notes:</u> <u>Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:</u> <u>Global/Thematic/Public History</u></p>

[History of Asia/Africa](#)
[History of Europe](#)
[History of the Americas](#)

Rationale:
The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:
None

PROGRAM CHANGE: Minor in History

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Minor in History
Degree: Minor
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Minor in History (24 credits)</p> <p>6 Credits chosen from HIST-200-level courses with History Skills Workshops (courses denoted as HISW in the Undergraduate Class Schedule)</p> <p>12 Credits of History courses at the 200 level</p> <p>6 Credits of History courses at the 300 level</p>	<p>Minor in History (24 credits)</p> <p><u>3</u> Credits Introduction to History (3.00)</p> <p><u>9</u> Credits of History courses at the 200 level</p> <p><u>12</u> Credits of History courses at the 200 level</p> <p><u>Notes:</u> Students must take at least 3 credits from each of the following groups in any combination at the 200, 300 or 400 level:</p> <p>Global/Thematic/Public History History of Asia/Africa History of Europe History of the Americas</p>

Rationale:
 The curriculum has been changed to reflect (1) the introduction of HIST 200 as a foundational course; and (2) new geographical and thematic requirements that students will be able to satisfy beyond the 200-level.

Resource Implications:

None

PROGRAM CHANGE: Topic Areas_NEW

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: All programs
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																																																																	
<p>History of Europe Courses</p> <table border="0"> <tr> <td>HIST 202</td> <td>Modern Europe</td> <td>3</td> </tr> <tr> <td>HIST 206</td> <td>Medieval Europe</td> <td>3</td> </tr> <tr> <td>HIST 207</td> <td>Early Modern Europe</td> <td>3</td> </tr> <tr> <td>HIST 208</td> <td>Introduction to the History of the Balkans</td> <td>3</td> </tr> <tr> <td>HIST 211</td> <td>History of Ireland</td> <td>3</td> </tr> <tr> <td>HIST 235</td> <td>The Holocaust</td> <td>3</td> </tr> </table>	HIST 202	Modern Europe	3	HIST 206	Medieval Europe	3	HIST 207	Early Modern Europe	3	HIST 208	Introduction to the History of the Balkans	3	HIST 211	History of Ireland	3	HIST 235	The Holocaust	3	<p>History of Europe</p> <table border="0"> <tr> <td>HIST 202</td> <td>Modern Europe</td> <td>3</td> </tr> <tr> <td>HIST 206</td> <td>Medieval Europe</td> <td>3</td> </tr> <tr> <td>HIST 207</td> <td>Early Modern Europe</td> <td>3</td> </tr> <tr> <td>HIST 208</td> <td>Introduction to the History of the Balkans</td> <td>3</td> </tr> <tr> <td>HIST 211</td> <td>History of Ireland</td> <td>3</td> </tr> <tr> <td>HIST 325</td> <td>The European Renaissance</td> <td>3</td> </tr> <tr> <td>HIST 326</td> <td>Reformations in Early Modern Europe</td> <td>3</td> </tr> <tr> <td>HIST 328</td> <td>The Scientific Revolution</td> <td>3</td> </tr> <tr> <td>HIST 335</td> <td>Barbarian Invasions and the Birth of Europe</td> <td>3</td> </tr> <tr> <td>HIST 340</td> <td>Early Modern Britain and Ireland</td> <td>3</td> </tr> <tr> <td>HIST 341</td> <td>History of Britain Since 1714</td> <td>3</td> </tr> <tr> <td>HIST 342</td> <td>Crime and Punishment in Medieval Europe</td> <td>3</td> </tr> <tr> <td>HIST 344</td> <td>Rise and Fall of Yugoslavia</td> <td>3</td> </tr> <tr> <td>HIST 350</td> <td>Medieval England</td> <td>3</td> </tr> <tr> <td>HIST 351</td> <td>England in the Reign of Henry VIII</td> <td>3</td> </tr> <tr> <td>HIST 352</td> <td>German History in the 20th Century</td> <td>3</td> </tr> <tr> <td>HIST 371</td> <td>History of the Russian Revolutionary Movement, 1825-1922</td> <td>3</td> </tr> <tr> <td>HIST 377</td> <td>History of Russia, 1694-1917</td> <td>3</td> </tr> <tr> <td>HIST 378</td> <td>History of the Soviet Union</td> <td>3</td> </tr> <tr> <td>HIST 382</td> <td>Age of Enlightenment</td> <td>3</td> </tr> <tr> <td>HIST 383</td> <td>Age of Revolution</td> <td>3</td> </tr> </table>	HIST 202	Modern Europe	3	HIST 206	Medieval Europe	3	HIST 207	Early Modern Europe	3	HIST 208	Introduction to the History of the Balkans	3	HIST 211	History of Ireland	3	HIST 325	The European Renaissance	3	HIST 326	Reformations in Early Modern Europe	3	HIST 328	The Scientific Revolution	3	HIST 335	Barbarian Invasions and the Birth of Europe	3	HIST 340	Early Modern Britain and Ireland	3	HIST 341	History of Britain Since 1714	3	HIST 342	Crime and Punishment in Medieval Europe	3	HIST 344	Rise and Fall of Yugoslavia	3	HIST 350	Medieval England	3	HIST 351	England in the Reign of Henry VIII	3	HIST 352	German History in the 20th Century	3	HIST 371	History of the Russian Revolutionary Movement, 1825-1922	3	HIST 377	History of Russia, 1694-1917	3	HIST 378	History of the Soviet Union	3	HIST 382	Age of Enlightenment	3	HIST 383	Age of Revolution	3
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			HIST 384	Age of Industrialization and Nationalism 1848-1914	3
			HIST 385	Age of Dictators: Europe, 1914-1945	3
			HIST 386	Contemporary Europe: 1945 to the Present	3
			HIST 392	France 1871 to the Present	3
			HIST 437	Advanced Study in European History	3
History of Asia or Africa Courses			History of Asia/Africa		
HIST 242	History of the Middle East	3	HIST 242	History of the Middle East	3
HIST 261	History of South Asia	3	HIST 261	History of South Asia	3
HIST 262	History of China	3	HIST 262	History of China	3
HIST 263	History of Japan	3	HIST 263	History of Japan	3
HIST 264	History of Africa	3	HIST 264	History of Africa	3
			HIST 345	Postwar Japanese History	3
			HIST 347	Gender and Sexuality in South Asia	3
			HIST 348	History of Violence: Middle East 1798 – Present	3
			HIST 363	Africa in the 20th Century	3
			HIST 364	Modern South Asia	3
			HIST 366	Early Modern China	3
			HIST 367	Modern China	3
			HIST 368	African Popular Culture	3
			HIST 369	Middle East: Empire, Gender, and Sexuality in Modern Times	3
			HIST 370	Japanese Popular Culture	3
			HIST 373	The Pacific War	3
			HIST 374	Egypt and the World Since 1798	3
			HIST 462	Advanced Study in Asian History	3
			HIST 467	Advanced Study in Middle Eastern History	3
			HIST 471	Advanced Study in African History	3
History of the Americas Courses			History of the Americas		
HIST 203	History of Canada, Pre-Confederation	3	HIST 203	History of Canada, Pre-Confederation	3
HIST 205	History of Canada, Post-Confederation	3	HIST 205	History of Canada, Post-Confederation	3
HIST 209	Quebec to 1867	3	HIST 209	Quebec to 1867	3
HIST 210	Quebec since Confederation	3	HIST 210	Quebec since Confederation	3
			HIST 251	History of the United States to the Civil War Era	3
			HIST 253	History of the United States since the Civil War Era	3

HIST 251	History of the United States to the Civil War Era	3	HIST 276	History of Latin America: The Colonial Period	3
HIST 253	History of the United States since the Civil War Era	3	HIST 277	History of Latin America: The Modern Period	3
HIST 276	History of Latin America: The Colonial Period	3	HIST 302	The Invasion of America: European Colonization and Indigenous Resistance before 1800	3
HIST 277	History of Latin America: The Modern Period	3	HIST 303	Native North American History Since 1800	3
			HIST 307	History of Montreal	3
			HIST 308	Cultures in Contact: A History of Migrations to North America	3
			HIST 309	Law and Society in Canadian History	3
			HIST 311	Contemporary Canada, 1939 to the Present	3
			HIST 313	Quebec in the 19th Century	3
			HIST 314	Quebec in the 20th Century	3
			HIST 315	Rights and Freedoms in Canadian Society	3
			HIST 318	Modernist New York	3
			HIST 320	American Culture, 1900–1945	3
			HIST 321	American Culture Since 1945	3
			HIST 324	United States, 1877-1924	3
			HIST 333	History of Haiti: From Contact to Independence	3
			HIST 334	History of Haiti: From Independence to Present	3
			HIST 336	Deviancy and Orthodoxy in the History of Mexico	3
			HIST 339	Crime and Punishment in Canadian History	3
			HIST 353	Colonial America and the Atlantic World	3
			HIST 354	Revolutionary America	3
			HIST 355	United States in the 19th Century, 1815–1850	3
			HIST 356	United States in the 19th Century: The Era of the Civil War	3
			HIST 357	Foreign Relations of the United States to 1945	3
			HIST 358	Foreign Relations of the United States, 1945 to the Present	3
			HIST 372	Latin American History Via the Novel	3
			HIST 376	The Caribbean and the Atlantic World	3
			HIST 396	The United States Since 1945	3
			HIST 412	Advanced Study in Canadian History	3
			HIST 452	Advanced Study in American History	3
			HIST 457	Advanced Study in Latin American and Caribbean History	3
			<u>Global/Thematic/Public History</u>		
			HIST 274	The Atlantic World	3

Periods Before 1800 (British)
Literature **Courses**

HIST 281	Film in History	3
HIST 283	The 20th Century: A Global History	3
HIST 285	Introduction to Law and Society	3
HIST 306	History and the Public	3
HIST 328	The Scientific Revolution (also listed as CLAS 343)	3
HIST 329	Music in History	3
HIST 332	United States, Cuban and Mexican Relations	3
HIST 338	History and the Graphic Novel	3
HIST 346	Sexuality in History	3
HIST 359	The History and Sociology of Genocide to 1945 (also listed as SOCI 366)	3
HIST 360	The History and Sociology of Genocide from 1945 to the Present	3
HIST 365	Human Rights and Genocide Prevention in History	3
HIST 379	History through Visual Media and Material Culture	3
HIST 380	History and Digital Media	3
HIST 381	The Politics of the Past	3
HIST 387	Selected Topics in Public History	3
HIST 388	Oral History and Creative Practice	3
HIST 389	Ethnography: Doing Micro-History of the Present	3
HIST 390	Urban History Laboratory	3
HIST 393	Coffee in History	3
HIST 394	Food in History	3
HIST 395	Environmental History	3
HIST 397	History and Sound	3
HIST 445	Advanced Study in Global and Thematic History	3
HIST 475	Advanced Study in the History of Gender and Sexuality	3
HIST 477	Advanced Study in the History of Human Rights and Justice	3
HIST 479	Advanced Study in Women's History	3
HIST 481	Advanced Study in Public History	3
HIST 485	Public History Workshop	3

Periods Before 1800 (British) Literature

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Canadian Literature

American Literature

...

Canadian Literature Courses

American Literature Courses

Postcolonial Literature Courses

...

**19th century and 20th century
(British and European) Literature
Courses**

...

Postcolonial English Literature

...

**19th century and 20th century (British and European)
Literature**

...

Rationale:

A note is added to programs to ensure that students enrol in courses from a diverse selection of courses. The listing is updated to include relevant courses. The word 'courses' is removed from all group headings for calendar consistency.

The running list of English courses are not shown as no changes are made to this calendar content.

Resource Implications:

None

COURSE CHANGE: HIST 200 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours, Specialization, Major, Minor in History; Jt Spec Eng/Hist
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>HIST 200 Introduction to History (3.00)</p> <p><i>Description:</i> This course examines the methods and philosophy of history in specialized study of a selected subject. It offers an introduction to historical argumentation, research skills, and the interpretation of primary and secondary sources. The course will build skills in persuasive writing, library research, critical reading of documents, and the analysis of historical problems</p> <p><i>Component(s):</i> Seminar.</p>
<p>Rationale: The course will provide History concentration students with a necessary foundation in the discipline while also equipping them with writing and research skills. It will provide students with a small-class introduction to the methods, philosophy, and practice of history. It will replace the existing History Skills Workshop (HISW) courses, which have been difficult to administer and have not provided new students with sufficient first-hand tutoring from full-time faculty members.</p>	
<p>Resource Implications: None. The course will be taught through the regular faculty allocation.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 301 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: n/a
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>HIST 301 — Late-19th-Century Canada (3.00)</p> <p>-</p> <p>Prerequisite/corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.</p> <p>Component: Lecture.</p>	
<p>Rationale: This course no longer is an integral part of our program requirements or our teaching priorities. It has not been taught in over a decade. While a number of 300-level Canadian courses have been removed, Canadian courses are not a requirement at the 300-level and students have the option of taking a wide range of other courses in the history of Canada and Quebec.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: HIST 302 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: n/a
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>HIST 302 Natives and Newcomers(3.00)</p> <p><i>Prerequisite/corequisite:</i> Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course examines the interaction of European colonists with the first peoples of eastern North America before 1800. The emphasis is on cultural exchanges between colonists and Natives in the areas of religion, trade, diplomacy, and warfare.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a HIST 398 number may not take this course for credit. 	<p>HIST 302 <u>The Invasion of America: European Colonization and Indigenous Resistance before 1800</u> (3.00)</p> <p><i>Prerequisite/corequisite:</i> Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.</p> <p><i>Description:</i> This course examines the interaction of European colonists with the first peoples of eastern North America before 1800. The emphasis is on cultural exchanges between colonists and Indigenous peoples in the areas of religion, trade, diplomacy, and warfare.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a HIST 398 number may not take this course for credit.
<p>Rationale: This course is given a new title in consultation with the First People’s Studies unit. The new title is more aligned with current terminology than when the course was introduced some 15 years ago. The term Indigenous peoples is inserted to reflect current terminology.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None</p>	



COURSE CHANGE: HIST 310 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: n/a
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>HIST 310 — Canada in the Early-20th Century, 1896–1939 (3.00)</p> <p><i>Prerequisite/corequisite: Students must have successfully completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.</i></p> <p><i>Description: An intensive study of early-20th-century Canada concentrating on selected themes in economic, political, social, and cultural history.</i></p> <p><i>-Component(s): Lecture.</i></p>	
<p>Rationale: This course no longer is an integral part of our program requirements or our teaching priorities. It has not been taught in over a decade. While a number of 300-level Canadian courses have been removed, Canadian courses are not a requirement at the 300-level and students have the option of taking a wide range of other courses in the history of Canada and Quebec.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 319 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: n/a
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>HIST 319 — Canadian History in Literature, Art and Film (3.00)</p> <p><i>Prerequisite/corequisite: Students must have completed 24 credits prior to enrolling. If prerequisites are not satisfied, permission of the Department is required.</i></p> <p><i>Description: An examination of some major events and themes in Canadian history as seen by writers, artists, and filmmakers. Topics will vary from year to year, but will be selected to illustrate how creative works may be combined with more conventional historical sources to enhance our understanding of the past.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: This course no longer is an integral part of our program requirements or our teaching priorities. It has not been taught in over a decade. While a number of 300-level Canadian courses have been removed, Canadian courses are not a requirement at the 300-level and students have the option of taking a wide range of other courses in the history of Canada and Quebec.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 338 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours, Specialization, Major, Minor in History; Jt Spec Eng/Hist
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>HIST 338 History and the Graphic Novel (3.00)</p> <p><i>Description:</i> This course explores the ways comics and graphic novels express and interpret history. The course examines comics as a medium, the history of the comic strip, the serialized comic, manga, and the graphic novel, exploring the advantages and challenges of telling true stories with comics, while considering ways to express abstract ideas and change over time in pictorial form.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a HIST 398 number may not take this course for credit.</i>
<p>Rationale: Our department has a strong reputation in public history, particular its creative dimension, and this course aligns well with our departmental priorities. This course has been offered twice in Fall 2016 (41/45) and Winter 2019 (37/45), under a HIST 398: Selected Topics designation, registering to capacity both times and received very positive feedback from students. It will help to bolster our offerings both in the History Honours–Public History stream, and will also expand our capacity in Global/Thematic/Public courses.</p>	
<p>Resource Implications: None. The course will be taught through the regular faculty allocation.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 342 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours, Specialization, Major, Minor in History; Jt Spec Eng/Hist
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>HIST 342 Crime and Punishment in Medieval Europe (3.00)</p> <p><i>Description:</i> This course considers how crime was conceptualized and handled in Europe between circa 300 and 1500. Topics may include the early medieval law codes; violence and feud; trial by ordeal; punishments and mitigations; and the establishment of royal judicial prosecution of crime as an early aspect of European state formation.</p> <p>Component(s): Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Students who have received credit for this topic under a HIST 398 number may not take this course for credit.
<p>Rationale: This course adds to our complement of European history classes, and could eventually be included as an optional course in the Minor in Law and Society program requirements. It has been taught twice in Winter 2018 (45/45) and Winter 2019 (45/45) under a HIST 398 number, both times enrolling to capacity and receiving positive feedback from students.</p>	
<p>Resource Implications: None. The course will be taught through the regular faculty allocation.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 393 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program: Honours, Specialization, Major, Minor in History; Jt Spec Eng/Hist
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>HIST 393 Coffee in History (3.00)</p> <p><i>Description:</i> This course explores the history of coffee as a global food commodity, focusing on its political, ecological and social dimensions. Topics may include the legacies of slavery and colonialism in coffee production and trade; the spread of the coffee bean across the globe and the globalization of coffee as an essential item in modern diet; the growth of ecological awareness among coffee producers and consumers; the cultural dimensions of consuming coffee as a stimulant and intoxicant; and the emergence of the coffee shop and its role in the rise of new forms of sociability, new publics, and counterpublics.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for this topic under a HIST 398 number may not take this course for credit.</i>
<p>Rationale: The course will expand our offerings in Global/Thematic/Public history, and also reflects an increasing emphasis on trans-national and cultural themes both in our department and in the discipline of history generally. This course was offered in Fall 2016 (39/45) and Fall 2018 (42/45) under a HIST 398 number, and was nearly full both times—and the class was well received by students.</p>	
<p>Resource Implications: None. The course will be taught through the regular faculty allocation.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: HIST 445 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: History
Program:
Degree: BA
Calendar Section/Graduate Page Number: 31.160

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
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| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>HIST 445 Advanced Study in Global and Thematic History (3.00)</p> <p><i>Prerequisite/corequisite:</i> Students must be enrolled in an honours or specialization program offered by the Department of History. If this prerequisite is not satisfied, students may request permission of the Department.</p> <p><i>Description:</i> This course is an advanced seminar in a selected topic in global and/or thematic history. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor's guidance. The specific content varies from year to year depending on the instructor.</p> <p>Component(s): Seminar.</p>
<p>Rationale: This course reflects the discipline's growing emphasis on transnational, comparative and global history, providing students with a grounding in the theory and methodology of these approaches to the past.</p> <p>A growing proportion of our seminars treat subjects that do not fit neatly into national categories, which in turn reflects the field's growing emphasis on transnational and global history. Such seminars are currently grouped into the catch-all 498 slot course designation. The new course code would indicate a more specific focus for the courses, while also making them eligible to be included in the Global/Thematic/Public history basket in our new curriculum.</p>	
<p>Resource Implications: None. The course will be taught using the normal faculty allotment for the department.</p>	
<p>Other Programs within which course is listed:</p> <p>None.</p>	

From: [Gavin Taylor](#)
To: [Nicole Freeman](#)
Cc: [Donna Whittaker](#)
Subject: FW: Joint Specialization in English & History curriculum revisions
Date: Tuesday, April 27, 2021 3:34:19 PM

From: Manish Sharma <manish.sharma@concordia.ca>
Date: Tuesday, April 27, 2021 at 3:30 PM
To: Darragh Languay <darragh.languay@concordia.ca>, Gavin Taylor <gavin.taylor@concordia.ca>
Subject: Re: Joint Specialization in English & History curriculum revisions

Dear Dr. Taylor,

I write to you in my capacity as Chair of the English Department to confirm that you have duly notified me of pending changes to our **Joint Specialization in English and History** that affect only History course requirements.

Please do not hesitate to let me know should you require anything else.

Best regards,

Manish Sharma

Manish Sharma
Associate Professor and Chair
English Department
Concordia University, SGW-LB 647-3
(514) 848 2424 ext. 2361

Fw: History course name

Matthew Penney <matthew.penney@concordia.ca>

Mon 2021-04-12 3:23 PM

To: Gavin Taylor <gavin.taylor@concordia.ca>

Hi Gavin,

Does this look okay for an email of support from Cathy?

Cheers,

M

From: Catherine Richardson <catherine.richardson@concordia.ca>

Sent: Monday, April 12, 2021 3:21 PM

To: Matthew Penney <matthew.penney@concordia.ca>

Subject: Re: History course naming concern

Hi Matthew,

Please let me know if this qualifies or if you would prefer a letter.

Dear Matthew,

I am writing to thank you for changing the name of the history course “Natives and Newcomers.” As times change, so do discourses and ways of thinking about events and social movements. I appreciate that the current tone post-TRC in Canada is one of openness to a more accurate representation of past events and social interaction. As such, I am in favour of the title “The Invasion of America: European Colonization and Indigenous Resistance before 1800.” I could talk at length about why this second title is more appropriate, but I trust that my university colleagues are also able to appreciate the changing times, movements of decolonization and understand the outrage of violent state practices such as the implementation of the Indian Act and the forced relocation of Indigenous people for the purposes of assimilation. The former title “Natives and Newcomers” suggests a benign and compatible parallel existence and tends to hide the deliberate, violence and imperialistic policies behind destructive colonialism and acts such as land theft.

Hope this helps. Thanks, Cathy Richardson

INTRODUCTION TO HISTORY

History 200

Fall 2021

Course Description and Methods

This course explores a historical subject in depth, while also cultivating your skills as a critical thinker and a persuasive writer—that is, as someone who can sift through contradictory arguments, assess their relative merit, and cogently express a point of view of your own. It will be a seminar class, meaning that learning will take place through topic-related discussions rather than general lectures. These discussions will develop your skills as a budding historian, while also offering an opportunity to discuss the course materials with your classmates.

Most of the readings for the seminar will be “*primary*” sources: that is, documents and artifacts that originate from the time of the period under study. These sources are the basis of all history, since scholars must piece together an account of the past using the paper trail left behind by previous generations. When you read a primary source, you should not only try to understand its contents; you should also think about how it can be used to tell us more about the historical period in question. What are the biases of the author? What was the intention of the author in writing the source? How trustworthy is the source? What insight does the author offer about the historical period in question? Historians typically treat their sources as “evidence”, much in the same way that a lawyer proves a case by using forensic investigations or the testimony of witnesses. Historians reconstruct the past through the study of sources, and then prove the validity of their interpretations by citing documents and artifacts. As you read primary sources, you should think about how they might be used to understand and interpret past societies.

Alongside these primary sources, you will also read and analyze “*secondary*” sources, or historians’ interpretations of the past – which typically take the form of books and journal articles. Reading secondary sources is challenging in its own way: it requires you to think about how historians have interpreted particular events and processes, and to analyze the virtues and shortcomings of their interpretations. While historians often present their findings as statements of fact, they usually are making arguments in response to the findings of other historians. Their arguments are necessarily selective; they choose to cite certain documents or pieces of evidence, while leaving others aside. As a history student, you should start to think about how the work of historians is influenced by their methods (which documents they choose to study, or the theoretical framework they use to understand the documents), their ideological orientation, as well as their contemporary environment.

Course Requirements

Participation

Seminar discussions are an opportunity to work through ideas by expressing them out loud. You should try as much as possible to shed your shyness – public speaking becomes easier the more you practice. If you find yourself talking too much, or always speaking first, try to hold back and give your classmates the opportunity to contribute. Discussions should not be a competition; they offer you a chance to share ideas through a respectful give-and-take with your fellow students.

Assignments

You will be expected to submit three written assignments. The assignments should be double-spaced, paginated (page numbers in upper-right-hand corner), with one-inch margins; there is no need for a title page. Include your full name and student number, as well as the name of your Teaching Assistant, at the top of the first page.

1. The first assignment (due **October 6**) will require you to write a short (250-word) introduction and thesis statement based on the course materials related to the Salem Witch Trials. Your thesis statement should address the question: What was the cause of the 1692-93 witch craze in Salem, Massachusetts? Before you begin this assignment, you should read three documents that have been posted on the course website: “Thesis Statements and Historical Arguments” (authored by the course professor), “Writing a Thesis and Making an Argument” (from the University of Iowa), and “Crafting an Argument Based on Historical Sources” (by University of North Carolina professor Malinda Maynor Lowery). Be sure that your thesis statement does not fall into the category of “weak argument” or “no argument,” according to Lowery’s definition. The stronger you can make the thesis—the more it is a set of logical propositions verifiable by documentary evidence—the better your grade will be. Be sure to also introduce the thesis statement by placing it in context.

One of the ways to frame your thesis statement is to pivot off a differing interpretation of a historical event. So, for example, you might begin by observing that “while scholars have argued that witch trials were caused by space aliens”, and then introduce your own take on the event: “but in fact, it was clearly caused by the alignment of the planets.” (A silly example—but the point is to emphasize the ways in which your interpretation is new, or different or interesting.) Be sure that you outline the evidence that will be used to prove your thesis, being as specific as possible about which types of documents will support your argument. So if you argue that the trials were caused by the alignment of the planets, for example, you must point to the fact that there were horoscopes from the 1690s that predicted the presence of witches.

2. The second assignment (due **November 3**) will require you to answer the following question: what did the word “confidence” mean in the context of the economic culture of 19th-century America? The focal point here will be Chapter IX from Herman Melville’s *The Confidence-Man*, supplemented by the contextual materials for the week. The key is to provide a close reading of Melville’s work, focusing on how the characters think and talk about questions of confidence, particularly the trust in commercial papers and business transactions. The Mihm article should be useful as a means of deciphering the Melville chapter. You will not be expected to do any outside research, but you should use well-chosen quotations of no more than three or four lines to prove the assertions you make. The assignment should be no more than 1,250 words in length, and should have an introduction and conclusion.

3. The third assignment (due **December 1**) will be an essay of between 2,000 and 2,500 words that addresses the following question: How did understandings of the Declaration of Independence evolve between 1776 and the American Civil War? Your essay should be based on the materials of October 20 (The Declaration of Independence), November 3 (The Declaration of Sentiments) and November 17 (Slavery and the Sectional Crisis). We will discuss this essay at greater length during the course of the semester.

For this essay, you must list your sources in a bibliography and cite them when appropriate, using the Turabian/Chicago Manual of Style citation format.

Grading

Participation:	30%
Thesis Statement:	10%
Second Assignment:	25%
Third Assignment:	35%

Academic Honesty

Any assignment showing evidence of plagiarism or other academic offences such as cheating on a quiz or exam is unacceptable and will be dealt with according to the Code of Conduct. Please refer to the undergraduate calendar to familiarize yourself with the Code. The most common offence is plagiarism, which the Code defines as “the presentation of the work of another person as one's own or without proper acknowledgement.” If you draw information or ideas from a source, you must cite it. Do not copy an author’s text word for word, or merely change it cosmetically: either quote the text directly or rephrase it in your own words. You may not repurpose papers written for other courses, copy from a fellow student, or translate from French to English without citing the source.

HIST398: Graphic Novels and History

HIST398 - Winter 2019

Mon-Wed 2:45-4:00 pm, Hall Bldg. Rm. 611

Professor Elena Razlogova

office: Library Building 10th floor, Rm. 1041-11

contact: elena.razlogova@concordia.ca

office hours: Mon 2:00-2:30 and Wed 4:15-5:15 pm, or by appointment

This course will explore the ways comics and graphic novels express and interpret history. We will read several historical graphic novels in their entirety and several more in excerpts. The course will examine the specifics of comics as a medium, the history of the comic strip, the serialized comic, manga, and the graphic novel; the advantages and challenges of telling true stories with comics; and ways to express abstract ideas and change over time in pictorial form. Students will have an option to create a mini-graphic novel for a term project.

Required Reading

Graphic novels, available at Drawn and Quarterly Bookstore, 211 Bernard; also available at Concordia and BAnQ Libraries. (Note: students are welcome and encouraged to obtain these books in other formats and by other means, including digital versions, previous print editions, and in serialized form.)

Alison Bechdel, *Fun Home: A Family Tragicomic* (2007)

Jason Lutes, *Berlin* (2018)

Keiji Nakazawa, *Barefoot Gen: A Cartoon Story of Hiroshima, Vol. 1* ([1973-]; 2004)

Joe Sacco, *Footnotes in Gaza* (2009)

Marjana Satrapi, *The Complete Persepolis* (2007)

Art Spiegelman, *The Complete Maus: A Survivor's Tale* (1986)

All other readings will be available through Moodle or Concordia Library databases.

Bring the readings and your notes to class

Course Journal:

Each week, you will write no less than 2 pages and no more than 3 pages double-spaced responding to the reading material assigned for the week, and/or to class discussions of the previous week. You may include one page of your own comics if you wish, but if you do you have to scan it and add it to your file. You can stop by and scan your comic in my office between 2:00-2:30 pm every Monday during my office hours.

Due date: Your entries will be due in *PDF format* at the beginning of each Monday class, on Moodle, except classes when assignments are due, nine in total. Your first entry is due on Jan. 21 and the final entry is due on April 1. I will cut off submissions five minutes before the beginning of class and will not accept late submissions. You can skip one week without penalty.

Grading: I will give detailed feedback to everyone on your first submissions. I will give feedback on second submissions to those who need improvement. Otherwise, I will grade the entire diary at the end of class for accuracy and insight.

Tracing Project

You'll begin this project by selecting one of the graphic narratives we've read so far this semester. Your options include graphic narratives we are reading right up to the deadline for this project.

You will trace a page from one graphic narrative for this project and write up synthesis of your analysis. A "page" means a single verso or recto page. You may do a two-page spread only if that spread forms a coherent unit. A two-page spread will count as one "page." Your synthesis should be roughly 5-6 pages.

Tracing

Pick a compelling page from the graphic narrative and trace it. Your goal is not to create a look-alike reproduction of the original page. Rather, it is to distill the original page into a simplified line drawing. If there are caption bubbles or boxes, you should trace their outline, but please do not copy the text within.

Annotate your traced page with "gutter text"—your own text, written into the gutters and empty captions of the pages. Think of your gutter text as a dissection of the page, in which you highlight both the salient and the subtle characteristics of the page's panels. Consider the various formal features of the drawing: color, saturation, shading, line styles, shapes and sizes, angles and placement, perspective and framing, layering and blocking. Consider the relationship between the elements on the page: the transitions between panels, the interplay between words and images, the way time and motion are conveyed. Consider overall layout of the page: the use of gutters and margins, the arrangement of panels, the flow of narrative or imagery. Tip: Photocopy your tracing onto regular paper before you begin annotating it in order to preserve your original tracing. You may need several copies, in fact, in order to have room for all of your annotations.

Synthesis and Reflection

The synthesis and reflection is a single document in which you work through the process and product of the tracing activity. Take notes for your synthesis and reflection as you work, instead of waiting until you've finished tracing. You will probably discover much during the actual process of tracing that you'll want to talk about for the reflection.

Explain what drew you to the page you traced. Think about other aspects, including (but not limited to) the following: What did you find yourself leaving out of the tracing? What did you find yourself striving to include in the tracing? Why? What did the act of tracing reveal about the page? What did the product of your tracing reveal? Is there a difference between the two? How closely does your tracing capture the dominant narrative or visual themes of the overall work?

Other Details

Your project will consist of your two tracings and your reflection

The style of your written reflection should be "academic casual" and the format should be strictly academic, with a standard 12 point font, 1" margins, and Chicago-style endnotes.

Due date: Mon. Feb. 18

Final Paper or Minicomic:

Option 1 Write an approximately 10-12 page essay (not counting endnotes, bibliography, and figures or appendices) about a graphic narrative of your choosing. Your essay should offer insight and analysis based in the concepts, critical issues, and analytical approaches discussed in class. Although research is not strictly required, you may incorporate ideas from our secondary readings, or from secondary readings you discover on your own. Analyze a graphic narrative, exploring how the unique visual grammar of the medium contributes to the underlying historical themes of the work. You should format your essay and works cited according to Chicago style. You should also scan relevant images from the text you're studying, and turn them in with the essay.

Option 2 Produce your own comic (4-8 pages suggested length, but can be as short or as long as you want) and an accompanying essay (5-6 pages not counting endnotes and bibliography) explaining your creative choices in terms of form, style, and genre, as well as how you expect the finished product would be read as a text and as a cultural object. Walk me through your process, touching on its relevance to other examples you've seen in class. The art can be as rudimentary as you like, as long as your essay justifies the choices you've made.

Due date: April 10, the last day of class.

Grading

- * Attendance and Participation 10%
- * Course Journal 35%
- * Tracing Assignment 15%
- * Final Paper or Minicomic 40%

Attendance and Participation: This course relies heavily on your willingness to read and participate thoughtfully in discussion. I will take attendance on days set aside for class discussion of particular graphic novels. I will incorporate small ungraded individual and group assignments into classes in order to trace your thoughtful participation. You are allowed 1

unexcused absence, after which you lose 2 percentage points from your final grade per absence, except for medical emergencies.

Schedule

Jan 7. Course Introduction

No readings for this week.

Jan. 14-16. Comics as an Art Form

Scott McCloud, *Understanding Comics*, Chs 2-5.

Hillary Chute, *Disaster Drawn*, Introduction.

Jan 21-23. Action Comics

Patricia Mainardi, "The Invention of Comics," *Nineteenth-Century Art Worldwide* 6, no. 1 (Spring 2007). <http://www.19thc-artworldwide.org/spring07/46-spring07/spring07article/145-the-invention-of-comics>

Jill Lepore, "Wonder Woman's Secret Past," *New Yorker*, September 15, 2014, <https://www.newyorker.com/magazine/2014/09/22/last-amazon>

Fredric Wertham, *Seduction of the Innocent (1954)*, selections.

Sample Comics (scans)

Jan. 21. Journal Entry #1 Due

Jan 28-30. Alternative Comics in the United States

Bill Schelly, *Harvey Kurtzman: The Man Who Created MAD and Revolutionized Humor in America*, selections.

Art Spiegelman, *MetaMaus*, selections.

Sample Comics (scans)

Jan. 28. Journal Entry #2 Due

Feb. 4-6. Maus

Joshua Brown, "Of Mice and Memory," *Oral History Review* 16, no. 1 (1988): 91–109. <https://www.jstor-org.lib-ezproxy.concordia.ca/stable/3674810>

Robert Hutton, "A Mouse in the Bookstore: *Maus* and the Publishing Industry," *South Central Review* 32, no. 3 (2015): 30–44. <https://muse-jhu-edu.lib-ezproxy.concordia.ca/article/602169>

Feb. 4 Journal Entry #3 Due

Feb. 6 Class discussion of *Maus*

Feb. 11-13. Manga in Japan

Kinko Ito, "A History of Manga in the Context of Japanese Culture and Society," *Journal of Popular Culture* 38.3 (2005), 456–475. <https://onlinelibrary-wiley-com.lib-ezproxy.concordia.ca/doi/10.1111/j.0022-3840.2005.00123.x>

Sample Comics (scans)

Feb. 11 Journal Entry #4 Due

Feb 18-20. Barefoot Gen

John Hersey, "Hiroshima," *New Yorker*, August 24, 1946, <https://www.newyorker.com/magazine/1946/08/31/hiroshima>.

Feb. 18. Tracing Project Due

Feb. 20 Class discussion of *Barefoot Gen*

Feb. 25-27. Winter Break

Mar. 4-6. Francophone Comics from Africa to Paris

Christophe Cassiau-Haurie, "African comic books and France: the South African exception," *Africultures*, January 9, 2008, <http://africultures.com/african-comic-books-and-france-the-south-african-exception-7215/>

Sample Comics (scans)

Mar. 4. Journal Entry #5 Due

Mar. 11-13. Persepolis

Nancy Pedri, "What's the Matter of Seeing in Graphic Memoir?" *South Central Review*, vol. 32, no.3, Fall 2015, pp. 8-29. <https://muse-jhu-edu.lib-ezproxy.concordia.ca/article/602168>

Mar. 11 Journal Entry #6 Due

Mar. 13. Class discussion of *Persepolis*

Mar. 18-20. Berlin

Walter Benjamin, selections from *The Arcades Project*

Anthony Enns, "The City as Archive in Jason Lutes's *Berlin*," in *Comics and the City: Urban Space in Print, Picture, and Sequence*, ed. Jörn Ahrens and Arno Meteling (New York: Continuum, 2010).

Mar. 18. Journal Entry #7 Due

Mar. 20 Class discussion of *Berlin*

Mar. 25-27. Footnotes in Gaza

Joe Sacco and W.J.T. Mitchell, "Public Conversation," *Critical Inquiry* 40, no. 3 (2014): 53–70. <https://0-www-journals-uchicago-edu.mercury.concordia.ca/doi/full/10.1086/677330>

Mar. 25 Journal Entry #8 Due

Mar. 27 Class discussion of *Footnotes in Gaza*

Apr. 1-3. Fun Home

Alison Bechdel and Hillary Chute, "Public Conversation," *Critical Inquiry* 40, no. 3 (2014): 203–19. <https://0-www-journals-uchicago-edu.mercury.concordia.ca/doi/full/10.1086/677373>

Apr. 1 Journal Entry #9 Due

Apr. 3 Class Discussion of *Fun Home*

Apr. 8-10. Comics, Identity, and Transmediation

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014, <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>.

Emily Chertoff, "Occupy Wounded Knee: A 71-Day Siege and a Forgotten Civil Rights Movement," *The Atlantic*, October 23, 2012, <https://www.theatlantic.com/national/archive/2012/10/occupy-wounded-knee-a-71-day-siege-and-a-forgotten-civil-rights-movement/263998/>.

A Guide to a Speech and Photographs Relating to Nat Turner's Insurrection. Special Collections. University of Virginia, 2007. <http://ead.lib.virginia.edu/vivaead/published/uva-sc/viu01760.document>

Excerpts from comics and graphic novels (scans)

Black Panther, old and new

Nat Turner

The Outside Circle

Scalped

April 10. Class discussion & course review.



HISTORY 398/4,
Winter 2019

Crime and Punishment in Medieval Europe

Friday 10:15am - 1:00pm
H-441

Instructor: Dr. S. McSheffrey
Office: LB-1001-25
Phone: 514 848-2424 ext. 2417
E-mail: shannon.mcsheffrey@concordia.ca
Course Web Page on Moodle

Office Hours Winter 2019
Fridays 9-10
Or by appointment

Assignments

- | | |
|---|-----|
| 1. 3 Short document studies (~600 words each, 3 x 10%) | 30% |
| 2. Primary Source Essay (~1800-2400 words) | 35% |
| 3. Final take-home examination on lectures and readings | 35% |

All readings are available electronically through Moodle; papers are submitted electronically through Moodle in .pdf format.

LATE PAPERS: The late penalty is **one grade level** (i.e. B to B-) per day. Please contact me before or on the due date if you are having problems getting your paper in on time.

Lecture Schedule

Links to the readings are available on Moodle.

Date	Lecture Topic	Assigned Reading	Assignments
11 Jan. 2019	Introduction: Prosecuting and Punishing Crime in the Late Roman Empire		
18 Jan. 2019	Early Medieval Law Codes: Wergild and other compensation	“The Salic Law,” trans. Ernest F. Henderson, <i>Select Historical Documents of the Middle Ages</i> (London: G. Bell and Sons, 1903), 176-89.	
25 Jan. 2019	Violence and Feud in Saga Iceland	“The Slaying of Thorwald,” from <i>The Story of Burnt Njal: From the Icelandic of the Njals Saga</i> , trans. George Webbe Dasent, (London: Grant Richards, 1901), 17-25. Jesse L. Byock, “Feud in Saga Narrative: Its Roots in Icelandic Society,” in <i>Feud in the Icelandic Saga</i> (Berkeley: University of California Press, 1982), 24-46.	Document Study 1 due 28 Jan. 2019, 11:55pm
1 Feb. 2019	God is My Judge: Trial by Ordeal and Trial by Battle	James Q. Whitman, “The Decline of the Judicial Ordeal,” in <i>The Origins of Reasonable Doubt: Theological Roots of the Criminal Trial</i> (New Haven: Yale University Press, 2008), 52-66.	
8 Feb. 2019	Prosecution of Crime and State Formation I: The English Common Law	John Hudson, “Introduction,” in <i>The Formation of the English Common Law</i> (Cambridge: Cambridge University Press, 1996), 1-23. Look at the London Medieval Murder Map <ul style="list-style-type: none"> Manuel Eisner, <i>Interactive London Medieval Murder</i> 	

Date	Lecture Topic	Assigned Reading	Assignments
		<p><i>Map</i>, Cambridge University Institute of Criminology, 2018</p> <p>Read an article publicizing the map:</p> <ul style="list-style-type: none"> • Nicola Davis, “New Interactive Death Map Breathes Life into Medieval London,” <i>The Guardian</i>, November 28, 2018, sec. Science <p>Read this critique of Eisner’s interpretation of the data:</p> <ul style="list-style-type: none"> • Matthew Gabriele, “Why The Middle Ages Wasn’t More Violent Than The Modern World (Despite What ‘Game of Thrones’ Says),” <i>Forbes.com</i>, November 28, 2018 	
15 Feb. 2019	Prosecution of Crime and State Formation II: Law Codes in Continental Europe	<p>“Homicide in <i>Las Siete Partidas</i>,” in <i>Las Siete Partidas</i>, ed. Robert I. Burns, trans. Samuel Parsons Scott, 5 volumes (Philadelphia: University of Pennsylvania Press, 2001), vol. 1, pp. xi-xii; vol. 5, pp. xix-xxiii, 1342-1350. [check Moodle for links]</p>	Document Study 2 due 18 Feb. 2019 11:55pm
22 Feb. 2019	Crimes against God and the State: Prosecuting Heresy and Treason	John H. Arnold, “Repression and Power,” in <i>Christianity in Western Europe c. 1100–c. 1500</i> , ed. Miri Rubin and Walter Simons (Cambridge: Cambridge University Press, 2009), 355–71.	
STUDY BREAK			
8 Mar. 2019	Intersections of Gender, Religion, and Crime	<p>“Concerning the Jews,” and “Concerning the Moors,” in Robert I. Burns, ed., <i>Las Siete Partidas, Volume 5: Underworlds: The Dead, the Criminal, and the Marginalized (Partidas VI and VII)</i>, trans. Samuel Parsons Scott (Philadelphia: University of Pennsylvania Press, 2001), 1433-1442.</p>	

Date	Lecture Topic	Assigned Reading	Assignments
		Monica H. Green and Daniel Lord Smail, "The Trial of Floreta d'Ays (1403): Jews, Christians, and Obstetrics in Later Medieval Marseille," <i>Journal of Medieval History</i> 34, no. 2 (June 1, 2008): 185–211.	
15 Mar. 2019	Sanctuary and Mitigation	"Sanctuary Seekers at Durham Cathedral and Westminster Abbey" [brief version]	Document Study 3 due 18 Mar. 2019 11:55pm
22 Mar. 2019	Controlling Sexual Disorder and Sexual Violence	Jacques Rossiaud, "Prostitution, Youth and Society," in <i>Medieval Prostitution</i> , translated by Lydia G. Cochrane (New York: Blackwell, 1988), 11-37.	
29 Mar. 2019	Punishment: Execution	Esther Cohen, "Symbols of Culpability and the Universal Language of Justice: The Ritual of Public Executions in Late Medieval Europe," <i>History of European Ideas</i> 11, no. 1–6 (January 1, 1989): 407–16. "Peace for the Killing of Adalays Rogeria," in <i>Vengeance in Medieval Europe: A Reader</i> , ed. Daniel Lord Smail and Kelly Gibson (Toronto: University of Toronto Press, 2009), 421.	
5 Apr. 2019	Punishment: Exile and Imprisonment	Guy Geltner, "Medieval Prisons: Between Myth and Reality, Hell and Purgatory," <i>History Compass</i> 4, no. 2 (March 1, 2006): 261–74.	Primary source paper due 10 Apr. 2019
12 Apr. 2019	Outlaws, Bandits, and Serial Killers	Bronislaw Geremek, "The Criminal and his Group," in <i>The Margins of Society in Late Medieval Paris</i> , trans. Jean Birrell (Cambridge: Cambridge University Press, 2006), 95-134.	Final take-home exam due 26 Apr. 2019 11:55pm

Assignments

The papers for this course will all focus on primary sources (the exam, by contrast, will focus on the assigned secondary readings). You will write three short analyses of excerpts from primary sources we are considering in class, and for your final paper, you will write a more extended analysis of one of those sources, drawing from the full source or a larger excerpt.

- Your approach will be analytical: that is, you are neither providing a summary of the document itself, nor are you simply conveying what scholars have said about the document (that is, repeating/paraphrasing the background reading) – you are interpreting the document itself and explaining how it serves as evidence for an argument you want to make about wrongdoing and the particular medieval society in which the document was written.
 - Being analytical means to take apart a source or argument to examine how it works. This involves asking questions that allow you to get below the surface and see how the source operates: the questions suggested below should help you see how to do that.
- In order to make an intelligent and well-informed analysis, you need some background knowledge: that is what the “contextual reading” required for each source, along with the class lectures, will provide. Use the broader understanding of Icelandic society, or mid-thirteenth century Iberia, or 15th- and 16th-century England you glean from the readings and lectures to make sense of your evidence. Cite the readings when the author makes a general point that you need to support your more specific argument. (E.g.: “Jesse Byock argues that brokers were crucial for the settlement of serious disputes in settlement-era Iceland.¹ In the story of the death of Thorwald in *The Saga of Burnt Njal*, the character Hrut acts as a mediator between the feuding parties and brings a difficult situation to a resolution.” [Then go on to show how Hrut does that...])

NOTE: all papers are to be submitted in PDF format on Moodle.

Short Document Studies

Length: ~600 words

Document Study 1: “The Slaying of Thorwald,” due 28 Jan. 2019 (11:55 pm)

Document Study 2: “Homicide” in *Las Siete Partidas*, due 18 Feb. 2019 (11:55 pm)

Document Study 3: “Sanctuary Seekers,” due 18 Mar. 2019 (11:55 pm)

The object of these assignments is for students to work on the skill of using historical evidence to make arguments. Using the assigned document (source) for the week, write an analysis of an aspect of the document that relates to crime or punishment. As this is a very short paper, you will have room to discuss only one point in any depth – so you will need to make a choice about what your focus will be. You are also **required** to read, and take into account in your

¹ Jesse L. Byock, “Feud in Saga Narrative: Its Roots in Icelandic Society,” in *Feud in the Icelandic Saga* (Berkeley: University of California Press, 1982), 40-41.

analysis, the contextual reading that is assigned for that same week, which will give you vital context beyond what we will discuss in class.

Although this is a short paper, you should both briefly introduce the source and your argument, and provide a concluding sentence or two. Use footnotes for references, and provide a bibliography, using University of Chicago style (see <https://library.concordia.ca/help/citing/chicago.php> for a guide). You will refer directly to the source and to the contextual reading, when appropriate.

Document Study 1: “The Slaying of Thorwald” in *The Saga of Burnt Njal* (28 Jan. 2019)

Source: “The Slaying of Thorwald,” from *The Story of Burnt Njal: From the Icelandic of the Njals Saga*, trans. George Webbe Dasent, (London: Grant Richards, 1901), 17-25.

Contextual reading: Jesse L. Byock, “Feud in Saga Narrative: Its Roots in Icelandic Society,” in *Feud in the Icelandic Saga* (Berkeley: University of California Press, 1982), 24–46.

Using Jesse Byock’s chapter and the discussion in class, consider a theme relating to the death of Thorwald and how it gives us evidence about the handling of wrongdoing and conflict resolution in a society lacking an overarching governmental and legal system. There are many possible directions your analysis could take, including (but not limited to):

- How do kinship groups and the idea of honour serve as structures within which conflicts were negotiated?
- What characteristics allow Hrut to serve as the intermediary or broker in the resolution of this dispute?
- What was Hallgerda’s role in this conflict and its resolution?

Document Study 2: “Homicide” in *Las Siete Partidas* (18 Feb. 2019)

Source: “Homicide,” in ed., *Las Siete Partidas*, ed. Robert I. Burns, trans. Samuel Parsons Scott, 5 vols. (Philadelphia: University of Pennsylvania Press, 2001), 5:1342-1350.

Contextual Reading: Robert I. Burns, “The *Partidas*: Introduction,” and “Introduction to the Seventh Partida,” in *Las Siete Partidas*, ed. Robert I. Burns, trans. Samuel Parsons Scott, 5 volumes (Philadelphia: University of Pennsylvania Press, 2001), 1:xi-xii; 5:xix-xxiii.

NB: Look (as always) at Moodle for links to the readings, which have been a bit complicated to place on reserve as they come from different volumes of the same book.

Using the discussions in class and the introductory material in Robert Burns’s introduction to Alfonso X’s law code, consider how the Homicide section in *Las Siete Partidas* laid out the handling of homicide in the mid-13th-century kingdom of León and Castile. Here are some directions your analysis could take:

- How does this law code take into account the intention of the killer when assessing whether and how severely a homicide should be prosecuted?
- How does social status affect how a killing is to be prosecuted and punished?

- How do family and/or household relationships (including servants and slaves) affect how a killing is to be prosecuted and punished?

Document Study 3: “Sanctuary Seekers” (18 Mar. 2019)

Source: *Sanctuary Seekers at Durham Cathedral and Westminster Abbey, 1464-1539: Brief Version*, ed. Shannon McSheffrey (Montreal: MedievalMcSheff Press, 2019).

Contextual Reading: “Introduction” in the pdf above.

NB: both the source and the contextual reading are in one .pdf on Moodle.

Using the discussions in class and the introductory material in the .pdf, compare the records for the Durham sanctuary seekers with those for the Westminster sanctuary seekers. Keep in mind that the evidence we have for each group is fundamentally different (has different in-built biases), and take that into consideration when making your comparison. Here are some possible questions to pursue:

- Are there any patterns between the kinds of weapons used in homicides, the social status of the killer, and the outcomes (where known) of the cases?
- Taking into consideration the distinction explained in the introduction between intentional murder and other kinds of killing, how did those who *confessed* homicide at Durham cathedral characterize their offences? How, by contrast, did the *accusations* in coroner’s inquest reports describe the offences of those who took sanctuary at Westminster? How can we interpret those differences?

Longer Primary Source Research Papers

Length: 2000-2400 words

Due: 10 April 2019

These are more extended versions of the short document studies. Instead of focusing on making one point, you will develop a more extended argument using a broader basis of evidence (a fuller selection from the source, rather than just the short excerpt we discussed in class), from one of the three sources on which you wrote the shorter papers. Again, you will use the contextual reading and the classroom discussion related to the source to guide your interpretations; you may also find other readings we have done for the course relevant and you may also refer to them. The “research” element of this paper does not, however, involve finding further scholarship or other kinds of evidence on the topic; instead it involves in-depth research and analysis of the evidence in the particular source you choose.

You may choose from:

1. The Story of Burnt Njal (Njal’s Saga)

Source: *The Story of Burnt Njal: From the Icelandic of the Njals Saga*, trans. George Webbe Dasent (London: Grant Richards, 1901). Available online (pdf download):

<http://archive.org/details/storyburntnjaloodaseiala>.

Using Jesse Byock's chapter and the discussion in class, consider a theme relating to crime and punishment in *The Story of Burnt Njal*. There are many possible directions your analysis could take, including (but not limited to):

- Why did some conflicts resolve and others spin into violence?
- Investigate the role of the mediator in disputes: how did they resolve conflicts? What were some circumstances where mediation failed?
- What was the role of women in feuds?
- How did age and seniority affect the role people played in feuds?
- Over what kinds of issues did Icelanders feud?

You will not necessarily have to read the entire saga in detail in order to write a good paper, although you will have to work intelligently to choose segments that will provide a good evidentiary basis for your work (it needs to be long enough to draw sufficient material for your paper). This will likely mean flipping through and scanning for interesting sections, and remember that you will have to understand how a character's part in a particular scene you are using fits into the totality of that character's story. You can also use the searchability of a pdf to your advantage if there are particular words or phrases that signal passages of interest.

2. *Criminal Law Provisions in Las Siete Partidas*

Source: Robert I. Burns, ed., *Las Siete Partidas, Volume 5: Underworlds: The Dead, the Criminal, and the Marginalized (Partidas VI and VII)*, trans. Samuel Parsons Scott (Philadelphia: University of Pennsylvania Press, 2001). ON RESERVE (HARD COPY ONLY) IN THE LIBRARY.

Contextual reading: Read Burns's full introduction ("Introduction to the Seventh Partida" – or at least relevant sections depending on your focus), on electronic reserve.

Alfonso X's *Siete Partidas* has many interesting sections in the Seventh Partida, beyond the homicide provisions that we considered in the short document study. Depending on your interests, you may wish to branch out to consider one of the other topics covered by this part of Alfonso's code (although you may also stick with homicide if you prefer):

- The laws on the Jews and the Moors, which we discussed on 8 Mar. (including considering why Alfonso placed these titles in the partida dealing with crime)
- Other kinds of crimes/misdeeds: for instance, robbery, theft, assault, sexual violence, sexual misbehaviour, necromancy, heresy
- Handling crime: imprisonment, torture, punishment, pardon
- Crime, punishment, and personal status: consider social status, gender, and/or family position and how the code deals with crime; or consider how the code's provisions indicate expectations and status of slaves in the kingdom of León and Castile

3. Sanctuary Seekers at Durham Cathedral and Westminster Abbey

Source: *Sanctuary Seekers at Durham Cathedral and Westminster Abbey, 1464-1539*, ed. Shannon McSheffrey (Montreal, 2019). NB: make sure to use the long version for the long paper!
Available online for download through Moodle.

Using the introduction for background and the cases of sanctuary-seeking at Durham cathedral and Westminster Abbey, consider some aspect of the sanctuary phenomenon in England in the later fifteenth and early sixteenth centuries. There are many possible directions your analysis could take including the directions suggested for the short paper (relating to weapons and social station; and relating to social status, weapons, and outcomes of cases), and other possibilities:

- How often did these killings involve multiple perpetrators? What evidence can you find in these records about the circumstances that led to these killings?
- Expanding on questions relating to distinctions between intentional, premeditated killings; those that came about in the midst of a quarrel (“chance-medley”); those that were committed in self-defence; and those that occurred by accident, consider the differences between crimes that were described by the criminals themselves and those that formed part of the process of legal prosecution in the coroner’s inquest reports.

For this source, you should read through all the material to gather your evidence, although of course that does not mean that you should discuss every case. Choose the best examples, and if suitable do some basic statistical calculations (e.g. how many cases involve particular kinds of weapons).

General Advice on Essays

The purpose of a historical essay is to put forward an argument, clearly, logically, and concisely. For these papers, your argument will be based on the evidence from the documents, and you will present both the argument and the evidence to the reader in your essay.

Form and Presentation: The essay should have a proper structure: an introduction that situates the topic (explains who, what, where, when), presents the particular source(s) you are using, and indicates either a thesis statement or a research question; a middle-section or body where you will develop your points (providing references to the document and contextual reading as appropriate); and then a conclusion, drawing the material together and explaining the broader significance of your argument. Presentation of your ideas is important: be sure to write carefully, and once you have finished a rough draft, revise it, thinking about whether or not you have said things as clearly as you can. Others will find your ideas more persuasive if they are presented clearly.

Doing your research: If you have not yet determined what your focus will be, go through your source and/or the contextual reading to decide what seems interesting to you. Once you have

chosen your focus, go through the source and write careful notes on passages or sections that relate to your focus. Make sure to indicate page numbers so that it will be easier for you to write your footnotes later. When you have finished, look through your notes and see whether there are patterns or interesting points that emerge.

- If you are writing your notes on a computer, you can simply use a word-processing program or whatever you're comfortable with; later you can cut and paste into a different order (put into your outline)
- If you want to be adventurous, try a research/note-taking program such as this free program written specifically for historians – www.zotero.org – that will allow you to tag your entries for sorting. (Bonus: Zotero also automates footnotes and bibliographies with a word-processor plugin.)
- If you are writing your notes by hand, it is best to use notecards or slips of paper rather than writing in a notebook, as it is much easier to reorganize later

Thematic organization: This sort of essay is most effective if organized thematically rather than proceeding according to the order the document or record is itself written. Having sorted through your notes, think about where your findings seem to be leading you. Consider what the broad outlines of your argument will be, and then think about how the nuances of this argument can be presented in the various sections of your paper.

Write an outline to think through how best to present your argument to your reader. Sort your research (tagging, cutting and pasting into your outline, putting cards in piles) according to the sections of your paper. The most common problem with 300-level essays is lack of effective organization (which in turn inhibits the student's ability to make more sophisticated analyses).

Presenting the evidence: You must always provide evidence to support the assertions you will make in your argument, and this evidence will come from the document itself. You can present the evidence both by quoting the documents and by providing references (footnotes) to them. Every time you refer to a specific point in one of the documents you are reading, use footnotes or endnotes to provide page references. Remember that the whole point of providing such notes is for another reader to be able to retrace your steps, so make the notes clear, citing the page numbers.

Regarding footnotes or endnotes, use University of Chicago style; see

<https://library.concordia.ca/help/citing/chicago.php>

(use "notes and bibliography" rather than "author/date" style). Ask me if you have specific questions, such as how to cite a website, and pay attention to the notes regarding the specific sources regarding proper citation styles.

Do not hesitate to contact me in my office hours, by email, or in class about the paper. I will look at outlines if they are submitted to me with sufficient lead time.

HIST 398 Coffee in History

Fall 2018

Monday-Wednesday 11:45-13:00, H-611

Professor Elena Razlogova

Office: Library Building 10th floor, Rm. 1041-11

Contact: elena.razlogova@concordia.ca

Office hours: Monday-Wednesday 14h-15h, or by appointment

This course explores the history of coffee as a global food commodity, focusing on colonialism and its legacies, environment, and the public sphere. First, the course focuses on slavery, colonialism, and their legacies in coffee production and trade, including the commodity market, fair trade, and direct trade approaches. Second, it considers the spread of the coffee bean across the globe, the emergence of new coffee varieties and new techniques of farming and processing; the globalization of coffee as an essential item in modern diet; and the growth of ecological awareness among coffee producers and consumers. Finally, the course emphasizes cultural and ethical dimensions of consuming coffee as a stimulant and intoxicant; the spread of new brewing technologies and practices; and the emergence of the coffeeshop and its role in the rise of new forms of sociability, new publics and counterpublics. In addition to lectures and readings, students will conduct primary research in online archives on colonial and early modern history; participate in coffee tastings; and observe and analyze local coffeeshop rituals.

Required Reading

All readings will be available through moodle or Concordia Library databases. *Bring the readings and your notes to class*

Assignments

Research paper: You will write a 7-page term paper based on primary sources, due **Oct. 10**. Guidelines and further information will be posted on the course moodle site. *I will not tolerate any form of plagiarism.*

In-class Midterm Exam: You will take an in-class midterm, consisting of five short questions and one essay question, on **Nov. 7**

Final Exam: A cumulative take-home, open-book final exam will be distributed via Moodle on **Dec. 5**, due **Dec. 12**, via Moodle, in electronic copy, by 11:59 pm.

Grading

- * Attendance and Participation 10%
- * Research Paper 20%
- * Midterm exam 30%
- * Final exam 40 %

Late Submissions

Papers submitted less than one week late will be penalized at my discretion. Papers submitted more than one week late (except by prior agreement with me) will not be marked. Take-home finals are not papers but exams due at an exact date and time and therefore cannot be submitted late. Work counts as “submitted” only when I can access it in a complete and readable form where it is due (i.e. if your paper is due on Moodle, emailed or printed copy does not count).

Schedule**Sept. 5. Introduction****Sept. 10-12. Coffee and Food History**

Sidney W. Mintz, *Sweetness and Power: the Place of Sugar in Modern History*(New York: Penguin, 1985), 3-18.

Wolfgang Schivelbusch, *Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants*, trans by. David Jacobson (New York: Vintage Books, 1993), 15-84.

Sept. 17-19. African and Arab Origins

Ralph Hattox, *Coffee and Coffeehouses: The Origins of a Social Beverage in the Medieval Near East*(Seattle, Wash.: University of Washington Press, 1985), 3-28.

Steven Topik, “The Integration of the World Coffee Market,” in *The Global Coffee Economy in Africa, Asia, and Latin America, 1500-1989*, ed by. William Gervase Clarence-Smith and Steven Topik (Cambridge, UK ; New York: Cambridge University Press, 2006), 21–49.

Sept. 24-26. Coffee, Colonialism, Slavery

Beckert, Sven. Introduction. In *Empire of Cotton: A Global History*. New York: Knopf, 2014.

Theresa A. Singleton, “Slavery and Spatial Dialectics on Cuban Coffee Plantations,” *World Archaeology* 33, no. 1, (2001): 98–114.

Oct. 1-3. Coffee and Labor

October 1. Election Day.

William Roseberry, "La Falta de Brazos: Land and Labor in the Coffee Economies of Nineteenth-Century Latin America," *Theory and Society* 20, no. 3 (1991): 351–381.

Gavin Fridell, "Fair Trade Slippages and Vietnam Gaps: The Ideological Fantasies of Fair Trade Coffee," *Third World Quarterly* 35, no. 7 (August 2014): 1179–94.

Anunu, Colleen. "Gender, Workplace, Origin, Competition." Re:co Symposium, Dublin, Ireland, June 2016. YouTube. <https://m.youtube.com/watch?v=OSI72DtX0JE>

Oct 8-10. Fair Trade

October 8. Thanksgiving--No Class.

October 10. Film in Class: *Black Gold* (2006)

Research Paper on Coffee and Colonialism Due

Oct. 15-17. Coffee, Science, and Technology

Nancy Um, "Foreign Doctors at the Imam's Court: Medical Diplomacy in Yemen's Coffee Era," *Genre* 48, no. 2 (July 1, 2015): 261–288.

Morris, Jonathan. "Making Italian Espresso, Making Espresso Italian." *Food and History* 8, no. 2 (2010): 155–83.

Oct. 22-24. Coffee and Terroir

Teil, Geneviève. "No Such Thing as Terroir? Objectivities and the Regimes of Existence of Objects." *Science, Technology & Human Values* 37, no. 5 (September 1, 2012): 478–505.

Franck Galtier, Giovanni Belletti, and Andrea Marescotti, "Are geographical indications a way to 'decommodify' the coffee market?," *Communication sans actes, People, Food and Environments: Global Trends and European Strategies : EAAE 2008, XIIth Congress of the European Association of Agricultural Economists, Ghent, Belgium, 26 - 29 August 2008, 2008*, <http://agritrop.cirad.fr/546681/>.

Oct. 29-31. Coffee and Taste

Shapin, Steven. "The Tastes of Wine: Towards a Cultural History." *Rivista Di Estetica* 51, no. 3 (2012): 49–94.

Stuckey, Barb. *Taste: Surprising Stories and Science About Why Food Tastes Good*. New York: Atria Books, 2012. Introduction, Chapter 9 (Bitter), and Chapter 11 (Sour).

"World Coffee Research Sensory Lexicon," 1017, <https://worldcoffeeresearch.org/work/sensory-lexicon/>.

Nov. 5-7. Coffee Tasting and Testing

Nov. 5. Last day for academic withdrawal (DISC) from fall-term courses.

Coffee Tasting Session

Nov. 7. *In-class Midterm*.

Nov. 12-14. Coffee and the Public Sphere

Eric Laurier and Chris Philo, "'A parcel of muddling muckworms': revisiting Habermas and the English coffee-houses," *Social & Cultural Geography* 8, no. 2 (April 2007): 259–281.

Leezenberg, Michiel (2012). "The Structural Transformation of the Coffeehouse: Religion, Language, and the Public Sphere in the Modernizing Muslim World," in Dick Houtman and Birgit Meyer, eds. *Things: Religion and the Question of Materiality*. New York: Fordham University Press, 267-281.

Nov. 19-21. Transnational Coffeehouse Cultures

Cowan, Brian. "Café or Coffeehouse? Transnational Histories of Coffee and Sociability." In *Drink in the Eighteenth and Nineteenth Centuries*, edited by Barbara Schmidt-Haberkamp, 35–57. London ; Brookfield, VT: Routledge, 2014.

Merry White, "Coffee in Public: Cafés in Urban Japan," *Coffee Life in Japan* (Berkeley: University of California Press, 2012), 1-18.

Mahmud Darwish, *Memory for Forgetfulness: August, Beirut, 1982*, ed by. Ibrahim Muhawi (Berkeley, Calif: University of California Press, 1995), excerpt on making coffee in Beirut.

Nov. 26-28. Fast Food and Coffee

Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Mariner Books/Houghton Mifflin Harcourt, 2012, excerpt.

Bryant Simon, "Introduction," *Everything but the Coffee: Learning About America from Starbucks*(Berkeley: University of California Press, 2009).

Dec. 3. Coffee and Neoliberalism

Paige West, "Making the Market: Specialty Coffee, Generational Pitches, and Papua New Guinea," *Antipode* 42, no. 3 (2010): 690–718.

Joseph Nevins, "Dying for a Cup of Coffee? Migrant Deaths in the US-Mexico Border Region in a Neoliberal Age," *Geopolitics* 12, no. 2 (May 1, 2007): 228–247.

Take-Home Final

This assignment is a timed exam. I will distribute it on Moodle on Wednesday, December 5, the first day of exam period. The exam is designed to be completed in three days. You will have a week to complete the exam. Please submit the completed exam on Moodle by Wednesday, December 12, 11:59 pm. Late exams will not be accepted.

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: May 17, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Religions and Cultures (RELI-62)

The following proposal was presented under ASFC-2021-4M-D and approved at the Arts and Science Faculty Council meeting of May 14, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.



INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 28, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Religions and Cultures
RELI-62
Curriculum Change to the BA Honours, Major and Minor in Religions
and Cultures; course deletions, descriptions, title changes

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Religions and Cultures** is proposing changes to their Honours, Major, and Minor in Religions and Cultures. The main nature of the change is in the organization and presentation of the religious and cultural elements that already reside in the curriculum. This realignment of the course listing, as such, introducing a new organizational structure of the three BA programs, will make it easier for students to navigate the curriculum. Unlike the current BA program structure where students are required to select two areas of concentration out of five (*Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality*), the new program structure requires students to choose courses from two general areas (1 and 2), made up of four groups: (1a) *Tradition* and (1b) *Region* or (2a) *Themes in Religions and Cultures*, and (2b) *Women, Gender and Sexuality*. All students are required to take introductory 200-level courses before making their choices to follow specific interests in courses in one of the two concentrations. This will be in consultation with an undergraduate academic advisor.

Updating course titles and descriptions will more accurately reflect the department name change from Religion to Department of **Religions and Cultures**, as well as highlight the more contemporary way of teaching religion as an integral part of cultures, histories, and geographic regions as opposed to comparative religion. The Chair's memo provides a thorough and very useful description of the impetus and approach taken in this restructuring.

Finally, the department is removing courses that have not been offered in at least five years. Topics that were covered in courses that are being deleted and considered redundant are already addressed in currently-offered courses.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Reference documents:
FCC 2020.9-RELI-62

Department of Religions and Cultures

RELI-62

Memo from Chair

Program change

Honours in Religions and Cultures

Major in Religions and Cultures

Minor in Religions and Cultures

Areas of Concentration

Course title change

RELI 298 *Selected Topics in Religions and Cultures*

RELI 398 *Selected Topics in Religions and Cultures*

RELI 420 *Queer Studies in Religions and Cultures*

RELI 496 *Independent Studies in Religions and Cultures*

RELI 498 *Selected Topics in Religions and Cultures*

Course deletion

RELI 302 *Biblical Studies II: Christian Origins*

RELI 305 *Classical Persian Literature*

RELI 322 *Christian Reformers and the Rise of Modernity*

RELI 339 *The Impact of the Holocaust on Religious Thought*

RELI 340 *The Veda, Upanishads, and Religion in Ancient India*

RELI 367 *Ritual, Ceremony and Celebration*

RELI 376 *Psychology of Religion*

RELI 389 *Women's Ritual: Expressions and Expertise*

RELI 406 *Feminist Hermeneutics and Scripture*

Course title and description change

RELI 368 *Religion and Indigenous Traditions*

RELI 388 *Queering the Bible*

Course title change

RELI 373 *Introduction to Mysticism*

Course description

RELI 383 *Women and Religion: Islam*

FACULTY OF ARTS AND SCIENCE

Department of Religions and Cultures

TO: Richard Courtemanche, Associate Dean, Curriculum and Planning

FROM: Carly Daniel-Hughes, Chair of the Department of Religions and Cultures

DATE: December 15th, 2020

Revised February 1, 2021

Revised March 17, 2021

Revised April 20, 2021

RE: Curriculum Change to the BA Honours, Major and Minor in Religions and Cultures

Following the Departmental Appraisal undertaken in 2017-2018 and the MA curriculum revision undertaken in 2018-2020, we have engaged in a major review of our BA programs in Religions and Cultures in the last two years: Honours and Major and Minor in Religions and Cultures.

The committee's discussions elicited two areas for consideration: 1) Simplifying program requirements to make the programs more attractive to students and 2) Updating courses to reflect our Department name change, from Religion to Religions and Cultures, befitting our orientation away from comparative religion to the teaching of religions as a fundamental part of cultures, histories, and geographic regions.

The changes that we propose in this revision principally focus on point one, simplifying the current programs. We make two proposals here: First, the deletion of courses from the calendar that we no longer teach (see below), and second, a new organizational structure for our three B.A. programs in Religions and Cultures.

Our current B.A. programs in Religions and Cultures has students select two areas of concentration from a list of five in total (Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality). This model was based on a comparative approach to religion that we no longer employ in our unit. Moreover, managing these two concentrations proved to be logistically difficult for students. The program structure creates issues with course scheduling that need to be addressed: it consigns us, a small unit, to teach numerous courses that cover these concentrations, and these courses are not the most popular or desired courses for Concordia students generally. We are a unit with a smaller number of undergraduate majors, but we support many students taking courses as electives or as part of course work in other Concordia programs (First Peoples Studies, Major in Sexuality Studies, Minor in Israel Studies,

Minor in Law and Society, Loyola College, and more). Thus, we propose the following calendar changes aimed at creating greater flexibility and ease for students in the B.A. Honours, Major and Minor in Religions and Cultures. The new structure that we propose is to reorganize our courses into four major areas: 1) Tradition courses; 2) Region courses; 3) Topics in Religions and Cultures courses; 4) Women, Gender and Sexuality courses. The new structure will be easier for them to navigate and understand. These changes will likewise make our courses more attractive to and beneficial for Concordia students within and beyond our programs.

The changes proposed by the Curriculum Committee to revise the BA programs in Religions and Cultures were approved at a Departmental meeting on November 20, 2020.

Explanation of New Program Structure:

Current programs are structured around five concentrations (Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality). Our proposed revision alternatively organizes courses into four major areas: 1) *Tradition* courses 2) *Region* courses, 3) *Topics in Religions and Cultures* courses and 4) *Women, Gender and Sexuality* courses. This change does not entail the addition of new courses, but rather the redesignation of current courses into these four areas. As part of our ongoing curriculum revisions, we have also identified a number of courses that no longer fit our pedagogical approach or program orientation. We have selected these courses to be deleted from the calendar. Additionally, we are proposing four changes to course titles and/or course descriptions (RELI 368, 373, 383 and 388) to better reflect how these courses are taught.

The proposed program restructure ensures that students obtain fluency in multiple religious and cultural traditions, familiarity with the various global regions that our courses cover (primarily South and East Asia, the Middle East, Europe, and North America), as well as various critical topics in the study of religions and cultures (as elaborated below).

Courses in the 1) *Tradition* and 2) *Region* courses address a particular religious tradition, such as Buddhism, Hinduism, Christianity, Islam or Judaism, or a particular geographic region. These courses are related in that they treat a religious tradition, or a set of historically and geographically linked traditions, as the focal point of the course. The dual designation, either *Tradition* or *Region*, signifies a distinction between courses that examine *only one* religious and cultural tradition, for instance “Introduction to Islam” or “Modern Judaism,” from courses that examine religious and cultural traditions together in a certain geographical locale, for instance “Religions of China,” “Introduction to Iranian Civilization,” or “Religion and the Arts in South and South East Asia.”

Courses designated 3) *Topics in Religions and Cultures* and 4) *Women, Gender and Sexuality* cover particular topics in relation to religions and cultures, such as violence, imagination, lived religion and ethnography, as well as literature or popular culture. Courses in this area also include those that focus specifically on women, gender, and sexuality. Our department has a solid reputation for teaching gender, sexuality and feminist approaches to religious studies. Designating courses as *Women, Gender, and Sexuality* maintains our visibility in this area, one that is also a draw for students from across the university.

All students will take introductory 200-level courses that offer a survey of particular traditions or region (RELI 209, RELI 210, RELI 220 Judaism, RELI 223 Christianity, RELI 224 Introduction to Islam, RELI 225 Hinduism, RELI 226 Buddhism, RELI 227 Iranian Civilization) or topics central to the study of religions and cultures. Once they complete these 200 level course requirements, students may elect to take more courses in one *Tradition* or *Region* than another, following their interests. These

courses will be selected in consultation with the undergraduate advisor. *Topics in Religions and Cultures* courses will also ensure that students continue to retain familiarity with multiple traditions and important issues in and different methodological approaches to the study of religions and cultures (e.g., ethnography, literary studies, gender and feminist analyses, and historiography). Students will also take 6 credits at the 300 or 400 level as electives. Giving students two elective courses retains flexibility for those who want more than 12 credits in the area of *Women, Gender, and Sexuality*. It also allows them the chance to take an advanced seminar-style course. As in the current program, all Honours and Majors will take a capstone course, RELI 409. This course draws together the various approaches to the study of religions and cultures and provides them with the opportunity to undertake an ethnographic project.

Overall, these changes do not constitute a major shift in pedagogy. Their fundamental aim is to make the program more flexible and appealing to students by allowing them greater ease in completing course requirements. Additionally, the new structure of *Tradition* and *Region* courses highlights for students our approach to teaching religions in their specific cultural, geographical and historical contexts. This restructuring reflects the Departmental name change from Religion to Religions and Cultures; thus, it aligns our programs with our pedagogical aims and academic orientation as a unit. Retaining the designation *Women, Gender and Sexuality* in our courses likewise highlights our units' expertise in gender, queer, and feminist approaches to religious studies.

PROGRAM CHANGE: Honours in Religions and Cultures_New

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours Religions and Cultures
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																										
<p>BA Honours in Religions and Cultures (60 credits)</p> <p>12 Credits from a language related to thesis; or in a related discipline such as Anthropology, Classics, English Literature, History, Philosophy, Sociology, Women’s Studies</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> </table> <p>24 Credits chosen from one of the following areas of primary concentration:</p> <p>A. Asian Religions B. Christianity C. Judaism D. Women, Gender, and Sexuality E. Islam</p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	<p>BA Honours in Religions and Cultures (60 credits)</p> <p>12 Credits in a language related to thesis; or in a related discipline such as Anthropology, Classics, English Literature, History, Philosophy, Sociology, Women’s Studies</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> <tr> <td>RELI 220</td> <td>Introduction to Judaism</td> <td>3.00</td> </tr> <tr> <td>RELI 223</td> <td>Introduction to Christianity</td> <td>3.00</td> </tr> <tr> <td>RELI 224</td> <td>Introduction to Islam</td> <td>3.00</td> </tr> <tr> <td>RELI 225</td> <td>Introduction to Hinduism</td> <td>3.00</td> </tr> <tr> <td>RELI 226</td> <td>Introduction to Buddhism</td> <td>3.00</td> </tr> <tr> <td>RELI 227</td> <td>Introduction to Iranian Civilization</td> <td>3.00</td> </tr> </table> <p>15 Credits chosen from the following <u>groups</u>:</p> <p><u>Tradition</u> <u>Region</u></p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	RELI 220	Introduction to Judaism	3.00	RELI 223	Introduction to Christianity	3.00	RELI 224	Introduction to Islam	3.00	RELI 225	Introduction to Hinduism	3.00	RELI 226	Introduction to Buddhism	3.00	RELI 227	Introduction to Iranian Civilization	3.00
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RELI 227	Introduction to Iranian Civilization	3.00																																									

6	Credits chosen from one of the following <u>secondary areas of concentration</u> :		
	A. Asian Religions		
	B. Christianity		
	C. Judaism		
	D. Women, Gender, and Sexuality		
	E. Islam		
6	Credits of RELI elective credits at the 300 or 400 level		
3	Credits:		
	RELI 409 Methodology and the Study of Religion	3.00	
6	Credits:		
	RELI 410 Honours Thesis	6.00	

12	Credits chosen from the following <u>groups</u> :		
	<u>Themes in Religions and Cultures</u>		
	<u>Women, Gender and Sexuality</u>		
6	Credits chosen <u>from</u> RELI 300- or 400- level courses		
3	Credits:		
	RELI 409 Methodology and the Study of Religion	3.00	
6	Credits:		
	RELI 410 Honours Thesis	6.00	

Rationale:
Our current B.A. Major in Religions and Cultures has students select two areas of concentration from a list of five in total (*Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality*). Covering five concentrations is complicated for students who have to meet specified course requirements in two areas. It is also increasingly difficult to cover with our current faculty complement.

The new structure that we propose is to reorganize our courses into four major areas: 1) Tradition courses; 2) Region courses; 3) Topics in Religions and Cultures courses; 4) Women, Gender and Sexuality courses. The new structure will be easier for them to navigate and understand. These changes will likewise make our courses more attractive to and beneficial for Concordia students within and beyond our programs.

All students will take introductory 200-level courses that offer a survey of particular traditions or region (Islam, Judaism, Christianity, Hinduism, Buddhism, Iranian Civilization) or themes central to the study of religions and cultures. Once they complete these 200 level course requirements, students may elect to take more courses in one tradition or region than another, following their interests. As in the current program, all Honours and Majors students will take a capstone course, RELI 409.

Overall these changes do not constitute a major shift in pedagogy. Their fundamental aim is to make the program more flexible and appealing to students by allowing them greater ease in completing course requirements. Please see attached memo.

Resource Implications:
None.

PROGRAM CHANGE: Major Religions and Cultures_New

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Major Religions and Cultures
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																										
<p>42 BA Major in Religions and Cultures</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> </table> <p>18 Credits chosen from an area of primary concentration (see Areas of Concentration)</p> <p>6 Credits chosen from an area of secondary concentration (see Areas of Concentration)</p> <p>9 Credits of RELI elective credits at the 300 or 400 level</p> <p>3 Credits:</p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	<p>42 BA Major in Religions and Cultures</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> <tr> <td>RELI 220</td> <td>Introduction to Judaism</td> <td>3.00</td> </tr> <tr> <td>RELI 223</td> <td>Introduction to Christianity</td> <td>3.00</td> </tr> <tr> <td>RELI 224</td> <td>Introduction to Islam</td> <td>3.00</td> </tr> <tr> <td>RELI 225</td> <td>Introduction to Hinduism</td> <td>3.00</td> </tr> <tr> <td>RELI 226</td> <td>Introduction to Buddhism</td> <td>3.00</td> </tr> <tr> <td>RELI 227</td> <td>Introduction to Iranian Civilization</td> <td>3.00</td> </tr> </table> <p>18 Credits chosen from the following groups: Tradition Region</p> <p>12 Credits chosen from the following groups: Themes in Religions and Cultures Women, Gender, and Sexuality</p> <p>-</p> <p>6 Credits of RELI elective credits at the 300 or 400 level</p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	RELI 220	Introduction to Judaism	3.00	RELI 223	Introduction to Christianity	3.00	RELI 224	Introduction to Islam	3.00	RELI 225	Introduction to Hinduism	3.00	RELI 226	Introduction to Buddhism	3.00	RELI 227	Introduction to Iranian Civilization	3.00
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RELI 409 Methodology and the Study of Religion

3.00

3 Credits:

RELI 409

Methodology and the Study of Religion

3.00

Rationale:

Our current B.A. Major in Religions and Cultures has students select two areas of concentration from a list of five in total (*Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality*). Covering five concentrations is complicated for students who have to meet specified course requirements in two areas. It is also increasingly difficult to cover with our current faculty complement.

The new structure that we propose is to reorganize our courses into four major areas: 1) Tradition courses; 2) Region courses; 3) Topics in Religions and Cultures courses; 4) Women, Gender and Sexuality courses. The new structure will be easier for them to navigate and understand. These changes will likewise make our courses more attractive to and beneficial for Concordia students within and beyond our programs.

All students will take introductory 200-level courses that offer a survey of particular traditions or region (Islam, Judaism, Christianity, Hinduism, Buddhism, Iranian Civilization) or themes central to the study of religions and cultures. Once they complete these 200 level course requirements, students may elect to take more courses in one tradition or region than another, following their interests. As in the current program, all Honours and Majors will take a capstone course, RELI 409.

Overall these changes do not constitute a major shift in pedagogy. Their fundamental aim is to make the program more flexible and appealing to students by allowing them greater ease in completing course requirements. Please see attached memo.

Resource Implications:

None.

PROGRAM CHANGE: Minor Religions and Cultures_New

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Minor Religions and Cultures
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																										
<p>24 Minor in Religions and Cultures</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> </table> <p>18 Credits of RELI elective credits chosen in consultation with the departmental advisor, excluding RELI 209, RELI 210, RELI 214, and RELI 215</p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	<p>24 Minor in Religions and Cultures</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 209</td> <td>The Religious Imagination</td> <td>3.00</td> </tr> <tr> <td>RELI 210</td> <td>Religion in Practice</td> <td>3.00</td> </tr> <tr> <td>RELI 214</td> <td>Religions of the West</td> <td>3.00</td> </tr> <tr> <td>RELI 215</td> <td>Religions of Asia</td> <td>3.00</td> </tr> <tr> <td>RELI 220</td> <td>Introduction to Judaism</td> <td>3.00</td> </tr> <tr> <td>RELI 223</td> <td>Introduction to Christianity</td> <td>3.00</td> </tr> <tr> <td>RELI 224</td> <td>Introduction to Islam</td> <td>3.00</td> </tr> <tr> <td>RELI 225</td> <td>Introduction to Hinduism</td> <td>3.00</td> </tr> <tr> <td>RELI 226</td> <td>Introduction to Buddhism</td> <td>3.00</td> </tr> <tr> <td>RELI 227</td> <td>Introduction to Iranian Civilization</td> <td>3.00</td> </tr> </table> <p>18 Credits of <u>additional</u> RELI elective credits chosen in consultation with the departmental advisor <u>at the 200, 300 and 400 level</u></p>	RELI 209	The Religious Imagination	3.00	RELI 210	Religion in Practice	3.00	RELI 214	Religions of the West	3.00	RELI 215	Religions of Asia	3.00	RELI 220	Introduction to Judaism	3.00	RELI 223	Introduction to Christianity	3.00	RELI 224	Introduction to Islam	3.00	RELI 225	Introduction to Hinduism	3.00	RELI 226	Introduction to Buddhism	3.00	RELI 227	Introduction to Iranian Civilization	3.00
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Rationale:
 The current minor asks students to select two from a list of four courses, and then take 18 additional credits from any RELI course (in consultation with an advisor). The proposed revision gives students the opportunity to choose from a wider variety of 200 level courses for their 6 required credits. It also aligns the minor with changes made to the Honours and Major.

In the proposed revision, Religions and Cultures minors will take introductory 200-level courses that offer a survey of particular traditions or region (Islam, Judaism, Christianity, Hinduism, Buddhism, Iranian Civilization) or themes central to the study of religions and cultures. Once they complete these 200 level course requirements, students may elect to take

more courses in one tradition or region than another. Overall, these changes do not constitute a major shift in pedagogy. They aim to give students more flexibility to pursue their academic interests.

Resource Implications:
None

PROGRAM CHANGE: Deletion of areas of concentration NEW

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religion
Program: Honours/Major
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																																																														
<p>Areas of Concentration</p> <p>A. Asian Religions (18 credits)</p> <p>6 Credits chosen from:</p> <table border="0"> <tr> <td>RELI 224</td> <td>Introduction to Islam</td> <td>3.00</td> </tr> <tr> <td>RELI 225</td> <td>Introduction to Hinduism</td> <td>3.00</td> </tr> <tr> <td>RELI 226</td> <td>Introduction to Buddhism</td> <td>3.00</td> </tr> <tr> <td>RELI 360</td> <td>Religions of China</td> <td>3.00</td> </tr> <tr> <td>RELI 361</td> <td>Religions of Japan</td> <td>3.00</td> </tr> <tr> <td>RELI 362</td> <td>Religions of Tibet</td> <td>3.00</td> </tr> </table> <p>12 Credits chosen from any courses on the subject of Asian religions, including Islam. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.</p> <p>Note: With permission of the advisor, Major in Religions and Cultures students concentrating in Asian religions may count up to six credits of a related language, such as Chinese or Sanskrit. Honours students concentrating in Asian religions may also count an additional six credits of a related language toward their program.</p> <p>B. Christianity (18 credits)</p>	RELI 224	Introduction to Islam	3.00	RELI 225	Introduction to Hinduism	3.00	RELI 226	Introduction to Buddhism	3.00	RELI 360	Religions of China	3.00	RELI 361	Religions of Japan	3.00	RELI 362	Religions of Tibet	3.00	<p><u>Tradition</u></p> <table border="0"> <tr> <td>RELI 220</td> <td>Introduction to Judaism</td> <td>3.00</td> </tr> <tr> <td>RELI 223</td> <td>Introduction to Christianity</td> <td>3.00</td> </tr> <tr> <td>RELI 224</td> <td>Introduction to Islam</td> <td>3.00</td> </tr> <tr> <td>RELI 225</td> <td>Introduction to Hinduism</td> <td>3.00</td> </tr> <tr> <td>RELI 226</td> <td>Introduction to Buddhism</td> <td>3.00</td> </tr> <tr> <td><u>RELI 230</u></td> <td><u>Judaism and Popular Culture</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 231</u></td> <td><u>Jews and Food</u></td> <td><u>3.00</u></td> </tr> <tr> <td>RELI 301</td> <td>The Hebrew Bible</td> <td>3.00</td> </tr> <tr> <td><u>RELI 307</u></td> <td><u>Christian Mystics</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 308</u></td> <td><u>Christianity in the United States: History and Practice</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 311</u></td> <td><u>Global Christianity</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 313</u></td> <td><u>Zoroastrianism</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 315</u></td> <td><u>Muslim Cultures in Southern Asia</u></td> <td><u>3.00</u></td> </tr> <tr> <td>RELI 316</td> <td>Classical Islam</td> <td>3.00</td> </tr> <tr> <td><u>RELI 317</u></td> <td><u>Sufism</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 318</u></td> <td><u>Shiite Islam</u></td> <td><u>3.00</u></td> </tr> <tr> <td>RELI 319</td> <td>Modern Islam</td> <td>3.00</td> </tr> <tr> <td><u>RELI 320</u></td> <td><u>The Making of Christianity</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 321</u></td> <td><u>The Medieval Christian World</u></td> <td><u>3.00</u></td> </tr> <tr> <td><u>RELI 324</u></td> <td><u>On the Margins of Christianity</u></td> <td><u>3.00</u></td> </tr> </table>	RELI 220	Introduction to Judaism	3.00	RELI 223	Introduction to Christianity	3.00	RELI 224	Introduction to Islam	3.00	RELI 225	Introduction to Hinduism	3.00	RELI 226	Introduction to Buddhism	3.00	<u>RELI 230</u>	<u>Judaism and Popular Culture</u>	<u>3.00</u>	<u>RELI 231</u>	<u>Jews and Food</u>	<u>3.00</u>	RELI 301	The Hebrew Bible	3.00	<u>RELI 307</u>	<u>Christian Mystics</u>	<u>3.00</u>	<u>RELI 308</u>	<u>Christianity in the United States: History and Practice</u>	<u>3.00</u>	<u>RELI 311</u>	<u>Global Christianity</u>	<u>3.00</u>	<u>RELI 313</u>	<u>Zoroastrianism</u>	<u>3.00</u>	<u>RELI 315</u>	<u>Muslim Cultures in Southern Asia</u>	<u>3.00</u>	RELI 316	Classical Islam	3.00	<u>RELI 317</u>	<u>Sufism</u>	<u>3.00</u>	<u>RELI 318</u>	<u>Shiite Islam</u>	<u>3.00</u>	RELI 319	Modern Islam	3.00	<u>RELI 320</u>	<u>The Making of Christianity</u>	<u>3.00</u>	<u>RELI 321</u>	<u>The Medieval Christian World</u>	<u>3.00</u>	<u>RELI 324</u>	<u>On the Margins of Christianity</u>	<u>3.00</u>
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<u>RELI 315</u>	<u>Muslim Cultures in Southern Asia</u>	<u>3.00</u>																																																																													
RELI 316	Classical Islam	3.00																																																																													
<u>RELI 317</u>	<u>Sufism</u>	<u>3.00</u>																																																																													
<u>RELI 318</u>	<u>Shiite Islam</u>	<u>3.00</u>																																																																													
RELI 319	Modern Islam	3.00																																																																													
<u>RELI 320</u>	<u>The Making of Christianity</u>	<u>3.00</u>																																																																													
<u>RELI 321</u>	<u>The Medieval Christian World</u>	<u>3.00</u>																																																																													
<u>RELI 324</u>	<u>On the Margins of Christianity</u>	<u>3.00</u>																																																																													

6 Credits:		
RELI 223	Introduction to Christianity	3.00
RELI 302	Biblical Studies II: Christian Origins	3.00

~~12 Credits chosen from any courses on the subject of Christianity. It is recommended that students take at least one 400-level course.~~

~~Note: With permission of the advisor, Major in Religions and Cultures students concentrating in Christianity may count up to six credits of a related language, such as Greek, Latin, or Coptic. Honours students concentrating in Christianity may also count an additional six credits of a related language toward their program.~~

~~C. Judaism (18 credits)~~

9 Credits chosen from:		
RELI 220	Introduction to Judaism	3.00
RELI 301	The Hebrew Bible	3.00
RELI 326	Ancient Judaism	3.00
RELI 327	Medieval Jewish Thought and Institutions	3.00
RELI 328	Modern Judaism	3.00

~~9 Credits chosen from any courses on the subject of Judaism. This may include courses not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.~~

~~Note: With permission of the advisor, Major in Religions and Cultures students concentrating in Judaism may count up to six credits of a related language, such as Aramaic, Yiddish, or additional Hebrew. Honours students concentrating in Judaism may also count an additional six credits of a related language toward their program.~~

~~D. Women, Gender, and Sexuality (18 credits)~~

3 Credits chosen from:		
RELI 233	Introduction to Women and Religion	3.00
RELI 380	Religion and Sexuality	3.00

RELI 326	Ancient Judaism	3.00
RELI 327	Medieval Jewish Thought and Institutions	3.00
RELI 328	Modern Judaism	3.00
RELI 332	Canadian Jewish Literature	3.00
RELI 333	Stories in Judaism	3.00
RELI 334	Introduction to Canadian Jewish Studies	3.00
RELI 336	Jews in Arab Lands	3.00
RELI 337	The Dead Sea Scrolls	3.00
RELI 343	Yoga in History, Thought, and Practice	3.00
RELI 344	Hindu Myth and Narrative: The Epics and The Puranas	3.00
RELI 346	Gandhi, Colonialism and Beyond	3.00
RELI 350	Theravada Buddhism	3.00
RELI 351	Jewish Eastern Europe	3.00
RELI 363	Jainism	3.00
RELI 364	Mahayana Buddhism	3.00
RELI 368	Religion and Indigenous Traditions	3.00
RELI 381	Women and Religion: Judaism	3.00
RELI 382	Women and Religion: Christianity	3.00
RELI 383	Women and Religion: Islam	3.00
RELI 384	Women and Religion: Hinduism	3.00
RELI 385	Women and Religion: Buddhism	3.00
RELI 390	Angels and Demons in Judaism	3.00
RELI 391	Women and Jewish History: Ancient and Medieval	3.00
RELI 392	Women and Jewish History: Modern	3.00
RELI 395	Studies in Jewish Thought and Philosophy	3.00
RELI 397	Kabbalah and Jewish Mysticism	3.00
RELI 401	Studies in Hebrew Texts	3.00
RELI 402	Ancient Jewish Biblical Interpretation	3.00
RELI 404	Advanced Ancient Judaism	3.00
RELI 405	Food, Sex, and Death in Judaism	3.00
RELI 407	Topics in Judaic Studies	3.00

Region

RELI 214	Religions of the West	3.00
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15 Credits chosen from any Religion courses on the subject of women, gender, body, sexuality, or food. This may include a course not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.

E. Islam (18 credits)

6 Credits chosen from:

RELI 224	Introduction to Islam	3.00
RELI 316	Classical Islam	3.00
RELI 319	Modern Islam	3.00

12 Credits chosen from any courses on the subject of Islam. This may include a course not already taken from the first level of requirement. It is recommended that students take at least one 400-level course.

RELI 215	Religions of Asia	3.00
RELI 227	Introduction to Iranian Civilization	3.00
RELI 306	Religion and Society in Contemporary Iran	3.00
RELI 308	Christianity in the United States	3.00
RELI 315	Muslim Cultures in Southern Asia	3.00
RELI 329	Israel: Religion and State	3.00
RELI 332	Canadian Jewish Literature	3.00
RELI 334	Introduction to Canadian Jewish Studies	3.00
RELI 336	Jews in Arab Lands	3.00
RELI 347	Religion and the Arts in South and Southeast Asia	3.00
RELI 348	Religion and Society in South and Southeast Asia	3.00
RELI 351	Jewish Eastern Europe	3.00
RELI 353	Religion and the Arts in the West	3.00
RELI 360	Religions of China	3.00
RELI 361	Religions of Japan	3.00
RELI 362	Religions of Tibet	3.00
RELI 375	Religions of Canada	3.00
RELI 393	Women in Israel	3.00

Themes in Religions and Cultures

RELI 209	The Religious Imagination	3.00
RELI 210	Religion in Practice	3.00
RELI 216	Encountering Religions	3.00
RELI 235	The Holocaust (also listed as HIST 235)	3.00
RELI 298	Selected Topics in Religions and Cultures	3.00
RELI 300	Cults and Religious Movements in North America	3.00
RELI 310	Self and Other: Identity and Ethical Development	3.00
RELI 312	Justice and Social Conflict in a Globalized World	3.00
RELI 325	Leaders, Rebels and Saints	3.00
RELI 331	Literature and the Holocaust	3.00
RELI 354	Religion and Film	3.00
RELI 355	Religion and Violence	3.00
RELI 357	Religion and the Public Sphere	3.00
RELI 358	Anthropology of Religion	3.00
RELI 365	Religion and Literature	3.00

RELI 366	Religion and Music	3.00
RELI 370	Topics in Comparative Religion	3.00
RELI 371	Health, Healing and Religion	3.00
RELI 373	Mysticism	3.00
RELI 374	Religion and Science	3.00
RELI 378	Death and Dying	3.00
RELI 379	Philosophy of Religion	3.00
RELI 396	Food and Religion	3.00
RELI 394	History of Satan: Evil Personified in Judaism and Christianity	3.00
RELI 398	Selected Topics in Religions and Cultures	3.00
RELI 496	Independent Studies in Religions and Cultures	3.00
RELI 498	Advanced Topics in Religions and Cultures	3.00
RELI 410	Honours Thesis	6.00

Women, Gender, and Sexuality

RELI 233	Introduction to Women and Religion	3.00
RELI 372	Religion and the Body	3.00
RELI 380	Religion and Sexuality	3.00
RELI 381	Women and Religion: Judaism	3.00
RELI 382	Women and Religion: Christianity	3.00
RELI 383	Women and Religion: Islam	3.00
RELI 384	Women and Religion: Hinduism	3.00
RELI 385	Women and Religion: Buddhism	3.00
RELI 386	Witchcraft, Magic and Religion	3.00
RELI 387	Goddesses and Religious Images of Women	3.00
RELI 388	Queering the Bible	3.00
RELI 393	Women in Israel	3.00
RELI 420	Queer Studies in Religions and Cultures	3.00

Rationale:
Our current B.A. programs in Religions and Cultures has students select two areas of concentration from a list of five in total (*Asian Religions, Christianity, Judaism, Islam and Women, Gender and Sexuality*). Covering five concentrations is complicated for students who have to meet specified course requirements in two areas. It is also increasingly difficult to cover with our current faculty complement.

The new structure that we propose is to reorganize our courses into four major areas: 1) Tradition courses; 2) Region courses; 3) Topics in Religions and Cultures courses; 4) Women, Gender and Sexuality courses. The new structure will be easier for them to navigate and understand. These changes will likewise make our courses more attractive to and beneficial for Concordia students within and beyond our programs.

Courses designated *Tradition* and *Region* address a particular religious tradition, such as Buddhism, Hinduism, Christianity, Islam or Judaism, or focus on a particular geographic region. Courses designated *Themes in Religions* and *Cultures and Women, Gender and Sexuality* cover themes or approaches to religions and cultures, such as violence, imagination, lived religion and ethnography, as well as literature or popular culture. Courses in this area also include those that focus specifically on Women, Gender, and Sexuality (WGS).

Overall these changes do not constitute a major shift in pedagogy. Their fundamental aim is to make the program more flexible and appealing to students by allowing them greater ease in completing course requirements.

Resource Implications:

None.

COURSE CHANGE: RELI 298 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor (Themes in R&C)
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 298 Selected Topics in Religion (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>	<p>RELI 298 Selected Topics in Religions <u>and Cultures</u> (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>
<p>Rationale: The course title is updated to reflect the department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 302 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 302 — Biblical Studies II: Christian Origins (3.00)</p> <p><i>Description: A critical survey of Christian origins, this course focuses on New Testament literature and considers historical setting, history of text, religious and cultural significance. Attention is paid to extra-canonical literature and other relevant sources.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: The Department has determined this course to be redundant. The content is covered in RELI 320 The Making of Christianity. RELI 302 has not been offered in three years.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 305 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 305 — Classical Persian Literature (3.00)</p> <p><i>Description:</i> Readings of selected poetry and prose allow students to explore the language, thought, and culture of Iranian civilization. All readings are in English translation; no knowledge of Persian required.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Students who have received credit for RELI 413 or for this topic under a RELI 398 number may not take this course for credit. 	

Rationale:
 The Department has determined this course to be redundant. The course has not been offered in seven years. Persian literature is covered as part of our course RELI 227 Introduction to Iranian Civilization. This reflects a broader orientation to familiarizing students with various aspects of a cultural complex.

Resource Implications:
 None

Other Programs within which course is listed:
 None.

COURSE CHANGE: RELI 322 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 322 — Christian Reformers and the Rise of Modernity (3.00)</p> <p><i>Description:</i> This course explores Christianity's central role in the creation of modernity from the 16th to the 19th centuries, illustrating how this period of unprecedented discovery and change forever altered the shape of the Christian faith. Topics under consideration include European colonialism, Christian missions to the New World, the Protestant Reformation, the birth of the nation-state, the Enlightenment, emergence of capitalism, and the rise of modern science.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>Students who have received credit for this topic under a RELI 398 number may not take this course for credit.</i> 	

Rationale:
 The Department has determined this course to be redundant. The course has not been offered in over five years. The Department has moved away from treating Christianity in the early modern period. Courses now treat Christianity thematically with more emphasis on the contemporary expressions of this tradition.

Resource Implications:
 None.

Other Programs within which course is listed:
 None.



COURSE CHANGE: RELI 339 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 339—The Impact of the Holocaust on Religious Thought (3.00)</p> <p><i>Description: This course examines the ramifications of the Holocaust in Jewish and Christian thought. Issues discussed include the problem of evil; suffering; the election of Israel; God's relation to the course of human events.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: The Department has determined this course to be redundant. The course has not been offered in seven years. This course content is now addressed in other courses, specifically RELI 235 The Holocaust and RELI 331 Literature and the Holocaust.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 340 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI-340—The Veda, Upanishads, and Religion in Ancient India (3.00)</p> <p><i>Description: This introduction to the religious concepts, practices, and wisdom of ancient India is based on the literature of the Vedic period, including the Upanishads. The course examines the contribution of various aspects of the Vedic tradition to the development of Hinduism, and explores the interaction among religions in the ancient period.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: The Department has determined this course to be redundant. The course has not been offered in over six years. Courses in Southern Asia studies emphasize instead lived religious expressions, ritual and bodily performance, artistic expression, and politics.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 367 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religion
Program: Honours, Major
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>RELI 367 — Ritual, Ceremony and Celebration (3.00) - <i>Description: Ritual is one of the essential components of religious practice. This course explores the place and function of ritual in a variety of religious traditions, both historical and contemporary. It looks at theoretical understandings of religious ritual, and examines such rituals as sacrifice, rites of passage, worship and ascetic and meditative practices in their theological, social, and cultural contexts.</i> <i>Component(s): Lecture.</i></p>	
<p>Rationale: The Department has determined this course to be redundant. The course has not been offered in 11 years. Ritual and religious performance are covered in all of the introductions to religious traditions: RELI 216, 220, 223, 224, 225 and 226 as well as RELI 210 Religion in Practice.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **RELI-62** VERSION: 4

COURSE CHANGE: RELI 368 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number
- Course Description
- Course Deletion
- Course Title
- Editorial
- Other - Specify:
- Credit Value
- New Course
- Prerequisite

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 368 Religion in Native Traditions (3.00)</p> <p><i>Description: This overview looks at the many diverse religious traditions of the First Nations populations in North America. The course examines the sacred stories, ceremonial patterns, life cycle rituals, and religious activities in their varied expressions. Consideration is given to the historical interaction of native government with religious practices.</i></p> <p><i>Component(s): Lecture.</i></p>	<p>RELI 368 Religion <u>and Indigenous</u> Traditions (3.00)</p> <p><i>Description: This <u>course examines the</u> diverse <u>Indigenous T</u>raditions <u>in the context of Turtle Island, or</u> North America. <u>Foregrounding the perspectives of Indigenous peoples, the course considers the impact of settler colonialism on indigenous communities. Topics may include Christian missions, residential schools, indigenous views of sacred, the land, gender and sexuality, ethics, and storytelling.</u></i></p> <p><i>Component(s): Lecture.</i></p>
<p>Rationale: The term Indigenous is the more recognized term for First Peoples. The course investigates not only religion and tradition, but also the impact settler colonialism on Indigenous Peoples.</p> <p>Turtle Island is what North America is referred to by Indigenous people.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 373 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 373 Introduction to Mysticism (3.00)</p> <p><i>Description:</i> This course examines the concepts of mysticism articulated by contemporary scholarship. It then looks at mystical texts and experiences from a variety of religious traditions both comparatively and with respect to their position within the dynamic of their own traditions.</p> <p><i>Component(s):</i> Lecture.</p>	<p>RELI 373 Mysticism (3.00)</p> <p><i>Description:</i> This course examines the concepts of mysticism articulated by contemporary scholarship. It then looks at mystical texts and experiences from a variety of religious traditions both comparatively and with respect to their position within the dynamic of their own traditions.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course title should be changed simply to Mysticism to be consistent with our curriculum structure. "Introductions" are offered at the 200 level. This course, however, is not an introduction, but covers mystical traditions in various religious contexts.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 376 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
- Course Description Editorial New Course
- Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 376 — Psychology of Religion (3.00)</p> <p><i>Description:</i> This survey looks at various perspectives and methods used in psychology as they are relevant to understanding the role and value of religion for the individual. The course examines the ideas of such figures as William James, Freud, and Jung, among others, and considers such topics as intense religious experience, conversion, images of God, myth and symbol, ritual, and religious and moral development.</p> <p><i>Component(s):</i> Lecture.</p>	
<p>Rationale: The Department has determined this course to be redundant. It has not been offered in five years. Considerations of psychology, as a part of human experience, and as a method for studying religious varieties of it, is integrated into courses such as RELI 209 The Religious Imagination and RELI 371 Health, Healing and Religion.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 383 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 383 Women and Religion: Islam (3.00)</p> <p><i>Description:</i> This course explores past and present debates among Muslims about the ideal status of women in Islam. The historical and legal background the material of the debate is examined first. The class then considers how a variety of discourses, ranging from conservative to Muslim-feminist, treat and manipulate this material.</p> <p><i>Component(s):</i> Lecture.</p>	<p>RELI 383 Women and Religion: Islam (3.00)</p> <p><i>Description:</i> <u>The</u> course explores <u>various issues related to women and gender</u> in Islam, <u>including role models, ritual, gendered space, the rulings of Islamic law, and sexuality. The issues are examined principally through the lens of modern Islam and lives of modern Muslims, including those in Canada and the West.</u></p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The description more accurately reflects the course content and the way in which the course is taught.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 388 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- | | | | |
|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>RELI 388 The Bible and Sexuality (3.00)</p> <p><i>Description:</i> This course examines the wide variety of perspectives on sexuality within Scripture. It considers the ancient contexts in which these texts were composed as well as how Jews and/or Christians have read these texts over time, in light of changing notions of sexuality and gender. Among the topics considered are gendered and sexual identities, celibacy, marriage, same-sex relationships, human reproduction and child-rearing, and sexual desire. Ultimately, it addresses how the Bible reflects and has informed the various Jewish and/or Christian perspectives on these issues.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a RELI 398 number may not take this course for credit. 	<p>RELI 388 <u>Queering the Bible</u> (3.00)</p> <p><i>Description:</i> This course examines the wide variety of perspectives on sexuality <u>in the Bible from a feminist and queer studies approach</u>. It considers the ancient contexts in which these texts were composed, <u>and how they have been received</u> over time. <u>The focus will principally be on Christian interpretations, with some attention paid to Jewish readings as well. The course also addresses how queer and feminist critiques of and engagements with the Bible can challenge heteronormative views of gender and sexuality today. Among the topics considered are racialization, gendered and sexual identities, same-sex relationships, erotics and sexual desire, celibacy, marriage, kinship, and human reproduction.</u></p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under a RELI 398 number may not take this course for credit.
<p>Rationale: The new title and course description change better reflects the material that is being taught.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

None.

COURSE CHANGE: RELI 389 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 389 — Women's Ritual: Expressions and Expertise (3.00)</p> <p><i>Description: This comparative examination of the contexts and patterns of women's ritual lives looks at various religious traditions. In addition to considering women's activities in formal or public ritual contexts, this course focuses especially on the importance of women as ritual specialists and authorities in the context of the home.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: The Department has determined this course to be redundant. The course has not been offered in six years. Women's religious expression and leadership is considered in a series of other "Women, Gender and Religion" Courses, such as RELI 233 Introduction to Women and Religion and RELI 381-385, Women and Religion: Judaism, Christianity, Islam, Hinduism and Buddhism respectively.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 398 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor (Themes in R&C)
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 398 Selected Topics in Religion (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>	<p>RELI 398 Selected Topics in Religions <u>and Cultures</u> (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>
<p>Rationale: The course title is updated to reflect the department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 406 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 406 — Feminist Hermeneutics and Scripture (3.00) <i>Description:</i> This course employs critical feminist approaches to sacred texts with a focus on the rediscovery of women within them. Designed for advanced students able to work with primary sources, this course may consider texts such as Hebrew Bible, New Testament, early Jewish and Christian literature, the Qur'an and Hadith, as well as Hindu and Buddhist writings. <i>Component(s):</i> Lecture.</p>	
<p>Rationale: The Department has determined this course to be redundant. The course has not been offered in 11 years. Feminist interpretation and approaches to sacred texts is considered in a series of other "Women, Gender and Religion" Courses, such as RELI 233 Introduction to Women and Religion and RELI 381-385, Women and Religion: Judaism, Christianity, Islam, Hinduism and Buddhism respectively.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: RELI 420 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor (WGS)
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 420 Queer Studies in Religion (3 credits)</p> <p><i>Prerequisite/corequisite:</i> Permission of the Department is required.</p> <p><i>Description:</i> This course examines the multiple critical intersections between and among issues of gender, sexuality and religion in different cultures and historical periods. It considers, in particular, the insights provided by queer theory in analyzing and understanding such intersections.</p> <p><i>Component(s):</i> Lecture.</p>	<p>RELI 420 Queer Studies in Religions <u>and Cultures</u> (3 credits)</p> <p><i>Prerequisite/corequisite:</i> Permission of the Department is required.</p> <p><i>Description:</i> This course examines the multiple critical intersections between and among issues of gender, sexuality and religion in different cultures and historical periods. It considers, in particular, the insights provided by queer theory in analyzing and understanding such intersections.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course title is updated to reflect the department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 496 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor (Themes in R&C)
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 496 Independent Studies in Religion (3 credits)</p> <p><i>Prerequisite/corequisite:</i> Permission of the Department is required.</p> <p><i>Description:</i> The student works with an individual faculty member in a particular field of religious or Judaic studies, as a reading course.</p> <p><i>Component(s):</i> Independent Study.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for RELI 495 may not take this course for credit. 	<p>RELI 496 Independent Studies in Religions and Cultures (3 credits)</p> <p><i>Prerequisite/corequisite:</i> Permission of the Department is required.</p> <p><i>Description:</i> The student works with an individual faculty member in a particular field of religious or Judaic studies, as a reading course.</p> <p><i>Component(s):</i> Independent Study.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for RELI 495 may not take this course for credit.
<p>Rationale: The course title is updated to reflect the department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: RELI 498 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: Honours, Major, Minor (Themes in R&C)
Degree: BA
Calendar Section/Graduate Page Number: 31.270

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>RELI 498 Advanced Topics in Religion (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>	<p>RELI 498 Selected Topics in Religions <u>and Cultures</u> (3 credits)</p> <p><i>Description:</i> Specific topics for this course, and prerequisites relevant in each case, are stated in the Undergraduate Class Schedule.</p>
<p>Rationale: The course title is updated to reflect the department name.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

From: [Munit Merid](#)
To: [Nicole Freeman](#); [Andrea Jakob](#)
Cc: [Carly Daniel-Hughes](#)
Subject: RELI-62
Date: Friday, April 23, 2021 4:54:09 PM
Attachments: [20210423_RELI-62_NF2mm.pdf](#)

Hello Nicole and Andrea,

I attach the dossier where I've added comments to yours. I don't think there was anything we had to do on it – they were mainly fyi's to us right?

As requested, here is an email to clarify the changes for RELI 368 and RELI 388 and a response to the Honours question.

RELI 368 Religion and Indigenous Traditions

The Department of Religions and Cultures has been offering RELI 368 Religion in Native Traditions for over a decade. It is for this reason that we wish to update the title and description. The course has been taught by those with expertise in indigenous studies and commonly from indigenous communities. In recent years, instructors of this course are in contact with Donna Goodleaf regarding the course content, design and approach. She has also helped us find guest speakers and community resources. It is our practice and desire to connect with the University's First Peoples Program, its Indigenous Directions Leadership Group, the Indigenous Student Library Program and the Aboriginal Students Resource Centre in the teaching of this course.

RELI 388 Queering the Bible

We would like to change the title of RELI 388 which is currently The Bible and Sexuality TO Queering the Bible. The Chair of the Department sits on the curriculum committee for the Major in Sexuality Studies and is a Fellow of the Simone de Beauvoir Institute, and thus, has made the Institute aware of this change.

Honours Religions and Cultures

In the Honours R&C program, we indicate that 12 credits in a language related to thesis; or in a related discipline such as Anthropology, Classics, English Literature, History, Philosophy, Sociology, Women's Studies. Theological Studies is not listed here simply because we indicate a "related discipline" and we list these to show the variety of programs that students can select from. We do not feel it is necessary to list every related discipline.

Hope this is satisfactory.

Best wishes,
Munit

FACULTY OF ARTS AND SCIENCE

Department of Religions and Cultures

New Proposed Course Designations and Course Deletions:

Tradition Courses

Courses with this designation address a particular religious tradition, such as Buddhism, Hinduism, Christianity, Islam or Judaism.

- RELI 220 Introduction to Judaism
- RELI 223 Introduction to Christianity
- RELI 224 Introduction to Islam
- RELI 225 Introduction to Hinduism
- RELI 226 Introduction to Buddhism
- RELI 230 Judaism and Popular Culture
- RELI 231 Jews and Food
- RELI 301 The Hebrew Bible
- RELI 307 Christian Mystics
- RELI 308 Christianity in the United States: History and Practice
- RELI 311 Global Christianity
- RELI 313 Zoroastrianism
- RELI 315 Muslim Cultures in Southern Asia
- RELI 316 Classical Islam
- RELI 317 Sufism
- RELI 318 Shiite Islam
- RELI 319 Modern Islam
- RELI 320 The Making of Christianity
- RELI 321 The Medieval Christian World
- RELI 324 On the Margins of Christianity
- RELI 326 Ancient Judaism
- RELI 327 Medieval Jewish Thought and Institutions
- RELI 328 Modern Judaism
- RELI 332 Canadian Jewish Literature
- RELI 333 Stories in Judaism
- RELI 334 Introduction to Canadian Jewish Studies
- RELI 336 Jews in Arab Lands
- RELI 337 The Dead Sea Scrolls
- RELI 343 Yoga in History, Thought, and Practice
- RELI 344 Hindu Myth and Narrative: the Epics and the Puranas
- RELI 346 Gandhi, Colonialism and Beyond
- RELI 350 Theravada Buddhism
- RELI 351 Jewish Eastern Europe
- RELI 363 Jainism

- RELI 364 Mahayana Buddhism
- RELI 368 Religion and Indigenous Traditions
- RELI 381 Women and Religion: Judaism
- RELI 382 Women and Religion: Christianity
- RELI 383 Women and Religion: Islam
- RELI 384 Women and Religion: Hinduism
- RELI 385 Women and Religion: Buddhism
- RELI 390 Angels and Demons in Judaism
- RELI 391 Women in Jewish History: Ancient and Medieval
- RELI 392 Women in Jewish History: Modern
- RELI 395 Studies in Jewish Thought and Philosophy
- RELI 397 Kabbalah and Jewish Mysticism
- RELI 401 Studies in Hebrew Texts
- RELI 402 Ancient Jewish Biblical Interpretation
- RELI 404 Advanced Ancient Judaism
- RELI 405 Food, Sex and Death in Judaism
- RELI 407 Topics in Judaic Studies

Region Courses

Courses with this designation focus on a particular geographic region, such as South and East Asia, the Middle East, Europe, and North America.

- RELI 214 Religions of the West
- RELI 215 Religions of Asia
- RELI 227 Introduction to Iranian Civilization
- RELI 306 Religion & Society in Contemporary Iran
- RELI 308 Christianity in the United States: History and Practice
- RELI 315 Muslim Cultures in Southern Asia
- RELI 329 Israel: Religion and State
- RELI 332 Canadian Jewish Literature
- RELI 334 Introduction to Canadian Jewish Studies
- RELI 336 Jews in Arab Lands
- RELI 347 Religion and the Arts in South and Southeast Asia
- RELI 348 Religion and Society in South and Southeast Asia
- RELI 351 Jewish Eastern Europe
- RELI 353 Religion and the Arts in the West
- RELI 360 Religions of China
- RELI 361 Religions of Japan
- RELI 362 Religions of Tibet
- RELI 375 Religions of Canada
- RELI 393 Women in Israel

Themes in Religions and Cultures

Courses with this designation cover particular themes or approaches to religions and cultures, such as violence, imagination, lived religion and ethnography, as well as literature or popular culture.

- RELI 209 The Religious Imagination
- RELI 210 Religion in Practice
- RELI 216 Encountering Religions
- RELI 235 The Holocaust (also listed as HIST 235)
- RELI 298 Selected Topics in Religions and Cultures
- RELI 300 Cults and Religious Movements in North America
- RELI 310 Self and Other: Identity and Ethical Development
- RELI 312 Justice and Social Conflict in a Globalized World
- RELI 325 Leaders, Rebels and Saints
- RELI 331 Literature and the Holocaust
- RELI 354 Religion and Film
- RELI 355 Religion and Violence
- RELI 357 Religion and the Public Sphere
- RELI 358 Anthropology of Religion
- RELI 365 Religion and Literature
- RELI 366 Religion and Music
- RELI 370 Topics in Comparative Religion
- RELI 371 Health, Healing and Religion
- RELI 373 Mysticism
- RELI 374 Religion and Science
- RELI 378 Death and Dying
- RELI 379 Philosophy of Religion
- RELI 396 Food and Religion
- RELI 394 History of Satan: Evil Personified in Judaism and Christianity
- RELI 398 Selected Topics in Religions and Cultures
- RELI 496 Independent Studies in Religions and Cultures
- RELI 498 Advanced Topics in Religions and Cultures

Women, Gender and Sexuality Courses

Courses in this area include themes or approaches that focus specifically on women, gender, and sexuality (WGS). Designating appropriate courses as WGS courses maintains our visibility in this area.

- RELI 233 Introduction to Women and Religion
- RELI 372 Religion and the Body
- RELI 380 Religion and Sexuality

- RELI 381 Women and Religion: Judaism
- RELI 382 Women and Religion: Christianity
- RELI 383 Women and Religion: Islam
- RELI 384 Women and Religion: Hinduism
- RELI 385 Women and Religion: Buddhism
- RELI 386 Witchcraft, Magic and Religion
- RELI 387 Goddesses and Religious Images of Women
- RELI 388 Queering the Bible
- RELI 391 Women in Jewish History: Ancient and Medieval
- RELI 392 Women in Jewish History: Modern
- RELI 393 Women in Israel
- RELI 420 Queer Studies in Religions and Cultures

Honours Thesis

- 410 Honours Thesis

Courses to Delete

Deleted courses indicate courses that we no longer offer for various reasons, such as the faculty members who designed them have retired, course content appears in another course, the course is outdated, or has consistently low enrollments.

- RELI 302 Biblical Studies II: Christian Origins
- RELI 305 Classical Persian Literature
- RELI 322 Christian Reformers and the Rise of Modernity
- RELI 339 The Impact of the Holocaust on Religious Thought
- RELI 340 The Veda, Upanishads, and Religion in Ancient India
- RELI 367 Ritual, Ceremony and Celebration
- RELI 376 Psychology of Religion
- RELI 389 Women's Ritual: Expressions and Expertise
- RELI 406 Feminist Hermeneutics and Scripture

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 20, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Simone De Beauvoir Institute and Women's Studies (WSDB-18)

The following proposal was presented under ASFC-2021-5M-F and approved at the Arts and Science Faculty Council meeting of September 17, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: September 1, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Simone De Beauvoir Institute and Women’s Studies
WSDB-18
Changes to course requirements for the Minor in the Interdisciplinary
Studies in Sexuality, and course prerequisite changes for SSDB 275,
425

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Simone De Beauvoir Institute and Women’s Studies** proposes the addition of SSDB 428 *Independent Study* to the list of elective courses for students in the Minor in Interdisciplinary Studies in Sexuality. This course is currently available to both students enrolled in the Major as well as the Minor, but it was not reflected in the Undergraduate Calendar under the Minor. Including the course in the course listing for the Minor will facilitate student enrolment.

The Institute is also adding control on enrolments by including prerequisite changes to SSDB 275 *Introduction to Sexuality Research* and SSDB 425 *Ethics in Community Engagement*. Both will now require students to be enrolled in the Major or Minor in Interdisciplinary Studies in Sexuality or to seek permission from the Institute.

Thank you for your consideration of this proposal. There are no additional resource implications as all new courses will be offered as part of the Institute’s regular course allotment.

Simone de Beauvoir Institute and Women's Studies

WSDB-18

Memo from Principal

Program change

Minor in Interdisciplinary Studies in Sexuality

Course prerequisite change

SSDB 275 *Introduction to Sexuality Research*

SSDB 425 *Ethics in Community Engagement*

Internal Memorandum

To: Dr. Richard Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science

From: Dr. Kimberley Manning, Principal, Simone de Beauvoir Institute

Date: April 16, 2021

Subject: Changes to course requirements for the Minor, and course prerequisites and descriptions for classes in the Interdisciplinary Studies in Sexuality

Please find the proposed changes to the program requirements for the Minor in Interdisciplinary Studies in Sexuality and prerequisites for two courses in the program. The changes are to correct small errors in the previous curriculum changes and focus on:

- Adding SSDB 428: Independent Study to the list of courses students can take for the Minor, in alignment with what is written in the course description for this class.
- Adding a prerequisite to SSDB 275: Introduction to Sexuality Research that reads as follows:
 - Prerequisite: enrolment in the Major or Minor in Interdisciplinary Studies in Sexuality; or permission of the Institute.
- Amending the prerequisites for SSDB 425: Ethics in Community Engagement by adding:
 - enrolment in the Minor
 - or permission of the Institute

The above changes will facilitate student enrolment in SSDB 428 and 425 for students in the Minor, and will help restrict enrollment in SSDB 275, which is a methods course for the sexuality program. Students should ideally take their methods training in their major program of study, and this course is not a suitable elective course for students outside the program, unless they have specific interest in developing sexuality-specific methods training. Adding “or permission of the Institute” allows students in other programs to take this course if relevant to their degree, and if space is available.

These changes were approved by the Curriculum Committee of the Interdisciplinary Studies in Sexuality program on March 10, 2021, as well as by the Coordinating Committee of the Simone de Beauvoir Institute (the governing body of the SdBI) on March 18, 2021. There are no resource implications for these changes.

Sincerely,

Dr. Kimberley Manning,
Principal, Simone de Beauvoir Institute

PROGRAM CHANGE: Minor in Interdisciplinary Studies in Sexuality

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023 **Implementation**
Month/Year: September 2022

Faculty/School: Arts and Science
Department: Simone De Beauvoir Institute and Women's Studies
Program: Minor in Interdisciplinary Studies in Sexuality
Degree: Minor
Calendar Section/Graduate Page Number: 31.560

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Minor in Interdisciplinary Studies in Sexuality</p> <p>Notes:</p> <ul style="list-style-type: none"> Several of the courses listed in the program requirements below are cross-listed. In cases where cross-listed courses appear, either version of the course may be applied towards the program requirements. Students may not, however, take both versions of a cross-listed course for credit. <p>Degree Requirements</p> <p>Minor in Interdisciplinary Studies in Sexuality (27 credits)</p> <p>9 credits chosen from:</p> <ul style="list-style-type: none"> FFAR 290 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) SOCI 290 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) SSDB 220 Introduction to Theories of Sexuality (3.00) SSDB 270 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) <p>Note: The following courses are cross-listed: FFAR 290 and SOCI 290 and SSDB 270</p> <p>3 credits chosen from:</p>	<p>Minor in Interdisciplinary Studies in Sexuality</p> <p>Notes:</p> <ul style="list-style-type: none"> Several of the courses listed in the program requirements below are cross-listed. In cases where cross-listed courses appear, either version of the course may be applied towards the program requirements. Students may not, however, take both versions of a cross-listed course for credit. <p>Degree Requirements</p> <p>Minor in Interdisciplinary Studies in Sexuality (27 credits)</p> <p>9 credits chosen from:</p> <ul style="list-style-type: none"> FFAR 290 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) SOCI 290 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) SSDB 220 Introduction to Theories of Sexuality (3.00) SSDB 270 HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6.00) <p>Note: The following courses are cross-listed: FFAR 290 and SOCI 290 and SSDB 270</p> <p>3 credits chosen from:</p>

- FASS 392 Queer Theory (3.00)
- SSDB 390 Sexuality Theory in Historical Perspectives (3.00)

15 credits chosen from the following courses, or other appropriate courses approved by the Institute:

- AHSC 312 Sexuality in Human Relations (3.00)
- ANTH 375 Social Construction of Sexualities (3.00)
- BIOL 200 Fundamentals of Human Biology (3.00)
- ENGL 393 Gender and Sexuality in Literary Studies (3.00)
- FASS 293 Sexual Representation in the Arts (3.00)
- FASS 392 Queer Theory (3.00)
- FMST 391 Sexual Representation in Cinema (3.00)
- FMST 392 Queer Cinema I (3.00)
- FMST 393 Queer Cinema II (3.00)
- HIST 346 Sexuality in History (3.00)
- RELI 380 Religion and Sexuality (3.00)
- SOCI 375 Social Construction of Sexualities (3.00)
- SSDB 275 Introduction to Sexuality Research (3.00)
- SSDB 390 Sexuality Theory in Historical Perspectives (3.00)
- SSDB 425 Ethics in Community Engagement (3.00)
- SSDB 492 Seminar in Advanced Topics in Sexuality I (3.00)
- SSDB 493 Seminar in Advanced Topics in Sexuality II (3.00)
- WSDB 383 Lesbian Issues and Realities (3.00)
- WSDB 384 Queer Feminism (3.00)
- WSDB 385 Introduction to Trans Studies (3.00)
- WSDB 386 Framing the Prostitute (3.00)

- FASS 392 Queer Theory (3.00)
- SSDB 390 Sexuality Theory in Historical Perspectives (3.00)

15 credits chosen from the following courses, or other appropriate courses approved by the Institute:

- AHSC 312 Sexuality in Human Relations (3.00)
- ANTH 375 Social Construction of Sexualities (3.00)
- BIOL 200 Fundamentals of Human Biology (3.00)
- ENGL 393 Gender and Sexuality in Literary Studies (3.00)
- FASS 293 Sexual Representation in the Arts (3.00)
- FASS 392 Queer Theory (3.00)
- FMST 391 Sexual Representation in Cinema (3.00)
- FMST 392 Queer Cinema I (3.00)
- FMST 393 Queer Cinema II (3.00)
- HIST 346 Sexuality in History (3.00)
- RELI 380 Religion and Sexuality (3.00)
- SOCI 375 Social Construction of Sexualities (3.00)
- SSDB 275 Introduction to Sexuality Research (3.00)
- SSDB 390 Sexuality Theory in Historical Perspectives (3.00)
- SSDB 425 Ethics in Community Engagement (3.00)
- [SSDB 428 Independent Study \(3.00\)](#)
- SSDB 492 Seminar in Advanced Topics in Sexuality I (3.00)
- SSDB 493 Seminar in Advanced Topics in Sexuality II (3.00)
- WSDB 383 Lesbian Issues and Realities (3.00)
- WSDB 384 Queer Feminism (3.00)
- WSDB 385 Introduction to Trans Studies (3.00)
- WSDB 386 Framing the Prostitute (3.00)

Rationale:

The original version of the course description for SSDB 428 included eligibility for enrollment for students in both the major and minor, however this was not reflected in the calendar credits for the minor. The proposed change adds SSDB 428 to the 15 credits of additional courses students can select from to complete their minor. This change also ensures that while SSDB 428 is part of the core curriculum for the major, students enrolled in the minor can also benefit from the opportunity to pursue Independent Study projects as an option for their degree. This change will have a minor impact on the program director, who will be responsible for ensuring faculty supervisors for SSDB 428: Independent Study have posted the final grade according to deadlines for grade submission each term.

Resource Implications:

None.

COURSE CHANGE: SSDB 275 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Simone De Beauvoir Institute and Women's Studies
Program: Major, Minor in Interdisciplinary Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>SSDB 275 Introduction to Sexuality Research (3.00)</p> <p><i>Description:</i> This course surveys interdisciplinary approaches to research in sexuality within the humanities, arts and social sciences. The course considers different research methodologies in sexuality research, with opportunities to apply multiple methods.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for FASS 291 or INTE 275 may not take this course for credit.</i> 	<p>SSDB 275 Introduction to Sexuality Research (3.00)</p> <p><u>Prerequisite/corequisite: Enrolment in the Major or Minor in Interdisciplinary Studies in Sexuality is required. If prerequisites are not satisfied, permission of the Institute is required.</u></p> <p><i>Description:</i> This course surveys interdisciplinary approaches to research in sexuality within the humanities, arts and social sciences. The course considers different research methodologies in sexuality research, with opportunities to apply multiple methods.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have received credit for FASS 291 or INTE 275 may not take this course for credit.</i>

Rationale:
SSDB 275 is a methods course for the sexuality program. Students should ideally take their methods training in their major program of study, and this course is not a suitable elective course for students outside the program. Adding "or permission of the Institute" allows students in other programs to take this course if relevant to their degree, and if space is available. Students from other programs have tried to take SSDB 275 as an elective course, filling up the waitlists for a course that has high enrolment demand among majors in our program; however, SSDB 220 would be more appropriate course for students in other programs to take, since research methods courses are discipline-specific training and SSDB 220 is an introductory course to the field of sexuality.

Resource Implications:
N/A

Other Programs within which course is listed:

N/A

COURSE CHANGE: SSDB 425 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Simone De Beauvoir Institute and Women's Studies
Program: Major, Minor in Interdisciplinary Studies in Sexuality
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

- | | | | |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>SSDB 425 Ethics in Community Engagement (3.00)</p> <p><i>Prerequisite/corequisite:</i> Students must complete 30 university credits prior to enrolling. Enrolment in the Major in Interdisciplinary Studies in Sexuality is required.</p> <p><i>Description:</i> This course examines the ethics, practices, and processes of working within and alongside of communities. Examining both theoretical and practical texts, case studies, and site-visits in the area of feminism and sexuality, the course prepares students to enter into the Practicum experience.</p> <p><i>Component(s):</i> Seminar.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under SSDB 493 may not take this course for credit. 	<p>SSDB 425 Ethics in Community Engagement (3.00)</p> <p><i>Prerequisite/corequisite:</i> Students must complete 30 university credits prior to enrolling. Enrolment in the Major <u>or Minor</u> in Interdisciplinary Studies in Sexuality is required. <u>If prerequisites are not satisfied, permission of the Institute is required.</u></p> <p><i>Description:</i> This course examines the ethics, practices, and processes of working within and alongside of communities. Examining both theoretical and practical texts, case studies, and site-visits in the area of feminism and sexuality, the course prepares students to enter into the Practicum experience.</p> <p><i>Component(s):</i> Seminar.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> Students who have received credit for this topic under SSDB 493 may not take this course for credit.
<p>Rationale: Updating the prerequisites to match the course inclusion in the credits for the minor. Addition of “or permission of the Institute” will allow for exceptional enrollment of students outside the program as an elective course.</p>	
<p>Resource Implications: N/A</p>	
<p>Other Programs within which course is listed: N/A</p>	



INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: January 29, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Theological Studies (THEO-25)

The following proposal was presented under ASFC-2021-1M-B and approved at the Arts and Science Faculty Council meeting of January 29, 2021. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.



INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: December 21, 2020

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Theological Studies
THEO-25
Course description changes for THEO 204, 351, 353, 402

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Theological Studies** proposes course description changes to some of its ethics courses. These include THEO 204 *Introduction to Christian Ethics*, THEO 351 *Applied Ethical Issues*, THEO 353 *Theology and Bioethics*, and THEO 402 *Pastoral Care*. Revising these course descriptions more accurately reflect the material that is taught in class.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Reference documents:
FCC 2020.5_THEO-25

Department of Theological Studies

THEO-25

Memo from Chair

Course description change

THEO 204 *Introduction to Christian Ethics*

THEO 351 *Applied Ethical Issues*

THEO 353 *Theology and Bioethics*

THEO 402 *Pastoral Care*

INTERNAL MEMORANDUM

TO: Dr. Richard Courtemanche, Associate Dean Academic Programs

FROM: Dr. Marie-France Dion, Chair, Department of Theological Studies

DATE: November 30, 2020

SUBJECT: Undergraduate Calendar Curriculum changes

Faculty members of the Department of Theological Studies met on November 23, 2020, to vote on the changes proposed by the Department's Curriculum committee for the courses in the area of ethics. The changes were unanimously approved.

The modifications proposed are meant to clarify the subject matter and provides more accurate description of what is being taught in these courses.

The current changes apply to one of the six areas of specialization in Theological Studies. The DCC is at present going through all its courses to update descriptions as deemed necessary.

Thank-you for your consideration and please do not hesitate to contact me if further information or clarifications are required.

Sincerely,



Marie-France Dion
Chair, Department of Theological Studies

COURSE CHANGE: THEO 204 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours, Major, Minor in Theological Studies; Certificate in Pastoral Care
Degree: BA, Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 204 Introduction to Christian Ethics (3.00)</p> <p><i>Description:</i> This course is an introduction to the field of ethics in the context of Christian faith. Christian ethics is presented as an active quest towards understanding and guiding Christian moral living. There is a brief presentation of the historical background to Christian ethics, an exploration of the points of convergence with other religious traditions, as well as the interrelationship between morality and freedom. The course will include a reflection on the problem of evil as a diminishment of persons and societies as well as a section on moral development and moral maturity.</p> <p><i>Component(s):</i> Lecture.</p>	<p>THEO 204 Introduction to Christian Ethics (3.00)</p> <p><i>Description:</i> This course is an introduction to the field of ethics in the context of Christian faith. Christian ethics is presented as an active quest towards understanding and guiding Christian moral living. There <u>are four parts to this course: 1) a brief exploration of the historical background; 2) key insights on moral knowing, moral persons and the social dimension of moral life; 3) a consideration of</u> the problem of evil <u>and the response of Christian faith; and 4) an exploration of how</u> moral development <u>shapes</u> and <u>informs one's relationship with and understanding of God.</u></p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The modified description accurately reflects how the course is taught.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: THEO 204 is a Humanities Complementary Studies course for Engineering and Computer Science Students (section 71.110).</p>	

COURSE CHANGE: THEO 351 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours, Major in Theological Studies; Certificate in Pastoral Care
Degree: BA, Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 351 Applied Ethical Issues (3.00)</p> <p><i>Description:</i> This course provides students with a method for ethical deliberation and explores ethical issues challenging contemporary society such as euthanasia, health care, the economy, and scientific and technological advances.</p> <p><i>Component(s):</i> Lecture.</p>	<p>THEO 351 Applied Ethical Issues (3.00)</p> <p><i>Description:</i> This course <u>examines various ethical theories and their application to concrete</u> issues challenging contemporary society. <u>These may include issues in</u> health care, the economy, and scientific and technological advances.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The modified course description makes clear that the course focuses on ethical theories applied to concrete ethical issues reflecting more accurately how the course is taught.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: THEO 353 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours, Major in Theological Studies; Certificate in Pastoral Care
Degree: BA, Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 353 Theology and Bioethics (3.00)</p> <p><i>Description:</i> This course presents major frameworks for examining issues in bioethics and explores case studies to familiarize students with ethical issues in the biomedical context. Ethical issues in health care and research involving human subjects in light of a theological perspective on life, death and moral existence are explored.</p> <p><i>Component(s):</i> Lecture.</p>	<p>THEO 353 Theology and Bioethics (3.00)</p> <p><i>Description:</i> This course presents major frameworks for ethical deliberation and the basic ethical concepts operative in bioethics. Providing students with an opportunity to identify, articulate, and analyze ethical issues arising in the bioethical context, it explores theological reflections on concrete bioethics issues, including beginning and end of life issues, ecosystems and health, in particular determinants of Indigenous health and genetic technology.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The modified description accurately describes how the course is taught. An outline of course content covered in lessons nine and ten of this course is included as a support document.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **THEO-25** VERSION: 4

COURSE CHANGE: THEO 402 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Certificate in Pastoral Care
Degree: Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 402 Pastoral Care (3.00)</p> <p><i>Prerequisite:</i> All 400-level Theology courses have as their prerequisite an appropriate 300-level Theology course, or its equivalent, with permission of the Department.</p> <p><i>Description:</i> This course introduces students to the history and theology of pastoral care. Particular attention is given to theological sources and spiritual resources available to the minister in a variety of pastoral settings.</p> <p><i>Component(s):</i> Lecture.</p>	<p>THEO 402 Pastoral Care (3.00)</p> <p><i>Prerequisite:</i> All 400-level Theology courses have as their prerequisite an appropriate 300-level Theology course, or its equivalent, with permission of the Department.</p> <p><i>Description:</i> This course introduces students to the theology <u>and practice</u> of pastoral care <u>giving. It explores how biblical foundations and social context shape this ministry. Students are invited to learn from practitioners about the particular skills, ethical virtues, and spiritual sensitivity required for the exercise of pastoral care.</u></p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The modified description more accurately reflects how the course is taught and makes explicit the practical aspect of the course.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

THEO 353: Theology and Bioethics

(Information regarding Indigenous components of Lesson Nine and the Outline of Lesson Ten related to what is titled, “Determinants of Indigenous Peoples’ Health in Canada.”)

Lesson Nine: Sustainability, Human health, and Well-being

Objectives:

In this lesson, we will explore

- Different types of relationships to nature
- The key insights of Chapter 17
- Two responses to the ecological crisis
- Third level contribution sustainability, human health and well-being

9.3 Two Responses to the Ecological Crisis

9.3.1 In Praise of Creation

9.3.2 Indigenous Ethics and the Land

In the next lesson, we will be exploring determinants of Indigenous people’s health in Canada. However, I want to say something here about Indigenous spirituality and the land because, like Pope Frances’ encyclical, it sheds light on our relationship to nature. We saw earlier the different approaches to nature. Indigenous peoples have a core connection to the land and to all non-human beings. Their footprints on the earth are such that the decisions they make today are sustainable for seven generations to come. They are attentive to a wider horizon and the impact their actions will have on future generations. Here are three quotes that express this well.

*In North America, many indigenous traditions tell us that reality is more than just facts and figures collected so that humankind might widely use resources. Rather, to know “it”—reality—requires respect for the relationships and relatives that constitute the complex web of life. I call this indigenous realism, and it entails that we, members of humankind, accept our inalienable responsibilities as members of the planet’s complex life system, as well as our inalienable rights. (Daniel Wildcat. *Red Alert! Saving the Planet with Indigenous Knowledge*. Golden, CO, USA: Fulcrum, 2009, xi.)*

*Within Māori ontological and cosmological paradigms, it is impossible to conceive of the present and the future as separate and distinct from the past, for the past is constitutive of the present and, as such, is inherently reconstituted within the future. (Makere Stewart-Harawira. *The New Imperial Order: Indigenous Responses to Globalization*. London, UK: Zed Books, 2005, 42.)*

Inuit culture is based on the ice, the snow and the cold.... It is the speed and intensity in which change has occurred and continues to occur that is a big factor why we are having trouble with adapting to certain situations. Climate change is yet another rapid assault on our way of life. It cannot be separated from the first waves of changes and assaults at the very core of the human spirit that have come our way. Just as we are recognizing and understanding the first waves of change ... our environment and climate now gets threatened. (Sheila Watt-Cloutier, interviewed by the Ottawa Citizen - Peter Robb. Q and A: Sheila Watt-Cloutier Seeks Some Cold Comfort. Ottawa Citizen, 2015.)

The “first waves of changes and assaults” refer to the European settlers coming to Canada (and other countries in North American, Central American, and South America). The key assault was colonization. There is a direct correlation between the ecological crisis and the European approach to the land and nature. We explored it above in the understanding of nature as plastic. We saw with that approach a profound disconnect between human beings and nature. However, the disconnection is an illusion evidenced by the destruction human beings have brought to nature. Indigenous peoples have always understood their deep connection to nature. They do not see themselves above nature, but rather, just as much a part of nature as any other being.

Different forms of colonialism disrupted the relationship Indigenous peoples have with nature. For example, “environmental destruction, land dispossession or forced relocation, have ended Indigenous peoples’ local relationships to thousands of plants, animals, insects and entire ecosystems.” (Whyte, K.P. “Indigenous Science (Fiction) for the Anthropocene: Ancestral Dystopias and Fantasies of the Climate Change Crisis,” 2018. At <https://michiganstate.academia.edu/KyleWhyte>: Pgs. 1-19.) The integral relationship of Indigenous peoples with ecosystems was disrupted by colonialism but their living memories and ‘felt knowledges’ remain.

Indigenous people live and operate on a consistent basis from the third level of the good. Their decision-making and actions regularly taking into consideration both past generations and future generations. “How would my ancestors and future generations interpret the situations we find ourselves in today?” (Whyte, “Indigenous Science”) It is routine for Indigenous peoples to reflect on the past and into the future to inform decisions and actions that they make in the present. This points to an interconnection not only with the land and all human and non-human beings but also with those that have gone before us and who will come after. I suggest this way of being and acting in the world would fit well with Pope Francis’ integral ecology.

9.4 An Ethics of Responsibility and the Spiritual Nature of all Existence

From a theological perspective, and following both Pope Francis and Indigenous ethics, recognizing the spiritual nature of all of existence is crucial in reflecting on our responsibility in face of the ecological crisis. Responsibility takes on a new meaning in light of the global impact our actions are having both now, in the present and on the future. Responsibility is more than something we ‘take on’ in our relationship with others. Rather, our human condition is such that we are defined “first” by our responsibility to others and to history.

An ethics of responsibility considers the future. In the past, ethics seemed more concerned with accountability, with being accountable for our actions. Now, ethics is broader than accountability, it is responsibility. Whereas accountability refers to what we have done in the past, responsibility orients us to pay attention to our present actions and their impact on the future.

The main concern of ethics throughout history was our relation to others. Science and technology raise issues we were not concerned with in the past, that is, survival of human and non-human species and survival of the planet. So, through an ethics of responsibility, we have enlarged our understanding of what we must consider when we think of ethics.

Finally, there is a deep resonance between Pope Francis’ encyclical (*Laudato Si’*: On Care for Our Common Home) and Indigenous spirituality. A Lakota phrase commonly used among Indigenous peoples is “all my relations.” It is a ritual formula that is often recited in Indigenous prayers of gratitude. The words are a powerful reminder that human beings are related to everything, we are interconnected with all existence. It is a connection that is both physical and spiritual. It refers to “good and proper relations with the all-inclusive life of the Great Spirit/Creator,” with other-than-human-life as well as with all human peoples. (George Tinker. “For All My Relations: Justice, Peace, and the Integrity of Christmas Trees” in *Sojourners*, January 1991.)

In addition, “all my relations” recognize the interconnection between the past, the present and the future.

Pope Francis’ urgent call to protect our common home and for “a new dialogue about how we are shaping the future of our planet,” (para. 14) requires a commitment to consistently reflect on the third level of the good in our decisions and actions. The Indigenous peoples of this world, who have suffered more than most the ravages of colonization that considers nature as plastic and so malleable to human desire, are sources of wisdom who must be included in the new dialogue. They recognize the deep spiritual and physical connection of all beings. As Kathleen Absolon asserts, their knowledge “has a capacity to heal ourselves, our families, our communities, nations and the earth. Indigenous wholistic theory is a theory for balance, harmony, and [the good life]. (“Indigenous Wholistic Theory: A Knowledge Set for Practice,” in *First Peoples Child and Family Review*, Vol. 5, No. 2, 2010, 74-87.)

Lesson Ten: Determinants of Indigenous Peoples' Health in Canada

Objectives:

In this lesson, we will come to understand:

- Indigenous ways of knowing and how this impacts Indigenous relations to the earth, human and non-human animals and all beings that exist;
- How detrimental actions by European colonizers impacted Indigenous peoples in Canada;
- How the impact of European settlers continues to play out as determinants in Indigenous peoples' health;
- How we can reflect on this from an ethical and theological perspective

Required Reading:

Charlotte Reading. "Structural Determinants of Aboriginal People's Health," in *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social*. Edited by Margo Greenwood, Sarah de Leeuw, Nicole Marie Lindsay, and Charlotte Reading. Toronto: Canadian Scholar's Press, 2015, pp. 3-15.

Suggested Reading:

Janet Smylie and Michelle Firestone. "The Health of Indigenous Peoples," in *Social Determinants of Health: Canadian Perspectives*, 3rd edition. Edited by D. Raphael. Toronto: Canadian Scholars' Press, 2016, pp. 434-469.

Introduction

Acknowledgement

I acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation (Mohawk People) is recognized as the custodians of the lands and waters we now call Montreal. Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

In this lesson, we will briefly explore some of the determinants of Indigenous peoples' health in Canada. As with all the themes we explore, coming to understand the whole complexity and nuance of this topic is more than we can do given the limits of the course. However, we can at least gain some knowledge of the challenges Indigenous people in Canada face in their effort to restore their communities and individuals to health. To understand these challenges, we first need to understand something about the Indigenous way of being, knowing, and acting in the world. The first part of this lesson will explore this and point out comparisons between Indigenous and nonindigenous peoples.

[important to Note: To speak of “Indigenous” and “nonindigenous” ways of knowing, being and acting risks the oversimplification of the immense diversity within Canada of both groups. However, it is possible to indicate some basic, general worldviews for both groups that will help in our effort to explore some key determinants of Indigenous peoples’ health in Canada.]

In the second part of the lesson, we will consider the relationship between the European colonizers and the Indigenous peoples of Canada and its impact on Indigenous peoples’ health.

In the third and last part of the Lesson, against the backdrop of part one and two, we will identify some of the key determinates affecting Indigenous peoples’ health in Canada. We will follow that with an ethical and theological reflection.

Outline of Topics Covered

10.1 Indigenous Ways of Knowing

10.1.1 Terminology (for clarification’s sake)

10.1.2 Indigenous Ways of Knowing

10.1.2.1 The Land

10.1.2.2 Indigenous Cultures

10.1.2.3 Indigenous Spirituality

10.2 Contact and Disruption

10.2.1 First Years of Contact

10.2.2 European Domination

10.2.3 Residential School System

10.3 Determinates Affecting Indigenous Peoples’ Health in Canada.

Reading uses the image of a tree (branches, trunk, and roots) to explain the differences between the three levels of determinants. [Listen to this short presentation by Charlotte Reading (Loppie) on her theory: <https://vimeo.com/196659680>]

10.3.1 Three Levels of Determinants

10.3.2 Social Determinants from an Indigenous-Specific and Decolonizing Perspective

10.3.3 Beyond the Social

10.4 Ethical and Theological Reflections

10.4.1 Three levels of the good

10.4.2 Truth and Reconciliation Report

10.4.2.1 Background

10.4.2.2 Seven “Calls to Action” Related to Indigenous Health

[Source: These 7, along with the other 87 “calls to action,” can be found here:
[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls%20to%20Action%20English2.pdf)]

10.4.3 Indigenous Spirituality and Christian Spirituality: A theological reflection

Lesson Highlight: Interview with **Kathleen Absolon** (or Minogiizhigokwe), PhD, Associate Professor and Director, Centre for Indigegogy, Indigenous Field of Studies, Faculty of Social Work, Wilfrid Laurier University and **Hilton King** (or Wahmahtig), MSW, Teaches Indigenous Peoples and Social Work, School of Social Work, Wilfrid Laurier University.

Main Works Drawn on for Lesson Ten

Kathleen Absolon. *Kaandossiwin: How We Come to Know*. Halifax, Winnipeg: Fernwood Publishing, 2011.

Jo-ann Archibald (Q’um Q’um Xiiem). *Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit*. Vancouver: University of British Columbia Press, 2008.

First Nations Information Governance Centre, 2012; Health Council of Canada, 2005

Margaret Kovach. “Emerging from the margins: Indigenous methodologies.” In L. Brown and S. Strega (eds.) *Research as resistance*. Toronto: Canadian Scholars Press, 2005, 19-36.

A. Poonwassie and A. Charter. An Aboriginal Worldview of Helping: Empowering Approaches. *Canadian Journal of Counselling and Psychotherapy*, [S.I.], v. 35, n. 1, Jan. 2007.

Charlotte Reading. “Structural Determinants of Aboriginal People’s Health, in *Determinants of Indigenous Peoples’ Health in Canada: Beyond the Social*. Edited by Margo Greenwood,

Sarah de Leeuw, Nicole Marie Lindsay, and Charlotte Reading. Toronto: Canadian Scholar's Press, 2015, pp. 3-15.

Janet Smylie and Michelle Firestone. "The Health of Indigenous Peoples," in *Social Determinants of Health: Canadian Perspectives*, 3rd edition. Edited by D. Raphael. Toronto: Canadian Scholars' Press, 2016, pp. 434-469.

George Tinker. "The Full Circle of Liberation: An American Indian Theology of Place". *Ecotheology: Voices from the South and the North*, edited by David G. Hallman. Orbis Books, 1994, 218-25.

Truth and Reconciliation Commission of Canada. *The Final Report*. 2015.

Shawn Wilson *Research Is Ceremony: Indigenous Research Methods*. Winnipeg: Fernwood Publishing, 2008.

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Office of the Provost and Vice-President, Academic Affairs
Chair, Academic Programs Committee

FROM: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

CC: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 21, 2021 (revised)
January 29, 2021

SUBJECT: Undergraduate Calendar Curriculum Changes
Department of Theological Studies (THEO-26)

The following proposal was presented under ASFC-2021-1M-C and approved at the Arts and Science Faculty Council meeting of January 29, 2021. Further to consultation with the Chair of Theological Studies, the Associate Dean, Academic Programs, and the Vice-Provost, Innovation in Teaching and Learning, changes have been made to this dossier. We request that this proposal be reviewed at the next meeting of the Academic Programs Committee.

Thank you for your consideration of this proposal for which there are no additional resource implications.

INTERNAL MEMORANDUM

TO: Dr. Pascale Sicotte, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

FROM: Dr. Richard Courtemanche, Associate Dean, Academic Programs
Faculty of Arts and Science

DATE: April 21, 2021 (revised)
January 14, 2021

SUBJECT: 2022-23 Undergraduate Calendar Curriculum Changes
Department of Theological Studies
THEO-26
THEO 205 description change; new courses THEO 232, 321; THEO 303
deleted

The Faculty Curriculum Committee has reviewed and approved the following proposal and requests that it be considered at the next Arts and Science Faculty Council.

The **Department of Theological Studies** is proposing that two slot courses be made into permanent course offerings. THEO 232 *The Bible in US Politics* and THEO 321 *Reform and Heresy in the Middle Ages*. Both courses demonstrated positive enrollment statistics and offer contemporary topics to the program.

The department is also modifying the course description under THEO 205 *Introduction to Christian Spirituality*, to allow for better flexibility in how the course is taught.

Finally, the department is also recommending the removal of THEO 303 *Themes in the Hebrew Bible*. Since this course was last given, there have been more recent courses added into the Old Testament subject matter, and this course is no longer needed.

Thank you for your consideration of this proposal for which there are no additional resource implications.

Department of Theological Studies

THEO-26

Memo from Chair

Course description change

THEO 205 *Introduction to Christian Spirituality*

New course

THEO 232 *The Bible in US Politics*

THEO 321 *Reform and Heresy in the Middle Ages*

Course deletion

THEO 303 *Themes in the Hebrew Bible*

INTERNAL MEMORANDUM

TO: Dr. Richard Courtemanche, Associate Dean Academic Programs

FROM: Dr. Marie-France Dion, Chair, Department of Theological Studies

DATE: December 14, 2020

REVISED DATE: March 30, 2021

SUBJECT: Undergraduate Calendar Curriculum changes

Faculty members of the Department of Theological Studies met on December 14, 2020, to vote on the changes proposed by the Department's Curriculum committee.

Changes proposed, provide a more solid foundation in Theological Studies. The content of THEO 205 – Introduction to Christian Spirituality was modified to allow flexibility in course teachings.

Also we are proposing two new courses, THEO 232 – The Bible in US Politics and THEO 321 –Reform and Heresy in the Middle Ages, previously offered as special topics courses (slot courses), be added to the calendar in Theological Studies. These two courses will be elective courses. They reflect the specialties and interests of faculty members and attract students preparing for the MA who wish to work in these areas of study. Finally, an obsolete course, THEO 303 – Themes in the Hebrew Bible, was removed from the calendar. The changes and new course propositions were unanimously approved.

Thank you for your consideration and please do not hesitate to contact me if further information or clarifications are required.

Sincerely,



Marie-France Dion
Chair, Department of Theological Studies

COURSE CHANGE: THEO 205 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours and Major in Theological Studies, Certificate in Pastoral Care
Degree: BA, Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 205 Introduction to Christian Spirituality (3.00)</p> <p><i>Description:</i> The characteristics of Christian spirituality, its roots in scripture, the balance between contemplation and action, its communal dimension, its attitude to the world, are analyzed through the study of a selection of men and women whose lives exemplify various aspects of Christian spirituality over the past two thousand years. The course examines notions of transcendence and immanence, individuality and collectivity, nature and the divine.</p> <p><i>Component(s):</i> Lecture.</p>	<p>THEO 205 Introduction to Christian Spirituality (3.00)</p> <p><i>Description:</i> <u>This course involves the analysis of characteristics of</u> Christian spirituality, its roots in scripture, the balance between contemplation and action, its communal dimension, <u>and</u> its attitude to the world.</p> <p><i>Component(s):</i> Lecture.</p>
<p>Rationale: The course description has been modified to allow for flexibility in how the course is taught.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: THEO 232 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023 **Implementation**
Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program:
Degree:
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 232 The Bible in US Politics (3.00)</p> <p><i>Description:</i> This course focuses on the use of the Bible in US politics (immigration, abortion, LGBTQ2+ rights, climate change, creationism, and other topics) through the study of the history of Christian conservatism in the United States. Biblical interpretation is examined in the context of the Christian Right and dominionist currents such as Christian Reconstructionism and the New Apostolic Reformation.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have taken this course under a THEO 298 number may not take this course for credit.</i>

Rationale:
 This course has been offered twice as a special topics/slot course under the course number THEO 298. Fall 2019: 43/45; Fall 2020: 95/105

Resource Implications:
 None

Other Programs within which course is listed:
 None

COURSE CHANGE: THEO 303 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023 Implementation
Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours and Major in Theological Studies
Degree: BA
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>THEO 303 Themes in the Hebrew Bible (3.00)</p> <p><i>Description: This course studies in depth the roots and developments of particular biblical traditions. It focuses on the history of different interpretations of such specific biblical themes as divine election, covenants, promises, worship, and sacrifices.</i></p> <p><i>Component(s): Lecture.</i></p>	
<p>Rationale: This course was added in the calendar at a time when there was only one Hebrew Bible course offered in the department. Since there are now three offerings in the area of Old Testament Studies, this course is not being offered anymore.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: THEO 321 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Arts and Science
Department: Theological Studies
Program: Honours and Major in Theological Studies, Certificate in Pastoral Care
Degree: BA, Certificate
Calendar Section/Graduate Page Number: 31.330

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 20xx/20xx) calendar	Proposed Text
	<p>THEO 321 Reform and Heresy in the Middle Ages (3.00)</p> <p><i>Description:</i> This course examines the double movement of reform and heresy in the Middle Ages. It focuses on the most significant movements of reform and dissent of this period, such as the Gregorian reform, the so-called heresies of the Year Thousand, the Waldenses, the Franciscans and the Dominicans, the Cathars, the Rhineland mystics, the Lollards, and the Hussites.</p> <p><i>Component(s):</i> Lecture.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>Students who have taken this course under a THEO 298 number may not take this course for credit.</i>

Rationale:
 This course is a logical and chronological addition to the department's History electives. It is placed between History of Medieval Christianity (THEO 320) and History of Reformation and Modernity (THEO 322). For this reason, it attracts students specializing in the area of medieval history. It was offered previously as a slot course under the number THEO 298 in 2019. Although the course was offered as THEO 298, the Department feels it would be better suited as a 300-level course and fit in program as an elective. Enrolment Fall 2020: 37/40.

Resource Implications:
 None

Other Programs within which course is listed:
 None



THE BIBLE IN U.S. POLITICS FALL 2020

This course will examine how the Bible is used in U.S. politics (immigration, abortion, LGBTQ2+ rights, climate change, creationism, etc.), through the study of the history of Christian conservatism in the United States. Biblical interpretation will be examined in the context of the Christian Right and dominionist currents such as Christian Reconstructionism and the New Apostolic Reformation.

OBJECTIVES

- Learn about the interpretation of the Bible in political debate
- Understand the history of 20th century Christian conservatism in the U.S.
- Examine the beliefs and practices of politically mobilized Christians in America

REQUIRED READINGS

FLANNERY, F., and R. A. WERLINE (eds), *The Bible in Political Debate*. New York: T & T Clark, 2016. (Available online at the Concordia Library website)

* Other required readings will be provided by the professor on Moodle

IMPORTANT DATES

Monday, Sept. 21, 2020: DNE - full tuition refund and last day to change course or register

Monday, Oct. 12, 2020: Thanksgiving Day – University closed

Monday, Nov. 9, 2020: DISC – last day for academic withdrawal

COURSE SCHEDULE

- Week 1: Presentation of the Syllabus (During Zoom session Sept. 10)
 The Bible in America
 Zoom: Sept. 10; 2:45-3:45pm (link will be emailed)
 Videos: Week 1, parts 1-3 (links on Moodle)
 Readings: Flannery & Werline, 127-140; Wood
- Week 2: ***Early American Revivalists***
 Zoom: Sept. 17, from 2:45-3:45pm (link will be emailed)
 Videos: Week 2, parts 1-3 (links on Moodle)
 Readings: Flannery & Werline, 141-153; CT portraits of Wesley, Whitefield, Edwards, Finney; Glossary of Terms; Fundamentalism Timeline; Fundamentalism Internet

- Week 3: ***The Fundamentalist-Modernist Controversy***
Zoom: Sept. 24, from 2:45-3:45pm (link will be emailed)
Videos: Week 3, parts 1-3 (links on Moodle)
Readings: Flannery & Werline, 113-124, 169-181
Moodle Quiz #1: Based on videos and readings of weeks 1-3
- Week 4: ***Billy Graham and the New Evangelicals***
Zoom: Oct. 1, from 2:45-3:45pm (link will be emailed)
Videos: Week 4, parts 1-3 (links on Moodle)
Readings: Dayton; Sweeney; Wacker
- Week 5: ***Christian Reconstructionism: Building Society on the Bible***
Zoom: Oct. 8, from 2:45-3:45pm (link will be emailed)
Videos: Week 5, parts 1-3 (links on Moodle)
Readings: Flannery & Werline, 19-31, 101-112; Gabbert
Moodle Quiz #2: Based on videos and readings of weeks 4-5
- Week 6: ***The Politics of the End Times***
Zoom: Oct. 15, from 2:45-3:45pm (link will be emailed)
Videos: Week 6, parts 1-3 (links on Moodle)
Readings: Grimes; Weber; Gentry
***Submit paper #1**
- Week 7: ***The Moral Majority***
Zoom: Oct. 22, from 2:45-3:45pm (link will be emailed)
Videos: Week 7, parts 1-3 (links on Moodle)
Readings: Flannery & Werline, 47-59, 87-99; Day-Lower
Moodle Quiz #3: Based on videos and readings of weeks 6-7
- Week 8: ***The Third Wave of the Spirit***
Zoom: Oct. 29, from 2:45-3:45pm (link will be emailed)
Videos: Week 8, parts 1-3 (links on Moodle)
Readings: Bartos; Bialecki
- Week 9: ***Conquering for Jesus: The Politics of Spiritual Warfare***
Zoom: Nov. 5, from 2:45-3:45pm (link will be emailed)
Videos: Week 9, parts 1-3 (links on Moodle)
Readings: Marshall; Connolly
Moodle Quiz #4: Based on videos and readings of weeks 8-9
- Week 10: ***Charismatic Dominionism: The New Apostolic Reformation***
Zoom: Nov. 12, from 2:45-3:45pm (link will be emailed)
Videos: Week 10, parts 1-3 (links on Moodle)
Readings: Resane; Salinas
***Submit paper #2**

- Week 11: ***The American Christian Right in the Trump Era***
Zoom: Nov. 19, from 2:45-3:45pm (link will be emailed)
Videos: Week 11, parts 1-3 (links on Moodle)
Readings: Flannery & Werline, 33-46, 61-73; Gorski
- Week 12: ***Spiritually Battling the Plague: The Fight for Religious Liberty***
Zoom: Nov. 26, from 2:45-3:45pm (link will be emailed)
Videos: Week 12, parts 1-2 (links on Moodle)
Readings: Gagné (2x); Concannon
Moodle Quiz #5: Based on videos and readings of weeks 10-12
- Week 13: **Work on Take-Home Exam (due: Dec. 10)**

EVALUATION

- 5 Moodle Quizzes (**50%**) based on video lectures and readings (see course schedule)
- Two 5-page papers from Flannery and Werline (**15% x 2 = 30%**): **Oct. 15 (Week 6) and Nov. 12 (Week 10)**
- Final Take-Home Exam (**20%**) due on **Dec. 10** (before midnight) – **2% loss per day late**

GRADING SCALE

Department of Theological Studies Official Grading Grid	
Letter Grade	Percentage Equivalency
A+	95.0-100
A	90.0-94.9
A-	86.0-89.9
B+	82.0-85.9
B	78.0-81.9
B-	74.0-77.9
C+	70.0-73.6
C	66.0-69.6
C-	62.0-65.6
D+	58.0-61.9
D	54.0-57.9
D-	50.0-53.9
F	0-49.9

As adopted at the February 17th, 2020 Department Meeting.

Concordia University
Department of Theological Studies
D Annex Office K-301-2

Prof. Jean-Michel Roessli
Tel.: (514) 848-2424, ext. 2526
E-mail: jean-michel.roessli@concordia.ca

THEO 298R/2
REFORM AND HERESY IN THE MIDDLE AGES
FALL 2019
TUESDAYS 6:00-8:15pm
Location: H-562
Office hours: Tuesdays 4:45-5:45pm

Description

From the 8th-9th centuries onwards, Christianity went through deep movements of reform in both monastic and ecclesiastical life and organization. The big changes that occurred in the socio-economic and political-cultural situation around the year 1000 had a strong and ongoing impact on the religious expectations of the faithful. Some decided to initiate or found new religious movements and orders to address the challenges of the time (Franciscans, Dominicans, etc.), while others contested the authority and the teaching of the Church (Waldenses, Cathars, etc.). Concomitantly with the monastic and ecclesiastic reforms of the Church, religious dissent or heresy began to rise in the medieval society, giving birth to what became quickly identified as a threat to the Church. This course will study this double movement of reform and heresy and focus on the most famous dissents of the Middle Ages, such as the so-called heresies of the Year Thousand, the Waldenses, the Cathars, the Rhineland mystics, the Lollards, and the Hussites. (3 cr.)

Objectives

The goals of this course include the following:

- demonstrate a detailed knowledge of heresy and dissent in the middle ages and an understanding of the historical context and historiography of the subject
- analyse key themes and issues, such as the causes of heresy, in the light of these contexts
- identify strengths, weaknesses, problems, and/or particularities of alternative historical / historiographical interpretations, such as the involvement of women in heresy
- compare the relative merits and demerits of alternative views and interpretations and evaluate their significance
- demonstrate an understanding of some of the primary sources and an appreciation of how historians have approached them.

Textbook

Walter L. Wakefield & Austin P. Evans, *Heresies of the High Middle Ages*, New York, 1991, will be our main textbook for this course. **It is available on Moodle, together with other readings** that will be posted on Moodle at least one week before the class for which they are assigned (**see General Course Outline and Class Schedule**).

Courtesy Policy

Here are a few simple rules that will help this class work well:

- Arriving to class on time.
- Silence your cell phone for the duration of the class.
- Laptop and smartphones are permitted to take notes and access Moodle, but not to surf on the Internet or chat with friends.

Emails Policy

Be advised that I will not answer emails in the evenings or on weekends. I will also not rehash lecture material. Therefore, students who miss classes must arrange with another student to get the information or to catch up with the course material.

Course Grade

Component	% of Final Grade	Due date
Attendance and participation	15	Weekly
Analytical Essay on Primary Sources	3 x 10	Oct 1 and 22, Nov 19
Topic of the final paper	5	Oct 15
Summary of an academic event	10	Nov 5
Paper outline and annotated bibliography	10	Nov 12
Final Paper	30	Nov 26

Important: Penalty for delay in submission: **10 % per day, weekends included.**

Attendance, participation, and readings (15 %)

Students are expected to be present in body and mind (as well as in spirit!) in all classes unless they present a reasonable excuse for absence. Students are expected to complete the assigned readings before each class. There will be weekly in-class case studies to give students the opportunity to engage with examples as well as time given for questions and discussion. **5 %** of the grade will be given to participation in class discussion. Furthermore, there will be **10** short written pop quizzes **starting after the DNE, 1 % each**, raised either in the beginning or in the end of class throughout the term and aimed to check students' attendance and reading, as well as students' attention to the professor's teaching (**10 %** in total).

Three Critical Analysis Essays on Primary Sources (30 % [3 x 10 %])

Students will reflect on **three (3) primary sources** covered in this class. **Links to primary sources are available both in the tentative course outline below and on Moodle. Tips for writing a critical analytical essay are provided on the top of the Moodle page for this class.**

Each analytical essay will be approximately **500 words**.

Questions you may consider:

What are the key points of the text?

How does the text relate to other readings and/or lectures?

What are your views concerning the ideas presented? (Provide an argued answer)

Was there anything you found difficult to understand in the primary source?

Method of evaluation of these assignments: 30 % of the grade of each essay is dedicated to the written expression (which would include spelling, punctuation, grammar, sentence structure) and 70 % to the content. So be sure to proofread your work!

Both electronic and hard copies of these assignments are due on Oct 1, 22, and Nov 19, 2018. Electronic copies must be uploaded on Moodle before the beginning of the class, as well as hard copies must be handed in at the beginning of the class.

- 1) First essay is due on Oct 1 and must be on the following excerpts from Isidore de Seville, *Etymologies*: Book VII:14:4-5 (p. 172); Book VIII:3 (p. 174); Book VIII.5:31 (p. 176), available on Moodle.

- 2) Second essay is due on Oct 22 and must be on the two excerpts about the Heresy of Orléans (1022) available in Wakefield & Evans, n° 3, p. 74-81.
- 3) Third essay is due on Nov 19 and must be either on the *Letter of Eberwin of Steinfeld* available in Wakefield & Evans, n° 15 A, p. 127-132 or on *The Heresy of the Cathars in Lombardy*, ca. 1150-1200, written ca. 1200-1214, available in Wakefield & Evans, n° 23, p. 160-167.

Final Paper (30 %)

The **final project** for this course will be a **3000 word paper (approximately 10 pages)**, written on a computer, that deals with a topic of your choice. Over the course of the semester, smaller assignments will introduce the analytical tools you need to succeed with your paper. **Both electronic and hard copies of the final paper are due on Nov 26, 2019. Electronic copies must be uploaded on Moodle before the beginning of the class, as well as hard copies must be handed in to the instructor at the beginning of the class.**

Structure of the paper (approximately 10 pages)

Introduction: presentation of the text, theme or author; reasons of your choice (1 p.)

Development: critical analysis of the text, theme or sources of information about the author (6-7 p.)

Conclusion: final remarks and synthesis (1 p.)

Bibliography: use at least six sources (books, chapters of book, articles) (1 p.)

This essay will be evaluated according to the following criteria:

- General presentation and clarity of the essay (introduction, argumentation, conclusion, bibliography, footnotes);
- Clarity and quality in writing, number of pages required, etc.;
- Relevant use of the bibliographical references.

For additional advice on how to write an academic paper, see also *Tips and Pointers for paper* posted on Moodle.

“Paper Prep” Assignments

There are **two preparatory assignments** due throughout the semester that will lead up to the final paper. **Each of these assignments is mandatory.** These assignments are intended to help you build a successful paper and receive feedback and guidance at several key stages. In writing your assignments, you may use either Chicago or MLA, APA style (it might be helpful for you to use RefWorks available for free at Concordia library).

Topic of your final paper (5 %): Virtually any topic related to the content of this course would lend itself to the final research paper. In case of doubt, select your topic for the final paper from the list of suggestions provided below. Do background research about the chosen topic. In no more than **300 words**, explain your topic as if you were speaking to a general audience. This is an exercise in concision and clarity. **Both electronic and hard copies of this assignment are due on October 15, 2019. Electronic copies must be uploaded on Moodle before the beginning of the class, as well as hard copies must be handed in to the instructor at the beginning of the class.**



FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Chair, Academic Programs Committee

FROM: Dr. Annie Gérin, Dean, Faculty of Fine Arts

CC: Dr. Elaine Paterson, AD, Academic Programs and Pedagogy, Faculty of Fine Arts

DATE: September 17, 2021

RE: Curriculum Dossier for the Department of Theatre, THEA-27

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in THEA-27. The dossier was reviewed and approved unanimously by the Fine Arts Faculty Council at its virtual meeting on September 10, 2021.

There are no resource implications.

A handwritten signature in blue ink, appearing to read "Annie Gérin".

Annie Gérin, PhD
Dean, Faculty of Fine Arts
Annie.gerin@concordia.ca



FACULTY OF FINE ARTS

Internal Memorandum

To: Annie Gérin, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic Programs and Pedagogy
Date: August 24, 2021
Re: Curriculum dossier for the Department of Theatre, THEA-27

The Faculty of Fine Arts Curriculum Committee has reviewed the THEA-27 curriculum dossier from the Department of Theatre on May 7, 2021. The Committee members approved the dossier pending some revisions. We hereby submit this dossier for review by the Faculty Council on September 10, 2021.

This document proposes changes to the BFA Specialization in Design for the Theatre, including changing the name of the program to "Specialization in Scenography" to reflect an expanded understanding of the field. Changes also include the creation of new courses and modifications to the program requirements.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "E. Paterson".

Elaine Paterson, PhD
Associate Dean, Academic Programs and Pedagogy
Faculty of Fine Arts
elaine.paterson@concordia.ca

INTERNAL MEMORANDUM

TO: Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy

FROM: Prof. Ana Cappelluto, Acting Chair, Department of Theatre

DATE: April 28, 2021

SUBJECT: **THEA-27:** Changes to the **Specialization in Design for the Theatre**

On April 20, 2021, the attached changes to the BFA **Specialization in Design for the Theatre** program were unanimously approved by members of the Theatre Department Council. Please see the memo from Departmental Curriculum Committee chair Mark Sussman's for details.

This dossier includes a proposed name change for the program, to the **Specialization in Scenography**. This reflects an expanded understanding of performance and the fields in which theatre design techniques and skills may be applied today. For years, we have encouraged Design for the Theatre students to use their knowledge in such fields as circus, dance, film, television, exhibition design, film animation, and the design of public artwork in both urban and rural settings. No longer limited to its theatrical origins, scenography is increasingly related to any practice that uses spatial or visual organizing notions to communicate ideas. With this change, the department aims to recruit a broader range of students.

These changes carry no resource implications.

Please don't hesitate to be in touch if there are questions from the Faculty Curriculum Committee.

Yours sincerely,



Prof. Ana Cappelluto
Acting Chair, Theatre

INTERNAL MEMORANDUM

TO: Professor Ana Cappelluto, Acting Chair, Department of Theatre
FROM: Associate Professor Mark Sussman, Chair, Departmental Curriculum Committee
DATE: 20 April, 2021
RE: Curriculum Changes, Specialization in Design for the Theatre

The Theatre Department Curriculum Committee has unanimously approved the following sets of curricular changes to the **Specialization in Design for the Theatre** at its meeting on April 13th, 2021: First, the change of the name of the program, responding to decades of cross-disciplinary expansion in the professional milieu; Second, the reorganization of practical, shop-based courses and requirement of a new foundation course in the area; and, Third, the regularization of five courses that have been successfully offered under Special Topic codes along with adjustments to the program requirements, including the removal of 3 credits of Acting and the addition of 3 credits chosen from a selection of courses in the Specialization in Performance Creation.

1. Changing the Specialization name from “Design for the Theatre” to “Scenography”

In contemporary practice, the work of stage designers extends well beyond the traditional departments of theatrical production – sets, costumes, lighting, etc. – to a broader range of disciplines and art forms, both live and mediated. The current program name no longer reflects the expanded range of professional disciplines and trades to which stage design skills are applied. The broader term “Scenography” indicates potential engagement with such fields as: circus, dance, and other live arts; art direction and visual design for film, animation, and television; exhibition and installation design; and, the design of public art for the urban environment. Students in the program are given the conceptual and hands-on skills to work laterally across these fields.

The new name, **Specialization in Scenography**, embraces an expanded role of scene design both within and beyond the practices of live performing arts. No longer limited to theatrical contexts, scenography is increasingly related to a variety of practices that use spatial or visual organizing notions to communicate ideas. These changes will allow the program to continue to recruit students with an interest in careers as performance designers while better attracting those aiming towards the fields mentioned above.

2. Addition of DFTT 212 “Introduction to Elements of Production” as a program requirement, and name changes to the “Elements of Production” group of courses

In response to student demand, the department adds the current elective course “Introduction to Elements of Production” to the Scenography program requirements, shifting it from 300- to 200-level (from the current **DFTT 371** to the new **DFTT 212**.) This course provides introductory technical training in department workshops and theatre spaces. Students take on a wide range of hands-on production roles in such fields as stage management, technical direction, scenery, lighting, costume, props, sound, and video/projection. With this change, the department places this practice-based course at the foundation as part of the required first-year curriculum. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to “Elements of Production,” while DFTT 470 and DFTT 471 will remain “Advanced Elements of Production.”

The new **DFTT 212** will become the new prime course (replacing **DFTT 371**) in this set of cross-listed courses available to students at increasingly advanced levels of production assignment within the Department’s season of public performances.

The new cluster of courses will consist of:

- DFTT 212 (3 credits, prime)
new course/title: “Introduction to Elements of Production” (required)
- DFTT 370 (6 credits) and DFTT 371 (3 credits)
current title: “Introduction to Elements of Production”
new title: “Elements of Production”
- DFTT 470 (6 credits) and DFTT 471 (3 credits)
no change to current title: “Advanced Elements of Production”

Students in this group of courses form the behind-the-scenes team supporting the Department’s season of public performances.

The Department is aware that cross-listing of courses with differing credit values is unusual. Note that the 6-credit values for DFTT 370 and 470 reflect the production and rehearsal demands of certain roles, typically Stage Managers, and correspond to higher number of hours of production work. Above the introductory level of DFTT 212, students are admitted to these courses in consultation with the Program Coordinator, who reviews all production assignments.

3. Introduction of new courses, removal of 6 credits and addition of DFTT 212 and one selected Performance Creation course to Program Requirements

The department proposes to create five new courses which have been offered successfully under Special Topic numbers as part of the shift to the broader conception of stage design signaled by the program's name change. Abridged syllabi for these courses are included in the Appendix below

- i. SCEN 327 Hair and Make-up Design (3 credits)
- ii. SCEN 347 Exhibition Scenography (3 credits)
- iii. SCEN 411 Urban Scenographies (3 credits)
- iv. SCEN 412 Art Direction (3 credits)
- v. SCEN 448 Design Field School (3 credits)

Program Requirements: Finally, the current requirement that students select a second-level acting course (chosen from ACTT 210 or PERC 210) is removed and the number of required Fine Arts general elective credits is reduced from 12 to 9. These 6 credits gained allow for addition of the new requirement of DFTT 212, "Introduction to Elements of Production" and 3 credits from a list of studio-based offerings from the **Specialization in Performance Creation:** PERC 356, "Puppetry and Performing Object workshop;" PERC 412, "Expanded Dramaturgical Practice," PERC 486, "Site-Specific Performance Practice," or PERC 464, "Oral History Performance," which have proven popular with Design Specialization students since their introduction.

The credit allocation for the Specialization remains unchanged, and no resource implications are associated with these changes.

I look forward to reviewing these proposed changes at our next department meeting.

Yours sincerely,



Associate Professor Mark Sussman
Chair, Curriculum Committee
Department of Theatre

PROGRAM CHANGE: Programs and Admission Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: BFA
Calendar Section/Graduate Page Number: 81.10

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar			Proposed Text		
81.10 PROGRAMS AND ADMISSION REQUIREMENTS			81.10 PROGRAMS AND ADMISSION REQUIREMENTS		
...			...		
Recommended Profile and Specific Requirements	Program	Calendar Section	Recommended Profile and Specific Requirements	Program	Calendar Section
	<i>Specializations</i>			<i>Specializations</i>	
0.00, A,G	Acting for the Theatre	81.120	0.00, A,G	Acting for the Theatre	81.120
0.00, G,K	Art Education – Visual Arts	81.40	0.00, G,K	Art Education – Visual Arts	81.40
0.00, A,G,K	Design for the Theatre	81.120	0.00, A,G,K	<u>Scenography</u>	81.120
0.00, G,K	Film Production	81.60	0.00, G,K	Film Production	81.60
...

Rationale:
 The current program name restricts the ostensible scope of the specialization to a single medium, Theatre. Over the past two decades, through incremental adjustments to course offerings and the introduction of special topic courses, faculty have widened the scope of the Specialization to accommodate other media, making the degree applicable to a broader range of career opportunities. The term “scenography” applies to this broader range of application for the art of scene design beyond conventional theatre settings. Students now acquire methods, skills, and techniques such as art direction for cinema, circus design, exhibition design, special events, installation design, and multimedia design for live performance.

Resource Implications:
 None.

PROGRAM CHANGE: Residence Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: BFA
Calendar Section/Graduate Page Number: 81.20.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>81.20.2 Residence Requirements Students are subject to the university residence requirement (see §16.2.2) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University. To fulfill the residence requirements for a BFA degree with a concentration in:</p> <ol style="list-style-type: none"> 1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia. 2. Art Education – Visual Arts, Art History, Art History and Studio Art, Art History and Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia. 3. Performance Creation, Acting for the Theatre, or Design for the Theatre: a minimum of 30 credits from the Department of Theatre must be completed at Concordia. 4. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Department of Music must be completed at Concordia. 5. Minor programs: at least half of the required credits must be completed at Concordia. 	<p>81.20.2 Residence Requirements Students are subject to the university residence requirement (see §16.2.2) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University. To fulfill the residence requirements for a BFA degree with a concentration in:</p> <ol style="list-style-type: none"> 1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia. 2. Art Education – Visual Arts, Art History, Art History and Studio Art, Art History and Film Studies, Computation Arts, Design, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia (Video, Performance and Electronic Arts): at least half of the concentration requirements must be completed at Concordia. 3. Performance Creation, Acting for the Theatre, or <u>Scenography</u>: a minimum of 30 credits from the Department of Theatre must be completed at Concordia. 4. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Department of Music must be completed at Concordia. 5. Minor programs: at least half of the required credits must be completed at Concordia.

Rationale:
The current program name restricts the ostensible scope of the specialization to a single medium, Theatre. Over the past two decades, through incremental adjustments to course offerings and the introduction of special topic courses, faculty have widened the scope of the Specialization to accommodate other media, making the degree applicable to a broader range of career opportunities. The term “scenography” applies to this broader range of application for the art of scene design beyond conventional theatre settings. Students now acquire methods, skills, and techniques such as art direction for cinema, circus design, exhibition design, special events, installation design, and multimedia design for live

performance.

Resource Implications:
None.

PROGRAM CHANGE: Title and requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>60 BFA Specialization in Design for the Theatre (60 credits)</p> <p>3 credits chosen from:</p> <ul style="list-style-type: none"> • ACTT 209 The Engaged Theatre Artist (3.00) • PERC 209 The Engaged Theatre Artist (3.00) <p>24 credits:</p> <ul style="list-style-type: none"> • DFTT 209 Design for Live Performance I (3.00) • DFTT 210 Design for Live Performance II (3.00) • DFTT 211 Drawing for the Theatre (3.00) • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre History and Theory to 1800 (3.00) • PERC 306 Theatre History and Theory, 1800 to the Present (3.00) <p>3 credits chosen from:</p> <ul style="list-style-type: none"> • ACTT 210 Scene Study I (3.00) • PERC 210 The Audience and the Performance Event (3.00) 	<p>BFA Specialization in <u>Scenography</u> (60 credits)</p> <p>3 credits chosen from:</p> <ul style="list-style-type: none"> • ACTT 209 The Engaged Theatre Artist (3.00) • PERC 209 The Engaged Theatre Artist (3.00) <p>24 credits:</p> <ul style="list-style-type: none"> • DFTT 209 Design for Live Performance I (3.00) • DFTT 210 Design for Live Performance II (3.00) • DFTT 211 Drawing for the Theatre (3.00) • <u>DFTT 212 Introduction to Elements of Production (3.00)</u> • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre History and Theory to 1800 (3.00) • PERC 306 Theatre History and Theory, 1800 to the Present (3.00) <p>9 credits chosen from:</p> <ul style="list-style-type: none"> • DFTT 301 Introduction to Designer's Studio: Conception (3.00) • DFTT 311 Lighting Design Conception (3.00) • DFTT 321 Costume Design Conception (3.00) • DFTT 331 Set Design Conception (3.00) • DFTT 341 Elements of Multimedia Conception (3.00) • DFTT 401 Advanced Designer's Studio: Conception (3.00)

9 credits chosen from:

- DFTT 301 Introduction to Designer's Studio: Conception (3.00)
- DFTT 311 Lighting Design Conception (3.00)
- DFTT 321 Costume Design Conception (3.00)
- DFTT 331 Set Design Conception (3.00)
- DFTT 341 Elements of Multimedia Conception (3.00)
- DFTT 401 Advanced Designer's Studio: Conception (3.00)
- DFTT 498 Special Topics in Design for the Theatre: Conception (3.00)

9 credits chosen from:

- DFTT 305 Independent Study I (3.00)
- DFTT 315 Lighting Design Realization (3.00)
- DFTT 325 Costume Design Realization (3.00)
- DFTT 326 Costume Accessories Realization (3.00)
- DFTT 335 Set Design Realization (3.00)
- DFTT 336 Stage Properties Realization (3.00)
- DFTT 337 Scene Painting Realization (3.00)
- DFTT 345 Elements of Multimedia Realization (3.00)
- DFTT 398 Special Topics in Design for Theatre: Realization (3.00)
- DFTT 405 Independent Study II (3.00)

3 credits:

- PERC 311 Directing I (3.00)

12 credits of elective courses from the Faculty of Fine Arts.

Note: Students are advised to select six credits from Studio Art electives

- DFTT 498 Special Topics in Design for the Theatre: Conception (3.00)
- [SCEN 347 Exhibition Scenography \(3.00\)](#)
- [SCEN 411 Urban Scenographies \(3.00\)](#)
- [SCEN 412 Art Direction \(3.00\)](#)
- [SCEN 448 Design Field School \(3.00\)](#)

9 credits chosen from:

- DFTT 305 Independent Study I (3.00)
- DFTT 315 Lighting Design Realization (3.00)
- DFTT 325 Costume Design Realization (3.00)
- DFTT 326 Costume Accessories Realization (3.00)
- DFTT 335 Set Design Realization (3.00)
- DFTT 336 Stage Properties Realization (3.00)
- DFTT 337 Scene Painting Realization (3.00)
- DFTT 345 Elements of Multimedia Realization (3.00)
- DFTT 398 Special Topics in Design for the Theatre: Realization (3.00)
- DFTT 405 Independent Study II (3.00)
- [SCEN 327 Hair and Make-up Design \(3.00\)](#)

3 credits:

- PERC 311 Directing I (3.00)

3 credits chosen from:

- [PERC 356 Puppetry and Performing Object Workshop \(3.00\)](#)
- [PERC 412 Expanded Dramaturgical Practice \(3.00\)](#)
- [PERC 464 Oral History Performance \(3.00\)](#)
- [PERC 486 Site-Specific Performance Practice \(3.00\)](#)

9 credits of elective courses from the Faculty of Fine Arts.

Note: Students are advised to select six credits from Studio Art electives.

Rationale:

The current program name restricts the ostensible scope of the specialization to a single medium, Theatre. Over the past two decades, through incremental adjustments to course offerings and the introduction of special topic courses, faculty have widened the scope of the Specialization to accommodate other media, making the degree applicable to a broader range of career opportunities. The term "scenography" applies to this broader range of application for the art of scene design beyond conventional theatre settings. Students now acquire methods, skills, and techniques such as art direction for cinema, circus design, exhibition design, special events, installation design, and multimedia design for live performance.

DFTT 212 is now listed as mandatory since it has been offered successfully as a Special Topic in the past aimed at first-year students. The new SCEN courses are covering some of the topics listed above and were offered successfully as Special Topic courses in the past. A series of PERC elective options is added to diversify the program offerings, since Design students have frequently registered for these classes in the past.

Students must now take three (3) credits chosen from PERC 356, PERC 412, PERC 464, or PERC 486. These courses will provide students with better competencies and further develop their skills in scenography given the growing importance the elements covered in these courses are now taking in the field. This requirement will further develop the student's collaborative and conceptual skills, above and beyond the contributions made in a purely design role. Furthermore, it will facilitate completion of the degree given that access to Studio Art courses is becoming increasingly challenging.

Resource Implications:

None.

PROGRAM CHANGE: Admission to Programs in Theatre

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Fine Arts
Program: Design for the Theatre
Degree: BFA
Calendar Section/Graduate Page Number: 81.120.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>81.120.1 Admission to Programs in Theatre The Department of Theatre has distinct admissions procedures in addition to the normal admission process of Concordia University. All applicants (except those applying to the Minor in Theatre) are required to submit a letter of intent (approximately 500 words) in which they name specifically to which program they wish to apply: the Specialization in Acting for the Theatre, the Specialization in Design for the Theatre, or the Specialization in Performance Creation. Applicants must arrange their appointments and obtain detailed information regarding interviews, auditions, portfolios, and letters of intent on the Department’s website at: concordia.ca/finearts/theatre. In addition to the interview and letter of intent:</p> <ol style="list-style-type: none"> 1. Applicants applying to the Specialization in Design for the Theatre must bring to the interview a portfolio including visual material demonstrating their creative abilities and interests. 2. Applicants applying to the Specialization in Acting for the Theatre are required to audition. 3. Applicants applying to the Specialization in Performance Creation are required to audition. 	<p>81.120.1 Admission to Programs in Theatre The Department of Theatre has distinct admissions procedures in addition to the normal admission process of Concordia University. All applicants (except those applying to the Minor in Theatre) are required to submit a letter of intent (approximately 500 words) in which they name specifically to which program they wish to apply: the Specialization in Acting for the Theatre, the Specialization in <u>Scenography</u>, or the Specialization in Performance Creation. Applicants must arrange their appointments and obtain detailed information regarding interviews, auditions, portfolios, and letters of intent on the Department’s website at: concordia.ca/finearts/theatre. In addition to the interview and letter of intent:</p> <ol style="list-style-type: none"> 1. Applicants applying to the Specialization in <u>Scenography</u> must bring to the interview a portfolio including visual material demonstrating their creative abilities and interests. 2. Applicants applying to the Specialization in Acting for the Theatre are required to audition. 3. Applicants applying to the Specialization in Performance Creation are required to audition.
<p>Rationale: The current program name restricts the ostensible scope of the specialization to a single medium, Theatre. Over the past two decades, through incremental adjustments to course offerings and the introduction of special topic courses, faculty have widened the scope of the Specialization to accommodate other media, making the degree applicable to a broader range of career opportunities. The term “scenography” applies to this broader range of application for the art of scene design beyond conventional theatre settings.</p>	
<p>Resource Implications: none.</p>	

COURSE CHANGE: DFTT 212 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>DFTT 212 Introduction to Elements of Production (3.00) Prerequisite: The following courses must be completed previously: ACTT 209 or PERC 209; and DFTT 209. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: Students learn elements of stage management, production management and technical direction through hands-on practical work in the department’s shops and theatre spaces. They develop technical skills in scenery, properties, and costumes, as well as lighting and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques used in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a Theatre Lab Fee.</i></p>
<p>Rationale: The department is making the current DFTT 371, “Introduction to Elements of Production,” mandatory for all students in the Design Specialization and shifting it from the 300 to the 200 level as the new DFTT 212. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to “Elements of Production,” while DFTT 470 and DFTT 471 will remain “Advanced Elements of Production.” Note that these five courses are offered as a cross-listed group with the new DFTT 212 as prime and with students registering in successive course numbers as they take on a greater variety of production assignments. DFTT 370 and 470 carry values of 6 credits, reflecting the scale of the production role performed by the student. Following current practice, DFTT 370, 371, 470, and 471 will be offered concurrently, with the addition of the new DFTT 212, where students registered at introductory, intermediate, and advanced levels form the team supporting the department’s Fall/Winter season of production offerings.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: DFTT 370 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>DFTT 370 Introduction to Elements of Production (6 credits) Prerequisite: ACTT 209 or PERC 209; two of ACTT 210, DFTT 210, PERC 210; DFTT 209; FFAR 250; PERC 211, 212; and written permission of the Department of Theatre. Students study theories and practices of stage management, production management and technical direction. They develop technical skills in scenery, properties, and costumes, as well as lighting and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques used in rehearsal halls, shops, and backstage. NOTE: Students enrolled in this course are required to pay a production fee.</p>	<p>DFTT 370 Elements of Production (6.00) Prerequisite: <u>The following courses must be completed previously: DFTT 212; and one</u> of ACTT 210, DFTT 210, PERC 210; <u>and</u> FFAR 250; <u>and</u> PERC 211, <u>PERC 212</u>. <u>Permission of the Program Coordinator is required.</u> Description: Students <u>examine</u> theories and practices of stage management, production management and technical direction <u>and</u> develop technical skills in scenery, properties, and costumes, as well as lighting, <u>video</u> and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques used in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a <u>Theatre Lab Fee</u>.</i></p>
<p>Rationale: The department is making the current DFTT 371, "Introduction to Elements of Production," mandatory for all students in the Scenography Specialization and shifting it from the 300 to the 200 level as the new DFTT 212. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to "Elements of Production" while DFTT 470 and DFTT 471 will remain "Advanced Elements of Production." Note that these five courses are offered as a cross-listed group with the new DFTT 212 as prime and with students registering in successive course numbers as they take on a greater variety of production assignments. DFTT 370 and 470 carry values of 6 credits, reflecting the scale of the production role performed by the student. Following current practice, DFTT 370, 371, 470, and 471 will be offered concurrently, with the addition of the new DFTT 212, where students registered at introductory, intermediate, and advanced levels form the team supporting the department's Fall/Winter season of production offerings. This course is offered as an elective that may count as part of the 9 credits required for Scenography students chosen from within the Faculty of Fine Arts. The course is also open as a program elective to any student enrolled in a Theatre program, provided they meet the prerequisites.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: DFTT 371 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>DFTT 371 Introduction to Elements of Production (3 credits) Prerequisite: ACTT 209 or PERC 209; two of ACTT 210, DFTT 210, PERC 210; DFTT 209; FFAR 250; PERC 211, 212; and permission of the Department of Theatre. Students study theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as lighting and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques used in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>	<p>DFTT 371 Elements of Production (3.00) Prerequisite: <u>The following courses must be completed previously: DFTT 212; and one of ACTT 210, DFTT 210, PERC 210; and FFAR 250; and PERC 211, PERC 212.</u> <u>Permission of the Program Coordinator is required.</u> Description: Students study theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as lighting, video and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques used in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a <u>Theatre Lab Fee</u>.</i></p>
<p>Rationale: The department is making the current DFTT 371, "Introduction to Elements of Production," mandatory for all students in the Scenography Specialization and shifting it from the 300 to the 200 level as the new DFTT 212. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to "Elements of Production" while DFTT 470 and DFTT 471 will remain "Advanced Elements of Production." Note that these five courses are offered as a cross-listed group with the new DFTT 212 as prime and with students registering in successive course numbers as they take on a greater variety of production assignments. DFTT 370 and 470 carry values of 6 credits, reflecting the scale of the production role performed by the student. Following current practice, DFTT 370, 371, 470, and 471 will be offered concurrently, with the addition of the new DFTT 212, where students registered at introductory, intermediate, and advanced levels form the team supporting the department's Fall/Winter season of production offerings. This course is offered as an elective that may count as part of the 9 credits required for Scenography students chosen from within the Faculty of Fine Arts. The course is also open as a program elective to any student enrolled in a Theatre program, provided they meet the prerequisites.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: DFTT 470 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>DFTT 470 <i>Advanced Elements of Production</i> (6 credits) Prerequisite: DFTT 370 or 371 and-written permission of the Department of Theatre. Students study advanced theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as in lighting and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a production fee.</i> <i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i></p>	<p>DFTT 470 <i>Advanced Elements of Production</i> (6.00) Prerequisite: <u>The following courses must be completed previously:</u> DFTT 370 or <u>DFTT 371</u>. <u>Permission of the Program Coordinator is required.</u> Description: Students study advanced theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as in lighting, <u>video</u> and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques in rehearsal halls, shops, and backstage. <i>NOTE: Students enrolled in this course are required to pay a <u>Theatre Lab Fee</u>.</i> <i>NOTE: This course may be repeated for credit in this program, provided the production assignment is different each time.</i></p>
<p>Rationale: The department is making the current DFTT 371, "Introduction to Elements of Production," mandatory for all students in the Scenography Specialization and shifting it from the 300 to the 200 level as the new DFTT 212. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to "Elements of Production" while DFTT 470 and DFTT 471 will remain "Advanced Elements of Production." Note that these five courses are offered as a cross-listed group with the new DFTT 212 as prime and with students registering in successive course numbers as they take on a greater variety of production assignments. DFTT 370 and 470 carry values of 6 credits, reflecting the scale of the production role performed by the student. Following current practice, DFTT 370, 371, 470, and 471 will be offered concurrently, with the addition of the new DFTT 212, where students registered at introductory, intermediate, and advanced levels form the team supporting the department's Fall/Winter season of production offerings. This course is offered as an elective that may count as part of the 9 credits required for Scenography students chosen from within the Faculty of Fine Arts. The course is also open as a program elective to any student enrolled in a Theatre program, provided they meet the prerequisites.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: DFTT 471 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>DFTT 471 <i>Advanced Elements of Production</i> (3 credits) Prerequisite: DFTT 370 or 371 and-written permission of the Department of Theatre. Students study advanced theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as in lighting and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques in rehearsal halls, shops, and backstage. <i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i></p>	<p>DFTT 471 <i>Advanced Elements of Production</i> (3.00) Prerequisite: <u>The following courses must be completed previously:</u> DFTT 370 or <u>DFTT 371</u>. <u>Permission of the Program Coordinator is required.</u> Description: Students study advanced theories and practices of stage management, production management, and technical direction. They develop technical skills in scenery, properties, and costumes, as well as in lighting, <u>video</u>, and sound. By completing specific assignments related to department public performances, students are introduced to the language, tools, and techniques in rehearsal halls, shops, and backstage. <i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i> <u><i>NOTE: Students enrolled in this course are required to pay a Theatre Lab Fee.</i></u> <i>NOTE: This course may be repeated for credit in this program, provided the <u>production assignment</u> is different each time.</i></p>
<p>Rationale: The department is making the current DFTT 371, "Introduction to Elements of Production," mandatory for all students in the Scenography Specialization and shifting it from the 300 to the 200 level as the new DFTT 212. In order to provide more advanced levels of practical, production-based experience, course titles for DFTT 370 and DFTT 371 will be changed to "Elements of Production" while DFTT 470 and DFTT 471 will remain "Advanced Elements of Production." Note that these five courses are offered as a cross-listed group with the new DFTT 212 as prime and with students registering in successive course numbers as they take on a greater variety of production assignments. DFTT 370 and 470 carry values of 6 credits, reflecting the scale of the production role performed by the student. Following current practice, DFTT 370, 371, 470, and 471 will be offered concurrently, with the addition of the new DFTT 212, where students registered at introductory, intermediate, and advanced levels form the team supporting the department's Fall/Winter season of production offerings. This course is offered as an elective that may count as part of the 9 credits required for Scenography students chosen from within the Faculty of Fine Arts. The course is also open as a program elective to any student enrolled in a Theatre program, provided they meet the prerequisites.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	



COURSE CHANGE: SCEN 327 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>SCEN 327 Hair and Make-up Design (3.00) Prerequisite: The following course must be completed previously: DFTT 209. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: Students study hair and make-up design for the performing arts with emphasis on analysis, development and execution of design ideas. Students participate in lectures and studios and examine hair and make-up as a practical, expressive and interpretive form. The focus is on basic theory and practice of conception, communication, and realization methods, including contouring, basic make-up application, and several of the following: scarring, burning, aging, fantasy, period, special effects. Students have scheduled access to a costume shop for lab work. <i>NOTE: Students who have received credit for this topic under a DFTT Special Topic number may not take this course for credit.</i></p>
<p>Rationale: This class has been offered successfully as a Special Topic twice with enrollments of 16/16 (2009) and 13/16 (2018) and recognizes the importance of the field of hair and make-up design for stage and screen alongside those regularly offered in the department.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCEN 347 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>SCEN 347 Exhibition Scenography (3.00) Prerequisite: The following courses must be completed previously: DFTT 209, DFTT 210 and DFTT 211. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This studio course introduces exhibition scenography as a practical, expressive, and interpretive form. Students participate in lectures and studio work, with a focus on developing designs for exhibition hall and museum presentations. The course emphasizes communicating concepts using storyboarding, rendering, drafting and construction methods centered on the integration of artefacts, graphics, soundscapes, and live imagery. <i>NOTE: Students who have received credit for this topic under a DFTT Special Topic number may not take this course for credit.</i></p>
<p>Rationale: This class has been offered successfully as a Special Topic with enrollment of 10/16 (2010) and reflects the shift to a broader conception of scenography in an exhibition context. Graduates of this program increasingly find work in the exhibition design industry. This class may be of interest to students in other relevant Fine Arts programs such as Art History, Art Education, Design & Computation Arts, or Studio Arts (Intermedia).</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCEN 411 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>SCEN 411 Urban Scenographies (3.00) Prerequisite: Students must complete 24 credits in a Theatre Specialization program prior to enrolling. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This studio course introduces students to contemporary theories and practices of scenography and performance design in the context and scale of cities and urban landscapes. An expanded conception of scenography will be used as a framework for students to conceptualize and realize design proposals for an urban performance project. <i>NOTE: Students who have received credit for this topic under a PERC Special Topic number may not take this course for credit.</i></p>
<p>Rationale: This course has been offered as a PERC 498 Special Topic course in Spring, 2019, with enrolment of 12 and reflects the shift to a broader conception of scenography in an urban context, as well as increased interest in the urban landscape as a performance site across such fields as architecture, urban planning, public art, and fields working with site-specific performance creation.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCEN 412 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>SCEN 412 Art Direction (3.00) Prerequisite: The following courses must be completed previously: DFTT 209, DFTT 210, DFTT 211, DFTT 212, and DFTT 335. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This studio course examines art direction for film, television, music video, documentaries, etc. with emphasis on the analysis, development, and execution of design ideas involving sets, costumes, properties and special effects. Students will focus on basic design processes and communication methods using storyboarding, rendering, drafting and construction. Class projects begin with script analysis building to research and elaboration of a final production design. Students may choose to execute the filming and editing or to keep their projects at the storyboard stage. <i>NOTE: Students who have received credit for this topic under a DFTT Special Topic number may not take this course for credit.</i></p>
<p>Rationale: This class has been offered successfully as a Special Topic four times with enrollments of 14/18 (2007), 13/16 (2009), 16/16 (2013), 14/16 (2020) and reflects the shift to a broader conception of scenography in the cinematic context. This class may be of interest to students in other relevant Fine Arts programs such as Film Production, Film Animation, or Studio Arts (Intermedia).</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SCEN 448 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Design for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
	<p>SCEN 448 Design Field School (3.00) Prerequisite: Students must complete 24 credits at the university level prior to enrolling. Permission of the Program Coordinator is required. Description: This course offers students hands-on, experiential learning in aspects of scenography via travel to and residency at a festival, conference, or exhibition, either locally, nationally or internationally. Students may participate by exhibiting their own work, taking on-site workshops, or observing production activities.</p> <p><i>NOTE: Students who have received credit for a field school under another course code may be considered to repeat this course for credit provided the subject matter is different.</i> <i>NOTE: Students may be considered to repeat this course for credit, provided the subject matter is different each time.</i> <i>NOTE: Students will have to apply for this course by submitting required documentation.</i> <i>NOTE: Students enrolled in this course are required to defray the costs of the field school.</i></p>
<p>Rationale: Design Field School classes have been successfully run as Special Topic classes travelling to the Stratford Festival and the Prague Quadrennial as follows: 4 times for Stratford Festival with enrollments of 11/16 (2014), 9/16 (2016), 9/16 (2018), cancelled due to Covid (2020) and 4 times for Prague with enrollments of 11/18 (2007), 7/16 (2011), 12/16 (2015), 15/16 (2019). These classes have greatly added to experiential learning and professionalization components of the program, affording students contact with Canadian theatre producers, designers, and directors (in the case of Stratford) and with the international design community for stage, screen, and architecture (in the case of the Prague Quadrennial.) Concordia International and the Office of the Dean are providing support with promotion, student application and registration, and funding.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

DFTT 212 *Introduction to Elements of Production* (3 credits)

Prerequisite: ACTT 209 or PERC 209, and DFTT 209, or written permission of the Program Coordinator.

This course offers students hands-on, experiential learning in one aspect of live performance production and provides introductory technical training in the department's technical workshops and theatre spaces. Students participate in lectures and studios and develop an understanding of production management, stage management and technical direction. They develop conceptual and technical understanding in scenery, properties, costumes, lighting, video/projection and/or sound production.

Course Objectives:

- To introduce students to the basic language, tools and techniques of live performance
- To introduce students to the roles and responsibilities of members of the production team, including production director, technical director, stage manager and heads of costume, scenery and properties shops
- To introduce students to safe practices while participating as a member of a production crew
- To be part of problem-solving through production meetings and discussions with designers and shop heads
- To introduce students to techniques related to the shop and theatre spaces where they are assigned
- To explore aspects of production while observing other students' experience while working in different areas

Assessment:

- A series of hands-on projects introducing students in the usages of tools
- A series of reports documenting realizations and observations while being part of a production crew
- A research project on one aspect of production

SCEN 327 *Hair and Make-up Design* (3 credits)

Prerequisite: DFTT 209, or permission of the Program Coordinator.

Students study hair and make-up design for the performing arts with emphasis on analysis, development and execution of design ideas. Students participate in lectures and studios and examine hair and make-up as a practical, expressive and interpretive form. The focus is on basic theory and practice of conception, communication, and realization methods, including contouring, basic make-up application, and several of the following: scarring, burning, aging, fantasy, period, special FX, etc. Students have scheduled access to a costume shop for lab work.

Course Objectives:

- To examine the theatrical hair and make-up designer's process.
- To explore the theory and practice of conception, communication and realization of hair and make-up design in both lecture and laboratory settings.
- To introduce students to the basic language, tools and techniques of hair and make-up design for the theatre, which could be applicable to other mediums such as film and television.
- To experiment with the basics of hair and make-up techniques.
- To research different styles of hair dressing, including working with wigs, facial hair and their applications.
- To research different styles of make-up design including scarring, burning, aging, fantasy, period, etc.

Assessment:

- An understanding of the hair and make-up design in the context of live performance.
- A series of historical researches exploring styles, techniques and types of applications from a designer's perspective.
- A complete hair and make-up design project starting from script analysis, historical background and socio-economic research, character analysis, visual research, technical research leading to a face template design with step-by step photo illustrations.

SCEN 347 Exhibition Scenography (3 credits)

Prerequisite: DFTT 209, 210 and 211, or permission of the Program Coordinator. This studio course introduces exhibition scenography as a practical, expressive, and interpretive form. Students participate in lectures and studio work, with a focus on developing designs for exhibition hall and museum presentations. The course emphasizes communicating concepts using storyboarding, rendering, drafting and construction methods centered on the integration of artefacts, graphics, soundscapes, and live imagery.

Course Objectives:

- To examine the exhibition design process from the scenographer's perspective.
- To explore several approaches in the field of scenographic presentation and its history.
- To choose a collection liable to be taken into consideration for an exhibition.
- To develop an editorial discourse around a given collection.
- To develop visual research to create the scenography for an exhibition.
- To develop a scenario that will determine the public trajectory within the exhibition hall, including a narrative and storytelling.
- To research the aesthetic that will be the most appropriate for the presentation, keeping in mind the impact it may have on the artefacts themselves and on the public.
- To imagine the strategy of the displays for the artefacts.
- To develop design ideas to stimulate the visitor's five senses.
- To develop the soundscape for an exhibition.
- To develop a concept for the integration of graphics within an exhibition.
- To develop a concept for the lighting of an exhibition.
- To develop a concept for the integration of live imagery.

Assessment:

- A research on different types of dramaturgies through scenography - exhibition design.
- A full visual research and a series of drawings leading to the preliminary design of an exhibition, including a full set of drawings, illustrations, drafting and a 3D model for an exhibition.
- The ability to articulate ideas verbally.
- Development of a critical sense while visiting an exhibition from a scenographer's perspective.

SCEN 411 *Urban Scenographies* (3 credits)

Prerequisite: 24 credits completed in a Theatre Specialization program, or permission of the Program Coordinator. This studio course introduces students to contemporary theories and practices of scenography and performance design in the context and scale of cities and urban landscapes. An expanded conception of scenography will be used as a framework for students to conceptualize and realize design proposals for an urban performance project.

Course Objectives:

- To consider scenography as a perspective on, or way of thinking about, wider performance-making design practices in the city.
- To comprehend a broader discourse and practices of urban scenographies.
- To learn methods for conceptualizing, making, installing, documenting, and publishing site-responsive scenographic works in the urban landscape.
- To engage in a selection of critical texts in the field of performance design and scenography written by scenography scholars, designers, and artists.

Assessment:

- Development of toolkit for scenographic approaches to urban place, scale, site and context (as genre and media)
- An expanded conception of scenography as a framework to shape and define a design proposal for an urban performance project.
- To undertake site-writing and performative mapping ateliers, among other activities.
- A realized individual or collaborative design/ performance/ event outcome.

SCEN 412 Art Direction (3 credits)

Prerequisite: DFTT 209, 210, 211, 212 and 335, or permission of the Program Coordinator. This studio course examines art direction for film, television, music video, documentaries, etc. with emphasis on the analysis, development, and execution of design ideas involving sets, costumes, properties and special effects. Students will focus on basic design processes and communication methods using storyboarding, rendering, drafting and construction. Class projects begin with script analysis building to research and elaboration of a final production design. Students may choose to execute the filming and editing or to keep their projects at the storyboard stage.

Course Objectives:

- To introduce student to the mandate of the Art Director/Production Design in the creative team (director, director of photography, other designers, technicians).
- To study and research the different genres of aesthetics in the film and television industry.
- To read and analyze a script to explore its needs and constraints for a production through a scene breakdown.
- To do effective research exploring historical aspects of the text, both aesthetical and architectural components as well as sociological.
- To develop an original and personal response to a given script through expressive drawing.
- To develop a mood board to develop a better understanding of the characters.
- To draw a storyboard for the scenes while exploring the set and the lighting movements, keeping in mind the camera frame.
- To understand the usage of a studio.
- To draft a set of drawings including a plan, a section and an elevation using a studio space or exploring any other location appropriate for the project filming of the scene.
- To film an attempt of the scene in the style that has been developed, using a video camera and/or still frames.

Assessment:

- A research on the origins of a style chosen from the following list: Film Noir, Hitchcock, Documentary, German Expressionist Cinema, Fantasy, Spaghetti Western, Animation, soap Opera, Early Hollywood, Bollywood, Tim Burton, Music Video, Peter Greenaway's Grottesque Cinema, Surrealism in arts and Films, Horror Movie, Science Fiction, Long Fu-Asian Movies, Musical Movies.
- A full visual research elaborating a production design in the particular style explored using a piece of literature.
- A full design elaborated from the research including, but not limited to, drawings of each character, story board, drafting of set elements and a short experimental film.

SCEN 448 *Design Field School* (3 credits)

Prerequisite: 24 credits at the university level or permission of the Program Coordinator.

This course offers students hands-on, experiential learning in aspects of scenography via travel to and residency at a festival, conference, or exhibition, either locally, nationally or internationally. Students may participate by exhibiting their own work, taking on-site workshops, or observing production activities.

Course Objectives:

- To participate on a journey aiming to comprehend and analyze the artistic direction of a festival, conference, or exhibition and observe the importance it has for designers for live performance nationally or internationally.
- To visit another part of the world to get in interaction with specific practices in the performing arts and more specifically to study the work of professional scenographers.
- To be introduced to different practices by participating in workshops and lectures given by professionals in the field of live performance.
- To visit, analyze and critically respond to different exhibitions' content and displays.
- To watch several performances while exploring and analyzing their aesthetic and production values.
- To participate in events by exhibiting design projects.

Assessment:

- An understanding of different approaches to scenography through an indepth research paper; raising a research question, proposing a hypothesis and developing a methodology to explore the subject.
- An understanding of different approaches to exhibiting the work of the scenographer and the values of the processes leading to a live performance.
- A comprehension of the importance of the artistic event, its historical background and its impact on the national and international community.
- Participation in an international exhibition, if applicable.
- A connection with colleagues studying in the same field and expanding contact network.



FACULTY OF FINE ARTS

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Chair, Academic Programs Committee

FROM: Dr. Annie Gérin, Dean, Faculty of Fine Arts

CC: Dr. Elaine Paterson, AD, Academic Programs and Pedagogy, Faculty of Fine Arts

DATE: September 17, 2021

RE: Curriculum Dossier for the Department of Theatre, THEA-28

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in THEA-28. The dossier was reviewed and approved unanimously by the Fine Arts Faculty Council at its virtual meeting on September 10, 2021.

There are no resource implications.

A handwritten signature in blue ink, appearing to read "AG", written over a light blue grid background.

Annie Gérin, PhD
Dean, Faculty of Fine Arts
Annie.gerin@concordia.ca



FACULTY OF FINE ARTS

Internal Memorandum

To: Annie Gérin, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic Programs and Pedagogy
Date: August 24, 2021
Re: Curriculum dossier for the Department of Theatre, THEA-28

The Faculty of Fine Arts Curriculum Committee has reviewed the THEA-28 curriculum dossier from the Department of Theatre on May 7, 2021. The Committee members approved the dossier pending some revisions. We hereby submit this dossier for review by the Faculty Council on September 10, 2021.

This document proposes changes to the BFA Specialization in Acting for the Theatre and the Specialization in Performance Creation. The Acting program proposes course deletions and additions, as well as updates to course descriptions and program requirements. The Performance Creation program proposes course deletions and additions as well as course description updates. Changes proposed in both areas reflect the pedagogical and research orientations of the programs.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD
Associate Dean, Academic Programs and Pedagogy
Faculty of Fine Arts
elaine.paterson@concordia.ca

INTERNAL MEMORANDUM

TO: Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy

FROM: Prof. Ana Cappelluto, Acting Chair, Department of Theatre

DATE: April 28, 2021

SUBJECT: **THEA-28: Specialization in Acting and Specialization in Performance Creation**

On April 20, 2021, the attached changes to the BFA **Specialization in Acting for the Theatre** and the **Specialization in Performance Creation** programs were unanimously approved by members of the Theatre Department Council. Please see the memo from Departmental Curriculum Committee chair Mark Sussman's for details.

These changes carry no resource implications.

I. Changes for the Specialization in Acting for the Theatre

The Acting program proposes the editorial changes, course deletions and additions, and updates to the program requirements. These consist of shifting content sequencing in two movement studio courses; the removal of redundant production-based course codes; the introduction of one new course in Laban Movement Analysis; the addition of elective options chosen from the Specialization in Performance Creation and, title and description change to one capstone acting studio course.

II. Changes for the Specialization in Performance Creation

These curriculum changes reflect the evolution of the Specialization in Performance Creation. A number of courses offered under Special Topic numbers are being brought into the regular curriculum, while others are being revised or deleted, reflecting recent years' evolution in the content and scope of the curriculum as well as shifts in the fields of performance studies and creation more broadly.

Please don't hesitate to be in touch if there are questions from the Faculty Curriculum Committee.

Yours sincerely,

Prof. Ana Cappelluto



Acting Chair, Theatre

INTERNAL MEMORANDUM

TO: Prof. Ana Cappelluto, Acting Chair, Department of Theatre
FROM: Associate Prof. Mark Sussman, Chair, Departmental Curriculum Committee
DATE: April 28, 2021
RE: Editorial and Curriculum Changes, **Specialization in Performance Creation** and **Specialization in Acting for the Theatre**

The Theatre Department Curriculum Committee has unanimously approved the following sets of curricular changes to the **Specialization in Acting for the Theatre** and the **Specialization in Performance Creation** at its meeting on April 13th, 2021.

No changes are being made to departmental credit allocations and these changes bear no resource implications.

I. Changes for the **Specialization in Acting for the Theatre**

The Acting program proposes the following editorial changes, course deletions and additions, and updates to the program requirements. These consist of shifting content sequencing in two movement studio courses; the removal of redundant production-based course codes; the introduction of one new course in Laban Movement Analysis; the addition of elective options chosen from the **Specialization in Performance Creation** and, title and description change to one capstone acting studio course.

1. The physical theatre techniques taught in **ACTT 321, “Movement for the Stage II”** and **ACTT 358, “Movement for the Stage III”** will be swapped. These sequential courses provide training in particular movement techniques for the actor. Since the courses were developed, it has become clear the sequence needs to be reversed given their respective levels of difficulty. Currently, ACTT 321 works with intensive physical theatre and corporeal mime techniques associated with the schools of Jacques Lecoq, Etienne Décroux, and/or somatics. These will be shifted

to ACTT 358 (Movement III), while instruction in the Viewpoints and other ensemble techniques, including those associated with the work of director Eugenio Barba, will be taught in ACTT 321 (Movement II). (The study of Laban Movement Analysis is being removed from Movement III, as a new, stand-alone course covering this area is being added, below.) Editorial changes reflect this change in content. As well, an error in the title of ACTT 358 is being corrected, replacing “Movement for the *Studio* III” with “Movement for the *Stage* III” to agree with others in the sequence.

2. One new course is being added: **ACTT 362, “Laban for the Actor”** will be included in the list of available studio-based electives in the program requirements. The field of somatics, drawing on studies of anatomy and kinesiology, has become increasingly fundamental to actor training and the department will offer it regularly as a dedicated course. The course has been offered three times under both TPER and ACTT Special Topic course numbers with a focus on Laban Movement Analysis. While the department understands that generic language is typically preferred, in this case, the international prominence and foundational nature of Laban technique for performance practitioners across multiple disciplines requires that the course title refer to this specific movement technique.
3. A redundant set of production course codes is being deleted from the calendar, as they have not been used since the program’s inception. When the **Specialization in Acting** was created, the group of courses related to the department’s season of public performances was organized according to three types of projects with three courses per type: “Creation Project A, B, and C” “One-Act Project A, B, and C,” and “Classical Text Project A, B, and C.” This allowed for multiple stage productions to be mounted in each academic term, with students registered for separate course codes reflecting their participation on a specific production. This array of course codes was implemented to allow students to take on acting assignments more than once in the same category throughout their time in the program. However, only a single course code in each group has been required to date, and the multiples have caused confusion. Going forward, calendar notes will indicate that courses may be repeated provided production content is different. Therefore, the following three, one from each group, will be retained: **ACTT 435, “Creation Project,” ACTT 436, “One-Act Project,”** and **ACTT 460, “Classical Text Project”** while the course codes **ACTT 433, 434 (Creation Project A & B), ACTT 437, 438 (One-Act Project B, C),** and **ACTT 461, 462 (Classical Text B, C)** will be deleted.

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4. The following changes are being made to the Program Requirements: two groups of upper-level electives for students in the **Specialization in Acting** are being expanded to include additional choices drawn from studio and production offerings in the **Specialization in Performance Creation**, giving students more flexibility. **PERC 351, “Community Arts,” PERC 354, “Popular Theatre,” PERC 356, “Puppetry and Performing Object Workshop,” PERC 384, “Collective Creation,”** and **PERC 386, “Interdisciplinary Approaches to Performance Creation”** are being added to the group of studio options. **PERC 488, “Short Works Festival”** is being added to the group of production options.
5. **ACTT 465 “Final Acting Project”** is being renamed, with a revised description. The new title, **“The Actor’s Profession,”** better reflects the content of this course which focuses on general skills preparing actors for auditions and self-presentation in the milieu of the professional theatre. While the description currently mentions a solo or ensemble performance project, this element is being removed, as these are available in multiple other courses at all levels elsewhere in the program.

II. Changes for the **Specialization in Performance Creation**

These curriculum changes reflect the evolution of the **Specialization in Performance Creation**. The Specialization was launched in 2017 as an amalgamation of three programs: the Specialization in Theatre and Development, the Specialization in Playwriting, and the Major in Theatre. It is now the home for training students seeking to become directors, playwrights, dramaturgs, artistic directors, and activists using performance techniques in community contexts and to effect social change. As the program has evolved, overlaps in course content have been discovered and new topics have been added in relation to development in the field, emerging faculty research strengths, and the university’s strategic directions. As well, the program is seeking to improve pedagogical clarity and transparency for students by providing a more linear and sequential progression of foundational coursework, and upper-level electives organized into groups of Seminars, Studios, and Public Performance courses, providing history and theory, studio training, and application in public contexts. A number of courses offered under Special Topic numbers are being brought into the regular curriculum, while others are being revised or deleted, reflecting evolution in content and scope of the program as well as the field more broadly.

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This set of editorial changes, additions, and deletions fall into five groups:

1. Two course names and descriptions are being modified to better clarify the program's core identity and to reflect its progressive learning structure. The current PERC 210, "The Audience and the Performance Event" and PERC 384, "Collective Creation" will be revised as **PERC 210, "Performance Creation Studio I: Theory and Method"** and **PERC 384, "Performance Creation Studio II: Collaborative Practice."**

These new titles and descriptions better indicate that the program's foundation consists, first, on awareness of the social contexts within which performances are made; and, second, on the collaborative nature of performance creation. Along with **PERC 209**, these courses constitute core studio requirements for each cohort of students. **PERC 384, "Collective Creation"** has been central to Performance Creation training and is here added as the third in the core sequence, following PERC 209 and 210.

2. Course additions: four courses previously offered multiple times under Special Topic numbers are being converted to regular course status.

PERC 355, "The Arts of Listening and Interviewing"

PERC 422, "Indigenous Storytelling"

PERC 488 "Short Works Festival"

PERC 496 "Performance Creation Field School"

The "**Indigenous Storytelling**" course has been developed in multiple iterations with nationally renowned Adjunct Faculty member Floyd Favel, member of the Cree Nation and founder of the Poundmaker Indigenous Performance Festival.

The "**Performance Creation Field School**" course is being added based on an exciting array of off-campus courses and residencies over the past twelve years. Successful and recurring intensive courses include the exchanges with the University of Erlangen-Nuremberg in Germany; biennial residencies under the direction of Peter Schumann at the Bread and Puppet Theater in Vermont since 2008; and a residency with the Theatre Island in Denmark.

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3. Course deletions: five courses are being removed.

PERC 201, “Telling Tales” and **PERC 482, “The Artist in Residence”** are being removed, as they have not been offered in the past seven years.

PERC 353, “Storytelling and Oral Histories” is being removed, having been replaced by PERC 464, “Oral History Performance” in a previous curriculum change.

PERC 388, “Performance Creation Festival” is being removed and replaced with the new PERC 488, “Short Works Festival.” (As a capstone course for students across this department’s programs, the new 400-level course is replacing the 300-level one.)

PERC 481, “Performing Stories” is being removed and replaced by the new PERC 422, “Indigenous Storytelling.”

4. **PERC 354, “Popular Theatre”** is shifted from a studio to a seminar offering; The term “applied” is being removed from the course title to indicate a broader historical survey of techniques and methods to be covered. The course is currently in the program requirements as an elective in the “chosen from” group of seminar offerings.

5. Other changes to the **Performance Creation** program requirements:

- a. Upper-level program electives are organized into three groups: Seminars, Studios, and Public Performance courses. The first two groups of elective courses are being reduced from a requirement of 12 to 6 credits. A new category of elective is being added: 6 credits chosen from the department of Theatre’s offerings. This will allow Performance Creation students more freedom of selection from the **Specialization in Scenography** and the **Specialization in Acting for the Theatre**. This change comes in response to strong student interest and recognition of the importance of performance creators pursuing training in design, acting, voice, and/or movement, important skills offered by the other Specializations.

- b. **PERC 321, “Introduction to Performance Studies”** is being shifted to the list of core program requirements. The course will now serve as a

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prerequisite for the Seminars PERC 322, 323, 324, 354, giving these upper-level courses a common set of academic references and a grounding in fundamental precepts of Performance Studies. This will embed a progressive sequence of learning outcomes into the history/theory aspect of the program. The prerequisite changes for these courses are included here. As well, the number of completed credits required for admission to PERC 321 is being reduced from 24 to 18, giving students earlier access to this class and thereby the upper-level seminars.

- c. **PERC 386, “Interdisciplinary Approaches to Performance Creation”** is being shifted from a Public Performance course to the group of Studio electives. It will no longer require a single, final project, but, rather, a sequence of smaller projects through the term.
- d. The new courses **PERC 488, “Short Works Festival”** and **PERF 496, “Performance Creation Field School”** are being added to the Public Performance elective group. PERC 488 is taken by students from across the department’s programs and involves the highly self-directed synthesis of skills – hence the replacement of 388 with 488.

I look forward to discussing these proposed changes at our next department council meeting.

Yours sincerely,



Associate Professor Mark Sussman
Chair, Curriculum Committee
Department of Theatre

PROGRAM CHANGE: ACTT requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>BFA Specialization in Acting for the Theatre (60 credits)</p> <p>18 credits:</p> <ul style="list-style-type: none"> • ACTT 209 The Engaged Theatre Artist (3.00) • DFTT 209 Design for Live Performance I (3.00) • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre History and Theory to 1800 (3.00) • PERC 306 Theatre History and Theory, 1800 to the Present (3.00) <p>15 credits:</p> <ul style="list-style-type: none"> • ACTT 210 Scene Study I (3.00) • ACTT 211 Voice and Movement for the Stage I (3.00) • ACTT 321 Movement for the Stage II (3.00) • ACTT 325 Voice for the Stage II (3.00) • ACTT 331 Scene Study II (3.00) <p>18 credits chosen from:</p> <ul style="list-style-type: none"> • ACTT 231 Ensemble I (3.00) • ACTT 332 Improvisation (3.00) • ACTT 355 Voice for the Stage III (3.00) 	<p>BFA Specialization in Acting for the Theatre (60 credits)</p> <p>18 credits:</p> <ul style="list-style-type: none"> • ACTT 209 The Engaged Theatre Artist (3.00) • DFTT 209 Design for Live Performance I (3.00) • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre History and Theory to 1800 (3.00) • PERC 306 Theatre History and Theory, 1800 to the Present (3.00) <p>15 credits:</p> <ul style="list-style-type: none"> • ACTT 210 Scene Study I (3.00) • ACTT 211 Voice and Movement for the Stage I (3.00) • ACTT 321 Movement for the Stage II (3.00) • ACTT 325 Voice for the Stage II (3.00) • ACTT 331 Scene Study II (3.00) <p>18 credits chosen from:</p> <ul style="list-style-type: none"> • ACTT 231 Ensemble I (3.00) • ACTT 332 Improvisation (3.00) • ACTT 355 Voice for the Stage III (3.00) • ACTT 358 Movement for the Stage III (3.00) • ACTT 360 Ensemble II (3.00)

- ACTT 358 Movement for the Studio III (3.00)
- ACTT 360 Ensemble II (3.00)
- ACTT 370 Clown for the Actor (3.00)
- ACTT 372 Stage Combat (3.00)
- ACTT 398 Special Topics in Acting (3.00)
- ACTT 432 Rasaboxes (3.00)
- ACTT 450 Advanced Acting Studio (3.00)
- ACTT 455 Voice for the Stage IV (3.00)
- ACTT 458 Movement for the Stage IV (3.00)
- ACTT 465 Final Acting Project (3.00)
- ACTT 498 Special Topics in Acting (3.00)

3 credits chosen from:

- PERC 311 Directing I (3.00)
- PERC 318 Playwriting I (3.00)
- PERC 321 Introduction to Performance Studies (3.00)
- PERC 322 Gender and Sexuality in Performance (3.00)
- PERC 323 Post-Colonial Theory and Practice (3.00)
- PERC 324 Queer Theatre and Performance (3.00)
- ~~PERC 353 Storytelling and Oral Histories (3.00)~~
- PERC 412 Expanded Dramaturgical Practice (3.00)
- PERC 421 Socially Engaged and Activist Performance (3.00)
- ACTT 480 Designing an Acting Workshop (3.00)
- ACTT 481 Conducting an Acting Workshop (3.00)

6 credits chosen from:

- ~~ACTT 433 Creation Project A (3.00)~~
- ~~ACTT 434 Creation Project B (3.00)~~
- ACTT 435 Creation Project C (3.00)
- ACTT 436 One-Act Project A (3.00)
- ~~ACTT 437 One-Act Project B (3.00)~~
- ~~ACTT 438 One-Act Project C (3.00)~~
- ACTT 440 Supervised Acting Performance Project (3.00)
- ACTT 460 Classical Text Project A (3.00)
- ~~ACTT 461 Classical Text Project B (3.00)~~
- ~~ACTT 462 Classical Text Project C (3.00)~~
- PERC 390 Performance Creation Studio (3.00)
- PERC 490 Performance Creation Mainstage (6.00)

- [ACTT 362 Laban for the Actor \(3.00\)](#)
- ACTT 370 Clown for the Actor (3.00)
- ACTT 372 Stage Combat (3.00)
- ACTT 398 Special Topics in Acting (3.00)
- ACTT 432 Rasaboxes (3.00)
- ACTT 450 Advanced Acting Studio (3.00)
- ACTT 455 Voice for the Stage IV (3.00)
- ACTT 458 Movement for the Stage IV (3.00)
- ACTT 465 [The Actor's Profession](#) (3.00)
- ACTT 498 Special Topics in Acting (3.00)

3 credits chosen from:

- PERC 311 Directing I (3.00)
- PERC 318 Playwriting I (3.00)
- PERC 321 Introduction to Performance Studies (3.00)
- PERC 322 Gender and Sexuality in Performance (3.00)
- PERC 323 Post-Colonial Theory and Practice (3.00)
- PERC 324 Queer Theatre and Performance (3.00)
- [PERC 351 Community Arts: The Art of Engagement \(3.00\)](#)
- [PERC 354 Popular Theatre \(3.00\)](#)
- [PERC 356 Puppetry and Performing Object Workshop \(3.00\)](#)
- [PERC 384 Performance Creation Studio II Collaborative Practice \(3.00\)](#)
- [PERC 386 Interdisciplinary Approaches to Performance Creation \(3.00\)](#)
- PERC 412 Expanded Dramaturgical Practice (3.00)
- PERC 421 Socially Engaged and Activist Performance (3.00)
- ACTT 480 Designing an Acting Workshop (3.00)
- ACTT 481 Conducting an Acting Workshop (3.00)

6 credits chosen from:

- ACTT 435 Creation Project (3.00)
- ACTT 436 One-Act Project (3.00)
- ACTT 440 Supervised Acting Performance Project (3.00)
- ACTT 460 Classical Text Project (3.00)
- PERC 390 Performance Creation Studio (3.00)
- [PERC 488 Short Works Festival \(3.00\)](#)
- PERC 490 Performance Creation Mainstage (6.00)

Rationale:

Changes to program requirements for the Specialization are being made to bring Special Topic courses that have been successfully offered into regular course status (ACTT 362, PERC 488), as well as to add courses from other Specializations into the group of studio-based elective options (PERC 351, 354, 356, 384, 386). Finally, a number of production-based courses are being deleted, as they have not been offered in several years. A smaller set of 400-level production courses regularly provide an ample range of options for public performance, so this change will reduce duplication in the course calendar.

Resource Implications:

None.

PROGRAM CHANGE: PERC Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>BFA Specialization in Performance Creation (60 credits)</p> <p>48 credits:</p> <ul style="list-style-type: none"> • DFTT 209 Design for Live Performance I (3.00) • PERC 209 The Engaged Theatre Artist (3.00) • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre History and Theory to 1800 (3.00) • PERC 306 Theatre History and Theory, 1800 to the Present (3.00) <p>3 credits:</p> <ul style="list-style-type: none"> • PERC 210 The Audience and the Performance Event (3.00) <p>6 credits:</p> <ul style="list-style-type: none"> • PERC 311 Directing I (3.00) • PERC 318 Playwriting I (3.00) <p>42 credits chosen from:</p> <ul style="list-style-type: none"> • PERC 321 Introduction to Performance Studies (3.00) 	<p>BFA Specialization in Performance Creation (60 credits)</p> <p><u>21</u> credits:</p> <ul style="list-style-type: none"> • DFTT 209 Design for Live Performance I (3.00) • DFTT 212 Introduction to Elements of Production (3.00) • PERC 209 The Engaged Theatre Artist (3.00) • PERC 211 Theatre in the City (3.00) • PERC 212 Introduction to Dramaturgy (3.00) • PERC 303 Theatre history and Theory to 1800 (3.00) • PERC 306 Theatre history and Theory, 1800 to the Present (3.00) <p><u>9</u> credits:</p> <ul style="list-style-type: none"> • PERC 210 Performance Creation Studio I: Theory and Method (3.00) • PERC 321 Introduction to Performance Studies (3.00) • PERC 384 Performance Creation Studio II: Collaborative Practice (3.00) <p>6 credits:</p> <ul style="list-style-type: none"> • PERC 311 Directing I (3.00) • PERC 318 Playwriting I (3.00) <p><u>6</u> credits chosen from the following seminar courses:</p>

- PERC 322 Gender and Sexuality in Performance (3.00)
- PERC 323 Post-Colonial Theory and Practice (3.00)
- PERC 324 Queer Theatre and Performance (3.00)
- ~~PERC 398 Special Topics in Performance Creation (3.00)~~
- PERC 412 Expanded Dramaturgical Practice (3.00)
- PERC 421 Socially Engaged and Activist Performance (3.00)
- ~~PERC 498 Special Topics in Performance Creation (3.00)~~

12 credits chosen from:

- PERC 351 Community Arts: The Art of Engagement (3.00)
- PERC 356 Puppetry and Performing object Workshop (3.00)
- ~~PERC 398 Special Topics in Performance Creation (3.00)~~
- PERC 462 Playwriting II (3.00)
- PERC 464 Oral History Performance (3.00)
- PERC 471 Directing II (3.00)
- PERC 486 Site-specific Performance Practice (3.00)
- ~~PERC 498 Special Topics in Performance Creation (3.00)~~

9 credits chosen from:

- ~~PERC 384 Collective Creation (3.00)~~
- ~~PERC 386 Interdisciplinary Approaches to Performance Creation (3.00)~~
- ~~PERC 388 Performance Creation Festival (3.00)~~
- PERC 390 Performance Creation Studio (3.00)
- ~~PERC 408 Supervised Internship I (3.00)~~
- ~~PERC 481 Performing Stories (3.00)~~
- ~~PERC 482 The Artist in Residence (3.00)~~
- PERC 490 Performance Creation Mainstage (6.00)

- PERC 322 Gender and Sexuality in Performance (3.00)
- PERC 323 Post-Colonial Theory and Practice (3.00)
- PERC 324 Queer Theatre and Performance (3.00)
- [PERC 354 Popular Theatre \(3.00\)](#)
- PERC 412 Expanded Dramaturgical Practice (3.00)
- PERC 421 Socially Engaged and Activist Performance (3.00)

6 credits chosen from [the following studio courses](#):

- PERC 351 Community Arts: The Art of Engagement (3.00)
- [PERC 355 The Arts of Listening and interviewing \(3.00\)](#)
- PERC 356 Puppetry and Performing object Workshop (3.00)
- [PERC 386 Interdisciplinary Approaches to Performance Creation \(3.00\)](#)
- [PERC 422 Indigenous Storytelling \(3.00\)](#)
- PERC 462 Playwriting II (3.00)
- PERC 464 Oral history Performance (3.00)
- PERC 471 Directing II (3.00)
- PERC 486 Site-Specific Performance Practice (3.00)

6 credits chosen from [the following public performance courses](#):

- PERC 390 Performance Creation Studio (3.00)
- [PERC 488 Short Works Festival \(3.00\)](#)
- PERC 490 Performance Creation Mainstage (6.00)
- [PERC 496 Performance Creation Field School \(3.00\)](#)

[6 credits chosen from courses offered within the Department of Theatre](#)

Rationale:

These changes reflect the evolution of the **Specializations in Acting for the Theatre** and **Performance Creation**: In both programs, courses offered under Special Topic numbers are being brought into the regular curriculum, while others are revised or deleted. For the Performance Creation program, the PERC 209/210/384 sequence is being clarified and codified as a progressive series of requirements; four courses previously offered as Special Topics are being brought into the regular curriculum (PERC 355, 422, 488, 496); and five courses that have not been offered or have been replaced by new courses are being removed. Finally, PERC 321 is being added as a prerequisite for a group of Performance Creation seminars (PERC 322, 323, 324, 354) to embed a progressive sequence of learning outcomes through the history/theory aspect of the program. As well, the three groupings of electives - seminar, studio, and public performance courses - are being reorganized and labelled in the calendar to provide students with a clearer indication of the types of offerings.

Resource Implications:

None.

COURSE CHANGE: ACTT 201 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 201— <i>Telling Tales</i> (3 credits) This course explores individual and collective storytelling within a framework of the world's oral narrative traditions. Students study and practise techniques for telling stories, whether drawn from their individual experiences, from the experiences of others, or from oral tales recorded in written form. Students are encouraged to explore and develop their own storytelling style. NOTE: Students who have received credit for TDEV 201 may not take this course for credit. NOTE: Students enrolled in the course are required to pay a production fee.</p>	
<p>Rationale: This course has not been offered in over seven years and is not a requirement in any Specialization or Minor program.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 321 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
ACTT 321 <i>Movement for the Stage II</i> (3 credits) Prerequisite: ACTT 211 or written permission of the Department of Theatre . This studio course is an introduction to various movement-based performance techniques, methods, or approaches, such as Decroux, Laban, LeCoq, Biomechanics, or somatic work. NOTE: Students who have received credit for TPER 331 may not take this course for credit.	ACTT 321 Movement for the Stage II (3.00) Prerequisite: The following course must be completed previously : ACTT 211. If prerequisites are not satisfied , permission of the Program Coordinator is required . Description: This studio course is an introduction to various movement-based ensemble performance techniques and methods. NOTE: Students who have received credit for TPER 331 may not take this course for credit.
Rationale: Training in these techniques is being shifted from the third level of movement training to the second, since they have become more commonly taught and are seen as intermediate level. The Program is aware that there will be a transition year wherein current students will have done the content of this course in "Movement for the Stage III." The Program Coordinator will work with the Student Academic Services office to monitor enrolment and to ensure that students do not repeat content as this change takes effect.	
Resource Implications: None.	
Other Programs within which course is listed: None.	

COURSE CHANGE: ACTT 358 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|--|--|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 358 <i>Movement for the Studio III</i> (3 credits) Prerequisite: ACTT 321 or written permission of the Department of Theatre. Building on previously acquired skills, this course provides an intensive introduction to a particular movement-based performance technique, method, or approach, such as the Viewpoints or the techniques of Eugenio Barba, as intended for acting specialists.</p>	<p>ACTT 358 Movement for the <u>Stage</u> III (3.00) Prerequisite: <u>The following course must be completed previously:</u> ACTT 321. <u>If prerequisites are not satisfied,</u> permission of the <u>Program Coordinator is required.</u> Description: Building on previously acquired skills, this course <u>deepens student learning in</u> a particular movement-based performance technique, method, or approach, such as <u>somatics or corporeal mime.</u></p>
<p>Rationale: Training in these techniques is being shifted from the second level of movement training to the third, since they have and are seen as more advanced. The course title is being changed to align with the first and second levels in the sequence.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 362 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
	<p>ACTT 362 Laban for the Actor (3.00) Prerequisite: The following courses must be completed previously: ACTT 321 and ACTT 325. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: Building on previously acquired skills in voice and movement, this course aims to challenge and enrich the creative process of actors and stretch their range, using Laban's effort actions to investigate movement, space (internal and external), voice, text, character archetypes, story, and action.</p>
<p>Rationale: This course has been offered three times in the past seven years under Special Topics course codes, with enrollments as follows:</p> <ul style="list-style-type: none"> - 2015-2016: TPER 398: 5/16 - 2018-2019: ACTT 398: 18/16 - 2020-2021: ACTT 498: 16/16 <p>In recent decades, acting for the stage has relied more explicitly on approaches to movement and voice training which draw on anatomy, kinesiology, and especially Laban Movement Analysis. This course will contribute to the program's interdisciplinary offerings, since Laban is used by performers in dance and a variety of other fields.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 433 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 433 <i>Creation Project A</i> (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production. NOTE: Students enrolled in this course are required to pay a production fee.</p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 435 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 434 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 434 <i>Creation Project B</i> (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production. NOTE: Students enrolled in this course are required to pay a production fee.</p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 435 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 435 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 435 Creation Project C-(3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative creation of a theatre production. <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>	<p>ACTT 435 Creation Project (3.00) Prerequisite: Permission of the Program Coordinator is required. Description: This performance course offers supervised application of theatrical skills in the collaborative creation of a public production. <i>NOTE: Students enrolled in this course are required to pay a Theatre Lab fee.</i> NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</p>
<p>Rationale: The course is no longer part of a letter sequence, as it covers public productions previously distinguished as Creation Project A, B, and C. Please note that students are assigned specific production roles at the time of being granted admission by the Program Coordinator.</p> <p>A title is assigned to the course each time it is offered. This facilitates tracking the course topic in the SIS and ensures students don't repeat this course for credit if the subject matter is the same.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 436 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 436 One-Act Project A-(3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature. <i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>	<p>ACTT 436 One-Act Project (3.00) Prerequisite: <u>Permission of the Program Coordinator is required.</u> Description: This performance course offers supervised application of theatrical skills in the collaborative realization of a <u>public</u> production of a one-act text from the worldwide body of dramatic literature. <i>NOTE: Students enrolled in the course are required to pay a <u>Theatre Lab</u> fee.</i> <u><i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i></u></p>
<p>Rationale: The course is no longer part of a letter sequence, as it covers public productions previously distinguished as One-Act Project A, B, and C. Please note that students are assigned specific production roles at the time of being granted admission by the Program Coordinator.</p> <p>A title is assigned to the course each time it is offered. This facilitates tracking the course topic in the SIS and ensures students don't repeat this course for credit if the subject matter is the same.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **THEA-28** VERSION: 5

COURSE CHANGE: ACTT 437 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 437 One-Act Project B (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature.</p> <p><i>NOTE: Students enrolled in the course are required to pay a production fee.</i></p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 436 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 438 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
- Course Description Editorial New Course
- Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 438 One-Act Project C (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of a one-act text from the worldwide body of dramatic literature.</p> <p>NOTE: Students enrolled in the course are required to pay a production fee.</p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 436 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 460 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 460 Classical Text Project A (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of an iconic text from the worldwide body of dramatic literature, written by a widely recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami. NOTE: Students enrolled in this course are required to pay a production fee.</p>	<p>ACTT 460 Classical Text Project (3 credits) Prerequisite: <u>Permission of the Program Coordinator is required.</u> Description: This performance course offers supervised application of theatrical skills in the collaborative realization of a <u>public</u> production of an iconic text from the worldwide body of dramatic literature, written by a widely recognized playwright. NOTE: Students enrolled in this course are required to pay a <u>Theatre Lab</u> fee. <u>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</u></p>
<p>Rationale: The course is no longer part of a letter sequence, as it covers public productions previously distinguished as Classical Text Project A, B, and C. Note that students are assigned specific production roles at the time of being granted admission by the Program Coordinator.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 461 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 461 Classical Text Project B (3 credits) Prerequisite: Written permission of the Department of Theatre. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of an iconic text from the worldwide body of dramatic literature, written by a widely recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami.</p> <p><i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 460 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 462 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>ACTT 462 Classical Text Project C (3 credits)</p> <p>Prerequisite: Written permission of the Department. This public performance course offers supervised application of theatrical skills in the collaborative realization of a theatre production of an iconic text from the worldwide body of dramatic literature, written by a widely recognized playwright, such as Shakespeare, Kālidāsa, Ibsen, Chekhov, or Zeami.</p> <p>NOTE: Students enrolled in this course are required to pay a production fee.</p>	
<p>Rationale: This production-based course is being deleted, as it has not been offered in several years. ACTT 460 regularly provides a range of opportunities for this category of public performance.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: ACTT 465 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Acting for the Theatre
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
ACTT 465 Final Acting Project (3 credits) Prerequisite: 48 credits in the Specialization in Acting for the Theatre; and written permission of the Department of Theatre. Admission is by audition or application. This studio course involves supervised creation and performance of a solo or ensemble theatre piece, the development of audition technique, and other career-oriented skills. The emphasis is on crystallizing each student's unique theatrical identity, while solidifying collaborative skills. This course has a public performance outcome.	ACTT 465 <u>The Actor's Profession</u> (3.00) Prerequisite: Students must complete 48 credits in the Specialization in Acting for the Theatre prior to enrolling. Permission of the <u>Program Coordinator is required.</u> Description: This studio course involves the development of audition technique, <u>on-camera technique, interview skills,</u> and other career-oriented skills. The emphasis is on crystallizing each student's unique theatrical identity, while solidifying collaborative skills.
Rationale: <i>The proposed updates to the course title and description more accurately reflect its content and focus as it has been taught over the past several years. Opportunities for final solo and/or ensemble acting projects are available in other course offerings. Since its inception, this course has focused on the development of professional presentation skills via smaller projects throughout the term rather than a single final outcome. This title and description change clarify the course's main focus while removing the public performance element.</i>	
Resource Implications: None.	
Other Programs within which course is listed: None.	

COURSE CHANGE: PERC 210 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 210 <i>The Audience and the Performance Event</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course introduces students to theories and practical skills from a wide range of approaches including agitprop, group workshop, collective creation, documentary drama, issue-based theatre, and collaborative community plays. Theory and practice are examined in the context of the relationship of the performance to its audience. <i>NOTE: Students who have received credit for TDEV 210 may not take this course for credit.</i></p>	<p>PERC 210 <u>Performance Creation Studio I: Theory and Method (3.00)</u> Prerequisite: The following courses must be completed previously: ACTT 209 or PERC 209. <u>If prerequisites are not satisfied</u>, permission of the <u>Program Coordinator is required</u>. Description: This course introduces students to a wide range of <u>theories and techniques for creating socially engaged, collaborative and community-based performance works. Forms of audience/performer relations</u> are examined in <u>written and embodied projects</u>. <i>NOTE: Students who have received credit for TDEV 210 may not take this course for credit.</i></p>
<p>Rationale: The Performance Creation Area aims to streamline its offerings by unifying course titles and creating a clearer core course sequence. The area updated the description to more accurately reflect course content and current terminology, and to improve language flow.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 321 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 321 <i>Introduction to Performance Studies</i> (3 credits) Prerequisite: 24 credits and enrolment in a program of the Department of Theatre or permission of the Department. This seminar course introduces key texts in the interdisciplinary field of performance studies, and investigates a broad range of sites and practices from the realms of theatre, dance, and other cultural forms, from avant-garde to popular, aesthetic to political.</p>	<p>PERC 321 <i>Introduction to Performance Studies</i> (3.00) Prerequisite: <u>Students must complete 18 credits prior to enrolling. If prerequisites are not satisfied,</u> permission of the <u>Program Coordinator is required.</u> Description: This seminar course introduces key texts in the interdisciplinary field of performance studies, and investigates a broad range of sites and practices from the realms of theatre, dance, and other cultural forms, from avant-garde to popular, aesthetic to political.</p>
<p>Rationale: Given that this course is becoming a prerequisite for upper-level history/theory seminars in the program, the number of credits required are being reduced to allow students to take the course earlier in their programs. As well, this course has regularly proved to be of interest to students from outside the department, so required credits will no longer be limited to those in the department of Theatre.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: PERC 322 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 322 <i>Gender and Sexuality in Performance</i> (3 credits) Prerequisite: 24 credits and enrolment in a program of the Department of Theatre or permission of the Department. This seminar course provides a grounding in feminist and queer theory as critical tools for the analysis and creation of performance. The performance of gendered and queer identities is considered, as presented in everyday life and on stage.</p>	<p>PERC 322 <i>Gender and Sexuality in Performance</i> (3.00) Prerequisite: The following course must be completed previously: PERC 321. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This seminar course provides a grounding in feminist and queer theory as critical tools for the analysis and creation of performance. The performance of gendered and queer identities is considered, as presented in everyday life and on stage.</p>
<p>Rationale: PERC 321: <i>Introduction to Performance Studies</i>, now proposed as a core requirement for the Performance Creation program, is added here as a prerequisite for this upper-level performance studies seminar.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Specialization in Acting for the Theatre.</p>	

COURSE CHANGE: PERC 323 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 323 <i>Post-Colonial Theory and Practice</i> (3 credits) Prerequisite: 24 credits and enrolment in a program of the Department of Theatre or permission of the Department. This seminar course in post-colonial theory provides students with flexible methodologies for examining the impact of colonialism on societies and cultures through the study of dramatic and other forms of literature and expression. The course covers key concepts such as hegemony, exoticism, identity, alterity, hybridity, and resistance, as these terms circulate within Canada and internationally.</p>	<p>PERC 323 <i>Post-Colonial Theory and Practice</i> (3.00) Prerequisite: The following course must be completed previously: PERC 321. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This seminar course in post-colonial theory provides students with flexible methodologies for examining the impact of colonialism on societies and cultures through the study of dramatic and other forms of literature and expression. The course covers key concepts such as hegemony, exoticism, identity, alterity, hybridity, and resistance, as these terms circulate within Canada and internationally.</p>
<p>Rationale: PERC 321: <i>Introduction to Performance Studies</i>, now proposed as a core requirement for the Performance Creation program, is added here as a prerequisite for this upper-level performance studies seminar.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Specialization in Acting for the Theatre.</p>	

COURSE CHANGE: PERC 324 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|---|---|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 324 <i>Queer Theatre and Performance</i> (3 credits) Prerequisite: 24 credits and enrolment in a program of the Department of Theatre or permission of the Department. This seminar course analyzes historical and contemporary examples of lesbian/gay/bisexual/transgender/two-spirited and queer theatre and performance. The course examines how the stage has been, and continues to be, a necessary public forum for queer political activism and identity politics, and offers a comprehensive overview of key concerns in sexuality studies in Canada and internationally.</p>	<p>PERC 324 <i>Queer Theatre and Performance</i> (3.00) Prerequisite: The following course must be completed previously: PERC 321. If the prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This seminar course analyzes historical and contemporary examples of lesbian/gay/bisexual/transgender/two-spirited and queer theatre and performance. The course examines how the stage has been, and continues to be, a necessary public forum for queer political activism and identity politics, and offers a comprehensive overview of key concerns in sexuality studies in Canada and internationally.</p>
<p>Rationale: PERC 321: <i>Introduction to Performance Studies</i>, now proposed as a core requirement for the Performance Creation program, is added here as a prerequisite for this upper-level performance studies seminar.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Specialization in Acting for the Theatre.</p>	

COURSE CHANGE: PERC 353 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 353—<i>Storytelling and Oral Histories</i> (3 credits) Prerequisite: PERC 209 or written permission of the Department of Theatre. This studio course focuses on the practice and ethical implications of oral narrative traditions and their roles in contemporary society. Working with personal, traditional, and culturally specific stories, students create, craft, and perform new stories or oral histories.</p> <p><i>NOTE: Students who have received credit for TDEV 303 may not take this course for credit.</i></p>	
<p>Rationale: This course has not been offered in more than seven years and is not a requirement in any Specialization or Minor program.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 354 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 354 Popular and Applied Theatre (3 credits) Prerequisite: ACTT 209 or PERC 209, or written permission of the Department of Theatre. This studio course examines the principles on which popular and other applied theatre forms are based, including objectives and approaches of theatre companies around the world engaged in social activism and the creation of opportunities for social change. This course provides an overview of founders, practitioners, and theorists including Theatre of the Oppressed and theatre and development practices originating in Africa and India. Topics are approached through practical learning in specific techniques, and application of critical lenses for analysis and assessment. Students may also prepare a work of popular theatre. <i>NOTE: Students who have received credit for TDEV 311 may not take this course for credit.</i></p>	<p>PERC 354 Popular Theatre (3.00) Prerequisite: The following course must be completed previously: PERC 321. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This seminar course examines the principles on which popular theatre forms are based, including a survey of objectives and approaches of theatre companies around the world engaged in activism, performance-based pedagogy, and the creation of opportunities for social change. This course provides a cross-cultural overview of founders, practitioners, and theorists. Topics are approached through practical learning in specific techniques, and application of critical lenses for analysis and assessment. Students may also prepare a work of popular theatre. <i>NOTE: Students who have received credit for TDEV 311 may not take this course for credit.</i></p>
<p>Rationale: "Applied Theatre" is a term referring to a specific set of methodologies. This course has shifted to focus on history and theory of popular theatre methods and techniques.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 355 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>PERC 355 The Arts of Listening and Interviewing (3.00) Description: This hybrid studio/seminar course explores the arts of listening and interviewing as methods for performance creation. Students will develop listening, interviewing, and related skills relevant to the development of original performances informed by real-life narratives. The course prepares students to understand and work with ethics review guidelines in artistic and research-creation contexts and provides students with working knowledge of creative approaches to conduct interviews, using innovative modes of listening. <i>NOTE: Students who have received credit for PERC 498: Creative Approaches to Listening and Interviewing may not take this course for credit.</i></p>
<p>Rationale: Oral History methodologies, including the arts of interviewing, listening, and working with vernacular language and found stories, have been an integral element of the Performance Creation program since its inception, and dating further back to its predecessor, the Specialization in Theatre and Development. The program has been formalizing this element with a stand-alone Special Topics course and is now creating a permanent course. Previous Special Topic courses have had the following enrollments: 2019-20: 10/16, 2020-21: 13/16, 2021-22: 18/16.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 384 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 384 Collective Creation (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio-course focuses on collaborative approaches to theatre and performance creation. Students generate original material and create intermedial performance works. This course has a performance outcome before a small audience. <i>NOTE: Student who have received credit for TDEV 314 or for this topic under a TDEV 398 number may not take this course for credit.</i> <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i> <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>	<p>PERC 384 Performance Creation Studio II: Collaborative Practice (3.00) Prerequisite: The following courses must be completed previously: ACTT 210 or DFTT 210 or PERC 210. If prerequisites are not satisfied, permission of the Program Coordinator is required. Description: This course focuses on making collaborative performance works. Students generate and rehearse original material inspired by current events to be performed before a small audience in a studio setting. <i>NOTE: Students who have received credit for TDEV 314 or for this topic under a TDEV 398 number may not take this course for credit.</i> <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i> <i>NOTE: Students enrolled in this course are required to pay a Theatre Lab fee.</i></p>
<p>Rationale: The Performance Creation Area aims to streamline its offerings by unifying course titles and creating a clearer core course sequence. The area updated the description to more accurately reflect course content and current terminology, and to improve language flow. PERC 384 has been central to Performance Creation training and is here added as the third in a sequence of core requirements, following PERC 209 and 210.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 386 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input checked="" type="checkbox"/> Other - Specify: Note | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 386 <i>Interdisciplinary Approaches to Performance Creation</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 and 30 credits completed in a program of the Department of Theatre. This studio course emphasizes creative inquiry as the basis for interdisciplinary approaches to performance creation. In-class practical exercises open up possibilities for creation of original work through experimentation in creative process. Students also build skills in entrepreneurship as primary creators. <i>NOTE: Students who have received credit for this topic under a TDEV 398 number may not take this course for credit.</i> <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i> <i>NOTE: Students enrolled in this course are required to pay a production fee.</i></p>	<p>PERC 386 Interdisciplinary Approaches to Performance Creation (3.00) Prerequisite: <u>The following courses must be completed previously:</u> ACTT 209 or PERC 209. <u>Students must complete 24</u> credits in a program of the Department of Theatre <u>prior to enrolling. If prerequisites are not satisfied permission of the Program Coordinator is required.</u> Description: This studio course emphasizes <u>interdisciplinary</u> creative inquiry as the basis for performance creation. In-class practical exercises open up possibilities for creation of original work through experimentation. <u>Small-scale projects will be presented in class throughout the term.</u> <i>NOTE: Students who have received credit for this topic under a TDEV 398 number may not take this course for credit.</i> <i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i></p>
<p>Rationale: This course has shifted emphasis from production of a final public outcome to smaller in-class projects completed throughout the term. Therefore, Theatre Lab fees will no longer be required.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 388 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 388—Performance Creation Festival (3 credits) Prerequisite: Written permission of the Department of Theatre. This studio course provides students with the opportunity to work in self-selected teams to develop short projects for performance in a festival format. The course involves working with limited resources and emphasizes creative problem solving with the materials on hand. This course has a public performance outcome. NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus. NOTE: Students enrolled in the course are required to pay a production fee.</p> <p>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</p> <p>NOTE: Specific title, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</p>	
<p>Rationale: This course is being replaced by the new PERC 488, "Short Works Festival," which has been offered as a Special Topic production course in the past. As a capstone class taken by students from across the department's programs and involving the highly self-directed synthesis of all skills accumulated in the program, this course belongs at the 400 level – hence 488 replacing 388.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 422 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

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| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>PERC 422 Indigenous Storytelling (3.00)</p> <p>Prerequisite: Students must complete 24 credits in a program of the Department of Theatre prior to enrolling. If prerequisites are not satisfied, permission of the Program Coordinator is required.</p> <p>Description: This studio course introduces students to foundational Indigenous stories as an exploration into worldview and philosophy, utilizing a variety of Indigenous performance methods to express these stories. Students will present their individual relationships to the material through a performative retelling.</p> <p><i>NOTE: Students who have received credit for this topic under PERC 398 may not take this course for credit.</i></p>

Rationale:
 This course has been successfully offered three times as a special topic course with the following enrolments:

- 2017-2018: 12/16
- 2018-2019: 12/16
- 2020-2021: 10/16

It is part of the Indigenous Directions Action Plan and offers training to both Indigenous and non-Indigenous students in Indigenous methods of storytelling, playwriting, and performance creation.

Resource Implications:
 None.

Other Programs within which course is listed:
 None.



COURSE CHANGE: PERC 481 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 481 — <i>Performing Stories</i> (3 credits) Prerequisite: ACTT 209 or PERC 209 or written permission of the Department of Theatre. This studio course provides students with opportunities to experiment with both writing and performing original stories. Students examine contemporary performing artists whose works incorporate a wide range of storytelling modalities. This course has a public performance outcome. NOTE: Student who have received credit for TDEV 401 or for this topic under a TDEV 498 number may not take this course for credit. NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus. NOTE: Students enrolled in the course are required to pay a production fee.</p>	
<p>Rationale: This course has not been offered in more than seven years and is not a requirement in any Specialization or Minor program.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 482 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
 Implementation Month/Year: September 2022

Faculty/School: Fine Arts
 Department: Theatre
 Program: Performance Creation
 Degree: Bachelor of Fine Arts
 Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input checked="" type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
<p>PERC 482—The Artist in Residence (3 credits) Prerequisite: ACTT 209 or PERC 209 and 30 credits from within the Department of Theatre or permission of the Department. This studio course takes a hands-on, place-based approach to exploring the ethical and practical considerations facing artists and others wishing to work “in residence” with community partners. Students investigate how theatre artists might collaborate with other disciplines to explore social change within specific organizations and/or neighbourhoods. This course has a practical community-engaged outcome. NOTE: Students who have received credit for TDEV 431 or for this topic under a TDEV 498 number may not take this course for credit. NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus. NOTE: Students enrolled in this course are required to pay a production fee.</p>	
<p>Rationale: This course has not been offered in 5 years and is not a requirement in any Specialization or Minor program.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: PERC 488 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>PERC 488 Short Works Festival (3.00)</p> <p>Prerequisite: Students must complete 48 credits in a program in the Department of Theatre prior to enrolling. If prerequisites are not satisfied, permission of the Program Coordinator is required.</p> <p>Description: This course encourages students to explore methods for conceiving and creating a new theatre work in relation to contemporary topics and/ or subject matter. The principle activity of the course is to create, rehearse and perform a new contemporary short theatrical work with student-selected subject matter. The course will prepare students to consider the storyteller in response to our current world. Students will experience working in a festival format and will consider a collaborative multi-disciplinary approach to creating new work.</p> <p><i>NOTE: Students may be required to be present for additional hours related to technical and/or dress rehearsals as stipulated in the course syllabus.</i></p> <p><i>NOTE: Students enrolled in the course are required to pay a Theatre Lab fee.</i></p> <p><i>NOTE: This course may be repeated for credit in this program, provided the subject matter is different each time.</i></p> <p><i>NOTE: Specific project titles, and additional prerequisites if required, are stated in the Undergraduate Class Schedule.</i></p>

Rationale:
Based on evidence of the class being successfully offered as a special topic course with the title "Short Works Festival," the department sees the course as a crucial capstone for the BFA in Performance Creation Specialization. This course places the students in conversation with their skills honed over their first two years in the program, allowing them to apply them in a production for the public.

- 2020-2021 -- PERC 498: Short Works Festival -- 27/24
- 2019-2020 -- PERC 398/ DFTT 398 cross-list: Short Works Festival, 21/18, 16/14
- 2014-2015 -- PROD 311S: SIPA -- 23/50

- 2013-2014 -- PROD 311S: SIPA -- 24/50

Note also that the Program Coordinator will assign a specific production role to students as they are granted permission to register.

Resource Implications:

None.

Other Programs within which course is listed:

Acting for the Theatre.

COURSE CHANGE: PERC 496 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Fine Arts
Department: Theatre
Program: Performance Creation
Degree: Bachelor of Fine Arts
Calendar Section/Graduate Page Number: 81.120

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>PERC 496 Performance Creation Field School (3.00) Prerequisite: Students must complete 24 credits at the university level prior to enrolling. Permission of the Program Coordinator is required. Description: This course offers hands-on, experiential learning in performance creation or performance studies via faculty-led travel to and residency at a festival, conference, exhibition or partner institution either locally, nationally, or internationally.</p> <p><i>NOTE: Students who have received credit for a field school under another course code, including PERC 398 and PERC 498 may be considered to repeat this course for credit provided the subject matter is different.</i> <i>NOTE: Students will have to apply for this course by submitting required documentation.</i> <i>NOTE: students enrolled in this course are required to defray some or all costs of the field school.</i></p>

Rationale:
Performance Creation field schools have been offered successfully as special topic courses in the department for a number of years and have included residencies with Bread and Puppet Theater in Vermont, the exchange with the University in Erlangen-Nürnberg, Germany, and with Theatre Island in Copenhagen, Denmark.

2019: PERC /DART/URBS 498, Teaterøen/Theatre Island Field School – 9/16
2018: PERC 498, Bread and Puppet Theater internship – 14/16
2017: PERC 498, Erlangen-Nuremberg Exchange – 12/16

Resource Implications:
None.

These have previously been offered with either support from external grant funds, modest contributions from the students registered, or the department's operating budget. No additional funds from the Faculty were ever required.

Furthermore, Concordia International and the Office of the Dean are now providing support with promotion, student application and registration, and offering opportunities for student funding for all Fine Arts Field Schools.

Other Programs within which course is listed:

Acting for the Theatre.

ACTT 362, Laban for the Actor (3 credits)

Description:

This studio course will introduce students to Laban's Movement Analysis by investigating theoretical notions and practical exercises related to this approach to Acting. This studio course examines and studies various types of technics designed to challenge and enrich the creative process of actors, and stretch their range, using Laban's effort actions to investigate movement, space (internal and external), voice, text, character archetypes, story, and action. This course is designed to challenge and enrich the creative process of student actors, directors, designers, and performance creators. Using Laban's effort actions, students will investigate their range of movement, deepen their relationship to space (internal and external), and integrate that information in building character and leading to effective action.

Dramatic texts will be drawn from both Western and non-Western repertoires. This is a practical studio course. Students will study and practice the Laban's technique by applying it both as training and as a creative method.

Course Goals:

- Understand the creative process more fully
- Deepen the work within an ensemble
- Understand text from a physical and intuitive point of view, including how thoughts move in space vocally and rhythmically
- Integrate Laban's approach to finding the character's physical body, playing a character's action, using a character's language
- Understanding internal and external space to make stronger choices in performance

Assignments:

- Physical and vocal exercises
- Acting exercises
- Improvisation
- Exploration of text
- Small and large group collaboration
- Class discussion and reflection
- Written reflections
- Creating and rehearsing a short performance piece

PERC 422, Indigenous Storytelling (3 credits)

Description:

This studio course will introduce students to theoretical and practical material from various Indigenous cultures of Turtle Island (North America), within the context of basic storytelling genres and types of stories, as well as the Indigenous protocols and ethics surrounding the stories. As stories express themselves through language, gesture and the body, physical exercise will be part of the course and students will be asked to present stories as part of their learning. This course examines and studies various types of Indigenous stories that have been committed to the written word, and are thereby available to the public.

We will be focusing mostly but not exclusively on Origin and Creation stories, as these are the foundations of Indigenous Cultures. This is a practical studio course and so students will study and practice various evolving Indigenous and European performance methods and techniques, and will work on presenting Indigenous stories and their own personal relationship to these stories in the studio.

This class is based on the Mohawk law of '*Tewanonsanhonteron-Extending the Rafters*', whereby all peoples of all backgrounds, share the same lodge.

Course Goals:

- To connect with and appreciate the Origin stories of Indigenous People.
- Develop cross cultural awareness and sensitivity.
- To develop the performance skills of the students.
- To further develop and elaborate an Indigenous Performance technique based on the Lakota Winter Count.
- To understand the deeper meanings of Indigenous Stories, which include connecting with Creation, passing on Sacred Traditions, providing a moral conduct for daily life, offering solace in times of crisis and difficulty, or relating historic events to future generations.

Assessment:

Student individual presentations: 10-15 minute (max) solo presentation of one of the stories, in totality or an excerpt, taken in class, and applying the various methods studied in class.

Student group presentations: 20 min (min) - 25 minute (max) in-class presentation on your group's chosen story. Application of performance methods studied in class.

Outline for Final Paper:

- Introduce your premise,
- Clearly present and discuss the notions of cultural appropriation discussed during the term.
- Explain your personal and societal relationship to these ideas.

PERC 355, The Arts of Listening and Interviewing (3 credits)

Description:

This seminar/workshop offers training in listening & interviewing techniques to prepare students for creative practice in the fields of oral history performance, devised performance, verbatim theatre, applied theatre, the performance of real-life people's voices, and other forms of socially engaged fact-based dramaturgies

Topics of study/practice may include but are not limited to: understanding your listening style and habits; listening as a communication component; concepts of voice and listening; the notion of safe listening & interviewing spaces; the intersections between active and performative listening; modes and types of listening; listening skills; listening as an element of collaborative work between the artist, a community, and its audience; the role of listening in work at the intersection of art and activism; the politics of voice and listening; interviewing as research-creation strategy, the ethics of listening & interviewing; crafting powerful questions, the interview dynamic, recording technology and audio editing, interview transcription, interview analysis from the lens of the performance creator (this term is used broadly to include actors, playwrights, directors, dramaturges, sound designers and musicians, choreographers, or scenographers, installation artists, new media artists, and public historians and other public scholars).

Course Goals:

To build foundational listening & interviewing skills for artists who perform real-life people's stories; To enable embodied learning of listening as a physical, spontaneous, and interactive social performance; To explore performative dimensions of listening & interviewing in the context of small-scale group dynamics; To develop an ethical framework for the practice of listening & interviewing as means to devise fact-based performance; To place listening & interviewing as areas of creative practice within contemporary theatre and performance

Assignments:

Students are required to keep a learning blog. They will post an entry via moodle prior to each session. There are two components to the blog: a personal reflection on whether particular listening & interviewing activities during each class felt safe (grade neutral but mandatory); and a summary of mandatory readings or other resources (video, etc.)

A portfolio of 4 short listening & interviewing live interactions with different peers exploring a variety of topics, modes of listening, technologies, and interviewing styles.

A critical reflection of the interactions within the portfolio, including a discussion of any relevant ethical issues raised by the interactions.

A commented interview transcript of a short (10 minutes-long) original interview through the lens of a creative practitioner (a person who will use the interview as artistic material for a performance).

An end-of term longer (6-10 minutes) presentation where students may explore a practical application of the skills learned during the course in either a live performance or a facilitated talk-back discussion of any oral history performance.

PERC 488, Short Works Festival (3 credits)

Description:

This course encourages students to explore methods for devising and creating new theatre work in relation to contemporary topics and/ or subject matter.

The course will examine aspects of festival formatting. Students consider how artists work with limitations in “indie theatre” processes.

This course is designed to challenge and enrich the creative process of student performer creators, actors, designers, stage managers, dramaturgs and directors in developing their acquired skills from their respective programs. The principal activity of the course is to create, rehearse and perform a new contemporary short theatrical work.

Course Goals:

To sharpen creative voices in concept and practice

To deepen explorative responses

To build continued strength in storytelling and ensemble skills

To continue to develop strong rehearsal and, therefore, interpersonal skills

To deepen a perception of the role scenography plays in new development work

Assessment:

The creation of a new original work, 30 minutes in length. Contributions are made by each team member in areas of writing, design, performance, dramaturgy and direction. The Short Work is performed in rep, on one of the Department’s mainstages, as part of a festival of student works over a week theatrical run.

A 20-minute question and answer session is undertaken and documented by the whole cast and creative team for each Short Work. The interviews are conducted by the Assistant Production Dramaturg(s) who create the framework, including questions, for the interview. This interview is held either live after one performance of the Short Work, or filmed in advance and made part of a digital experience for the festival’s audience.

A Final reflection is submitted, including personal rehearsal logs by each student documenting their learning goals and outcomes.

PERC 496, Performance Creation Field School (3 credits)

Description:

This course offers students hands-on, experiential learning in aspects of performance creation via travel to and residency at a theatre or performing arts centre, festival, or conference, either nationally or internationally. Students participate by engaging with cultural exchanges, conceiving of their own original performance creation work, and taking on-site practical workshops and performance research activities. Previous field schools have taken place at Theatre Island in Copenhagen, Denmark, with Bread & Puppet Theater in Vermont, and through the exchange program with the University of Erlangen-Nuremberg.

Course Objectives:

- To participate in an exchange of exploratory experiential learning/ making activities in other social and cultural performance creation contexts, nationally or internationally.
- To build meaningful connections and opportunities for knowledge exchange with theatre and performance creators through collaborative activities
- To broaden students' perceptions of contemporary performance practice by engaging with a range of diverse practices, perspectives, and methods for creating new contemporary performance works
- To expose students to hands-on experience and responsibilities for undertaking creation and artistic residencies in professional, national and international contexts

Assessment:

- Participation and comprehension of the importance of cultural exchange and collaboration in the creation of original and contemporary performance works
- Demonstration of capacity to work collaboratively in different social-cultural contexts
- Creation of journal/ sketch book that demonstrates critical and personal reflection on undertaking creative residency and impact on national and international communities
- Conceptualization, realization, presentation, and documentation of (solo or collaborative) performance work

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning

FROM: Dr. M. Debbabi, Dean; Chair, GCS Council

DATE: September 28, 2021

RE: Changes to the prerequisite of ENCS 393

Please find attached a curriculum package for the course ENCS 393 (Social and Ethical Dimensions of Information and Communication Technologies). The Centre for Engineering in Society proposes to modify the prerequisite of ENCS 393 based on a request from the Department of Computer Science and Software Engineering.

This proposal passed the GCS Undergraduate Studies Committee on April 30, 2021 and by the GCS Council on May 14, 2021. I would be grateful if you could put it on the agenda of the next APC meeting.

Internal Memorandum
Centre for Engineering in Society

To: Dr. Ali Akgunduz, Associate Dean, Academic Prog. and Undergraduate Activities
From: Dr. Govind Gopakumar, Chair, Centre for Engineering in Society (CES)
CC: Dr. Lata Narayanan, Chair, Computer Science and Software Engineering (CSSE)
Date: April 23, 2021
Subject: **Modify calendar description for ENCS393**

On the basis of a request from CSSE, the CES Curriculum Committee wishes to propose an amendment to the calendar description for **ENCS393 *Social and Ethical Dimensions of Information and Communication Technologies*** to allow students registered in the BSc. Computer Science as well as other degree program to take this course earlier in their program sequence.

CES does not anticipate any resource implications from this change.

The calendar description is attached.

We request that you consider this amendment for approval in the Undergraduate Curriculum Committee, and if granted, move it through the appropriate channels for inclusion in the undergraduate calendar.

COURSE CHANGE: ENCS 393 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Centre for Engineering in Society
Program: Computer Science
Degree: BCompSc
Calendar Section/Graduate Page Number: 71.60

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>ENCS 393 <i>Social and Ethical Dimensions of Information and Communication Technologies</i> (3 credits) Prerequisite: The following course must be completed previously: ENCS 282. Students must complete 40 credits in the BCompSc program prior to enrolling. Description: Ethics in an information society; surveillance and privacy; economic globalization and intellectual property in a digital world: the digital divide; computer-based profiling and hacking; electronic democracy; computer-mediated experience; and information productivity and the work/life balance. Component(s): Lecture, three hours per week.</p>	<p>ENCS 393 <i>Social and Ethical Dimensions of Information and Communication Technologies</i> (3 credits) Prerequisite: The following course must be completed previously: ENCS 282. Students must complete 30 credits in their degree program prior to enrolling. Description: This course covers the following topics: ethics in an information society; surveillance and privacy; economic globalization and intellectual property in a digital world: the digital divide; computer-based profiling and hacking; electronic democracy; computer-mediated experience; and information productivity and the work/life balance. Component(s): Lecture, three hours per week.</p>
<p>Rationale: On the basis of a request from the Department of Computer Science and Software Engineering, the Centre for Engineering in Society Curriculum Committee wishes to propose an amendment to the calendar description for ENCS393 <i>Social and Ethical Dimensions of Information and Communication Technologies</i> to allow students registered in the BSc. Computer Science as well as other degree program to take this course earlier in their program sequence.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning

FROM: Dr. M. Debbabi, Dean; Chair, GCS Council

DATE: September 28, 2021

RE: Changes to the undergraduate programs in the CSE Department

Please find attached the curriculum changes for the undergraduate programs in the Department of Computer Science and Software Engineering. There is no resource implication required for the first two items, except a lab instructor will be needed for COMP 438. A summary of changes is listed as follows:

- Add SOEN 471 Big Data Analytics (4 credits) into the list of Computer Science Electives.
- Add a laboratory component to COMP 333 Data Analytics; thus, the credit value is changed to 4 credits.
- Introduce a new course COMP 438 Geometric Modeling and Processing (4 credits) that is created as an undergraduate cross-listed counterpart to COMP 6381.

This proposal passed the GCS Undergraduate Studies Committee on February 26, 2021 and by the GCS Council on March 12, 2021. I would be grateful if you could put it on the agenda of the next APC meeting.

INTERNAL MEMORANDUM

TO: Ali Akgunduz, Associate Dean, Academic Programs, Gina Cody School of Engineering and Computer Science

FROM: Lata Narayanan, Chair, Department of Computer Science and Software Engineering

DATE: February 24, 2021

SUBJECT: Undergraduate curriculum changes.

Please find attached a curriculum package for the undergraduate programs in the Computer Science and Software Engineering (CSE) Department. These calendar changes were reviewed and approved by the Department Curriculum Committee, and subsequently by the Department Council held on February 23, 2021.

In the present package, there are 3 main changes:

- Addition of SOEN 471 to the list of Computer Science Electives.
- Change in credit value of COMP 333 from 3.0 credits to 4.0 credits because of the addition of a laboratory component.
- Introduction of a new undergraduate course COMP 438 Geometric Modeling and Processing, cross-listed with an existing graduate course.

Overview of Changes

The changes in this package (with references to Provo-Track document page numbering, e.g., D1) are summarized below:

Page D1. The proposed change on this page is for the addition of the course SOEN 471 in the list of courses that BCompSc students can take as Computer Science Electives.

Resource implications: None.

Pages D2-D8. The proposed change on these pages is for the addition of a 2-hour weekly laboratory component for the course COMP 333, which brings this course from 3 credits to 4 credits. As this course is listed in the Electives list of the BCompSc program, and B. Eng. (Software Engineering) programs, which includes the number of credits, the list needs to be updated with the new credit value.

Resource implications: A lab instructor needs to be hired for every course offering.

Page D9.

BCompSc.: This course is proposed as a cross-listed course with the already-existing course COMP 6381. The details of the proposed course are given in the attached COMP-111 dossier.

Resource implications: As this is to be a cross-listed course, it will be part of the workload associated with COMP 6381 and thus bears no additional resource, except for the hiring of a lab instructor.

We would be grateful if you could put this on the agenda of the next Engineering and Computer Science Undergraduate Studies Curriculum Committee meeting.

PROGRAM CHANGE: Add SOEN 471 to Computer Science Electives list

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Computer Science
Degree: BCompSc
Calendar Section/Graduate Page Number: 71.70.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text
<p>Computer Science Electives</p> <p>Computer Science Electives must be chosen from the following list:</p> <p>All COMP courses with numbers 325 or higher.</p> <p>ENGR 490 Multidisciplinary Capstone Design Project (4.00) SOEN 287 Web Programming (3.00) SOEN 321 Information Systems Security (3.00) SOEN 331 Formal Methods for Software Engineering (3.00) SOEN 387 Web-Based Enterprise Application Design (3.00) SOEN 422 Embedded Systems and Software (4.00) SOEN 423 Distributed Systems (4.00) SOEN 487 Web Services and Applications (4.00)</p> <p>COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department).</p> <p>Note: Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits. Computer Science Elective Groups</p>	<p>Computer Science Electives</p> <p>Computer Science Electives must be chosen from the following list:</p> <p>All COMP courses with numbers 325 or higher.</p> <p>ENGR 490 Multidisciplinary Capstone Design Project (4.00) SOEN 287 Web Programming (3.00) SOEN 321 Information Systems Security (3.00) SOEN 331 Formal Methods for Software Engineering (3.00) SOEN 387 Web-Based Enterprise Application Design (3.00) SOEN 422 Embedded Systems and Software (4.00) SOEN 423 Distributed Systems (4.00) SOEN 471 Big Data Analytics (4.00) SOEN 487 Web Services and Applications (4.00)</p> <p>COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department).</p> <p>Note: Any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits. Computer Science Elective Groups</p>
<p>Rationale: SOEN 471 - Big data analytics is a recently created and popular course. There is much demand from BCompSci students to take this course for credit as a Computer Science Elective. We propose to include it in the list to avoid to process student requests to have it credited as a Computer Science Elective.</p>	
<p>Resource Implications:</p>	

None.

PROGRAM CHANGE: Change COMP 333 credits in BEng Software Engineering description

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Software Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.70.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																								
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COMP 426 Multicore Programming	4.00	COMP 426 Multicore Programming	4.00
COMP 428 Parallel Programming	4.00	COMP 428 Parallel Programming	4.00
COMP 432 Machine Learning	4.00	COMP 432 Machine Learning	4.00
COMP 442 Compiler Design	4.00	COMP 442 Compiler Design	4.00
COMP 444 System Software Design	4.00	COMP 444 System Software Design	4.00
COMP 445 Data Communication and Computer Networks	4.00	COMP 445 Data Communication and Computer Networks	4.00
COMP 451 Database Design	4.00	COMP 451 Database Design	4.00
COMP 465 Design and Analysis of Algorithms	3.00	COMP 465 Design and Analysis of Algorithms	3.00
COMP 472 Artificial Intelligence	4.00	COMP 472 Artificial Intelligence	4.00
COMP 473 Pattern Recognition	4.00	COMP 473 Pattern Recognition	4.00
COMP 474 Intelligent Systems	4.00	COMP 474 Intelligent Systems	4.00
COMP 475 Immersive Technologies	4.00	COMP 475 Immersive Technologies	4.00
COMP 476 Advanced Game Development	4.00	COMP 476 Advanced Game Development	4.00
COMP 477 Animation for Computer Games	4.00	COMP 477 Animation for Computer Games	4.00
COMP 478 Image Processing	4.00	COMP 478 Image Processing	4.00
COMP 479 Information Retrieval and Web Search	4.00	COMP 479 Information Retrieval and Web Search	4.00
COMP 498 Topics in Computer Science	3.00	COMP 498 Topics in Computer Science	3.00
COMP 499 Topics in Computer Science with Lab	4.00	COMP 499 Topics in Computer Science with Lab	4.00
SOEN 298 System Hardware Lab	1.00	SOEN 298 System Hardware Lab	1.00
SOEN 344 Advanced Software Architecture and Design	3.00	SOEN 344 Advanced Software Architecture and Design	3.00

SOEN 387 Web-Based Enterprise Application Design	3.00	SOEN 387 Web-Based Enterprise Application Design	3.00
SOEN 422 Embedded Systems and Software	4.00	SOEN 422 Embedded Systems and Software	4.00
SOEN 423 Distributed Systems	4.00	SOEN 423 Distributed Systems	4.00
SOEN 448 Management of Evolving Systems	3.00	SOEN 448 Management of Evolving Systems	3.00
SOEN 471 Big Data Analytics	4.00	SOEN 471 Big Data Analytics	4.00
SOEN 487 Web Services and Applications	4.00	SOEN 487 Web Services and Applications	4.00
SOEN 491 Software Engineering Project	1.00	SOEN 491 Software Engineering Project	1.00
SOEN 498 Topics in Software Engineering	3.00	SOEN 498 Topics in Software Engineering	3.00
SOEN 499 Topics in Software Engineering with Lab	4.00	SOEN 499 Topics in Software Engineering with Lab	4.00
ENGR 411 Special Technical Report	1.00	ENGR 411 Special Technical Report	1.00
Computer Games Group	<i>Credits</i>	Computer Games Group	<i>Credits</i>
COMP 345 Advanced Program Design with C++	4.00	COMP 345 Advanced Program Design with C++	4.00
COMP 371 Computer Graphics	4.00	COMP 371 Computer Graphics	4.00
COMP 376 Introduction to Game Development	4.00	COMP 376 Introduction to Game Development	4.00
COMP 475 Immersive Technologies	4.00	COMP 475 Immersive Technologies	4.00
COMP 476 Advanced Game Development	4.00	COMP 476 Advanced Game Development	4.00
COMP 477 Animation for Computer Games	4.00	COMP 477 Animation for Computer Games	4.00
Data Engineering Group	<i>Credits</i>	Data Engineering Group	<i>Credits</i>

COMP 333 Data Analytics	3.00	COMP 333 Data Analytics	<u>4.00</u>
COMP 353 Databases	4.00	COMP 353 Databases	4.00
COMP 432 Machine Learning	4.00	COMP 432 Machine Learning	4.00
COMP 479 Information Retrieval and Web Search	4.00	COMP 479 Information Retrieval and Web Search	4.00
SOEN 471 Big Data Analytics	4.00	SOEN 471 Big Data Analytics	4.00

Rationale:
 COMP 333 has a significant hands-on component that requires a laboratory for the students to practice.

Resource Implications:
 A lab instructor needs to be hired for every course offering.

PROGRAM CHANGE: Change COMP 333 credits in BCompSci program description

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Computer Science
Degree: BCompSc
Calendar Section/Graduate Page Number: 71.70.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																												
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COMP 333 Data Analytics	3.00	COMP 333 Data Analytics	<u>4.00</u>
COMP 353 Databases	4.00	COMP 353 Databases	4.00
COMP 432 Machine Learning	4.00	COMP 432 Machine Learning	4.00
COMP 479 Information Retrieval and Web Search	4.00	COMP 479 Information Retrieval and Web Search	4.00
MAST 324 Introduction to Optimization	3.00	MAST 324 Introduction to Optimization	3.00
SOEN 471 Big Data Analytics	4.00	SOEN 471 Big Data Analytics	4.00

Rationale:
 COMP 333 has a significant hands-on component that requires a laboratory for the students to practice.

Resource Implications:
 A lab instructor needs to be hired for every course offering.

COURSE CHANGE: COMP 333 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Computer Science and Software Engineering
Degree: BCompSc, BEng
Calendar Section/Graduate Page Number: 71.70.10

Type of Change:

- | | | | |
|--|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input checked="" type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>COMP 333 Data Analytics (3 credits) Prerequisite: The following courses must be completed previously: COMP 233 or ENGR 371; and COMP 352; and ENCS 282. Description: This course introduces the process of data analytics with the aid of examples from several disciplines. It covers data wrangling: extract-transform-load (ETL), cleaning, structuring, integration; data analytics activities: description, prescription, modelling, simulation, optimization, storytelling; and the Python ecosystem: language, libraries, and Jupyter environment. Lectures: three hours per week.</p>	<p>COMP 333 Data Analytics (4 credits) Prerequisite: The following courses must be completed previously: COMP 233 or ENGR 371; and COMP 352; and ENCS 282. Description: This course introduces the process of data analytics with the aid of examples from several disciplines. It covers data wrangling: extract-transform-load (ETL), cleaning, structuring, integration; data analytics activities: description, prescription, modelling, simulation, optimization, storytelling; and the Python ecosystem: language, libraries, and Jupyter environment. Lectures: three hours per week. Laboratory: two hours per week.</p>
<p>Rationale: COMP 333 has a significant hands-on component that requires a laboratory for the students to practice.</p>	
<p>Resource Implications: A lab instructor needs to be hired for every course offering.</p>	
<p>Other Programs within which course is listed: This course is listed in both the BEng - Software Engineering and the BCompSci program.</p>	

COURSE CHANGE: COMP 438 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Computer Science and Software Engineering
Program: Computer Science
Degree: BCompSc
Calendar Section/Graduate Page Number: 71.70.10

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 20XX/20XX) calendar	Proposed Text
	<p>COMP 438 Geometric Modeling and Processing (4 credits) Prerequisite: The following course must be completed previously: COMP352. Description: This course exposes the students to the geometric modeling pipeline. It includes topics such as efficient mesh data structures such as half-edge and cornertable, digital differential geometry, spectral mesh processing, discrete modeling tools and analytic modeling tools (B-Splines, Bezier and subdivision surfaces), optimization-driven modeling and simulation, 3D shape acquisition, 3D printing and prototyping. Application-related topics are discussed such as smoothing, resampling, compression, as well as deep neural network architectures for geometric data and modeling problems. A project is required. Lectures: three hours per week. Laboratory: two hours per week.</p>
<p>Rationale: There has been much demand for COMP 6381 to be taken by undergraduate students. Hence, this course is created as an undergraduate cross-listed counterpart to COMP 6381.</p>	
<p>Resource Implications: This course is cross-listed with COMP6381, hence is par of the COMP6381 course load. A lab instructor needs to be hired for every course offering.</p>	
<p>Other Programs within which course is listed:</p>	

Graduate Course Changes Proposal

COMP6381: Geometric Modeling and Processing

COMP438: Geometric Modeling and Processing

Tiberiu Popa

Department of Computer Science and Software Engineering

Summary and justification of changes. This course under the old name: "COMP6381: Digital Geometry and Modeling" is a permanent course offered in the department of computer science and software engineering. As with any advance course that lays on the boundary of the current knowledge, it is continuously changing. This is the first major change since it was first offered and it addresses both content as well as curative aspects of the course.

First, I would like to change the title of the course. I did an informal survey among some students and the current course title is confusing to some and it gives little intuition to students as to where the main focus of the course is. Therefore, I would like to change it to "**Geometric Modeling and Processing**". **It is much more focused, clear and concise.**

Furthermore, the main different curative aspect is to open it up to the undergraduate student cohort by making it a cross-listed course. The truth is that 3D geometry modelling is no longer a fringe topic, but rather a mainstream one supporting a multibillion dollar industry that grows at a lightning pace of 15% per year (it was 3.8 billion in 2020 and projected to be 7.6 billion by 2025) ¹. Therefore, the content of this course will go a long way to help students acquire a marketable edge in this field especially that Montreal is big hub of companies that directly or indirectly use 3D modeling technology. Case in point, in addition to my graduate students that without exception either continued their studies or got hired in good positions at companies in this field, I had a few undergraduate students that worked with me as RAs and they were all recruited in excellent positions and told to me that the 3D modelling knowledge acquired helped them a lot securing these positions. Another example comes from the Concordia Library that, recognizing the importance of this field, created a 3D printing lab ² for the undergraduate students to acquire applied knowledge in the latest prototyping and manufacturing technologies. My course provides a solid theoretical and practical background for the students interested looking to expend their knowledge in this field and use these Concordia facilities.

One of the challenges of cross-listed courses for the undergraduate students is that they are typically 3 credits, thus sometimes requiring undergraduate students take an additional course at the end of their studies to compensate for this missing credit. Therefore, I would like to offer a lab and have the undergraduate version as well as the graduate version have 4 credits.

¹<https://www.marketsandmarkets.com/Market-Reports/3d-mapping-market-819.html#:~:text=%5B327%20Pages%20Report%5D%20The%20global,15.0%25%20during%20the%20forecast%20period>

²<https://library.concordia.ca/technology/sandbox/3d-printing.php>

Additionally, I changed the content of the course to reflect the latest research and industrial trends, especially in the context of the deep learning revolution. I am placing more emphasis on the acquisition, manufacturing and prototyping technologies (i.e. 3D printing), I added more analytical modelling tools such as splines and subdivision surfaces and I introduced an entire new module on deep learning architectures for 3D geometry processing and modelling.

Background and motivation 3D geometric modeling is a very fast growing field in computer graphics that focuses on designing fundamental tools, data structures and algorithms for digital representation and modeling of 3D geometry. 3D geometry is more and more recognized and integrated ubiquitously as an independent media type [1] and used in everyday applications ranging from video games and special effects, computer aided design in engineering and architecture [2] to reverse engineering [3] and medical applications.

As this industry is projected to have a market share of about 7.6 billion USD by 2025 and Montreal and Quebec already have an established industry in 3D modelling and applications with large companies such as Autodesk ³, UBISOFT ⁴, Matrox ⁵ and CAE ⁶ that are constantly looking to expand their workforce. In addition to these large companies, there are many medium and small companies in this industry; here is a list of companies, many local, that recently hired undergraduate students as well as graduate students from my lab at Concordia: Teledyne DALSA ⁷, Eidos ⁸, Opal-RT ⁹, Bioware ¹⁰, Think Surgical ¹¹, Crop-tracker ¹², Formlabs ¹³, Magicplan ¹⁴, Vention ¹⁵, DBM Laval ¹⁶

Therefore, solid understanding of advanced 3D geometry modeling is an essential asset for: (A) the graduate students that would like to pursue research in this field, (B) graduate and undergraduate students that would like to pursue an industry career path working in this industry. The students will receive practical training that can be transferred in many of the graphics related industries where Montreal has a strong tradition and presence. Digital geometry and modeling courses are offered at most top Universities worldwide including many Canadian universities. I had the chance to TA a version of this course at University of British Columbia and also I had the opportunity to teach a version of this course at ETH Zurich with excellent student reviews. This digital geometry and modeling course will add the value of the teaching portfolio of the department by complementing the other computer graphics courses with a more in-depth knowledge of 3D geometry modeling, representation and processing. I would like to mention also that this course had in the past many students from other Universities from Montreal: ETS, UdeM and McGill.

³<http://www.autodesk.com>

⁴<https://ubisoft.com/>

⁵<https://matrox.com/>

⁶<http://cae.com/>

⁷<https://www.teledynedalsa.com/en/home/>

⁸<https://www.eidosmontreal.com/>

⁹<https://www.opal-rt.com/>

¹⁰<https://www.bioware.com/>

¹¹<https://thinksurgical.com/>

¹²<https://www.croptracker.com/>

¹³<https://formlabs.com/>

¹⁴<https://www.magicplan.app/>

¹⁵<https://vention.io/>

¹⁶<https://www.dbmreflex.com/>

Calendar description

COMP 6381 Geometric Modeling and Processing (4 credits)

This course exposes the students to the geometric modeling pipeline. It includes topics such as efficient mesh data structures such as half-edge and cornertable, digital differential geometry, spectral mesh processing, discrete modeling tools and analytic modeling tools (B-Splines, Bezier and subdivision surfaces), optimization-driven modeling and simulation, 3D shape acquisition, 3D printing and prototyping. Application-related topics are discussed such as smoothing, resampling, compression, as well as deep neural network architectures for geometric data and modeling problems. A project is required. Lectures: three hours per week. Laboratory: two hours per week.

COMP 438 Geometric Modeling and Processing (4 credits)

Prerequisite: COMP352. This course exposes the students to the geometric modeling pipeline. It includes topics such as efficient mesh data structures such as half-edge and cornertable, digital differential geometry, spectral mesh processing, discrete modeling tools and analytic modeling tools (B-Splines, Bezier and subdivision surfaces), optimization-driven modeling and simulation, 3D shape acquisition, 3D printing and prototyping. Application-related topics are discussed such as smoothing, resampling, compression, as well as deep neural network architectures for geometric data and modeling problems. A project is required. Lectures: three hours per week. Laboratory: two hours per week.

Time of Offering. Fall semester of academic year 2021-2022.

Related courses. The content for this class was carefully chosen not to overlap significantly, but rather to complement the other related graduate classes offered in our faculty. In general, the main focus of this class is the fundamentals of digital 3D shape representation and operators from a mathematical and a computational perspective. Table 3 below summaries the specific differences:

Table 1: Summary of grading scheme

Assignments	30%
Midterm	20%
Discussions	10%
Course project	40%
<hr/>	
Total	100%

Grading scheme. Table 1 outlines the grading scheme.

NB: There is no fixed, a priori relationship between the numerical percentage and the final letter grades for this course. To pass the course, the students must individually pass each of the following components: assignments, midterm exam and project. There are no make-ups/alternates for missed exams or assignments.

Schedule. Table 2 outlines a possible schedule for this course over a 13-week term.

Table 2: Summary of topics and schedule

Week	Topics
1.1	Introduction. Geometric representations: implicit and explicit.
1.2	Meshes and mesh data structures
1.3	Digital differential geometry. Estimation of differential operators. Spectral mesh analysis
2.1	3D acquisition technologies: optical, CT, MRI, sonar, time of flight, light-field cameras
2.2	3D manufacturing and prototyping (a.k.a. 3D printing)
3.1	Basic tools : smoothing, deformation, parameterization, resampling, compression
3.2	Discrete modeling tools
3.3	Analytical modeling tools (splines, subdivision surfaces)
3.4	Optimization-driven 3D modeling and simulation.
4.1	Deep learning architectures for geometric problems (point based, mesh based, local geometry and global geometry)
4.2	3D Deep learning applications: 3D shape analysis and synthesis
5	Overview of current research problems
6	Project presentation

Textbook and References

The course textbook will be M. Botsch, L. Kobbelt, M. Pauly, P. Alliez, B. Levy *Polygon Mesh Processing*. AK Peters, 2010

S. Mann, *A Blossoming Development of Splines* Morgan & Claypool Publishers, 2006

References

- [1] Adobe Acrobat <http://www.adobe.com/devnet/acrobat3d.html>.
- [2] H. Pottmann, A. Asperl, M. Hofer, A. Kilian *Architectural Geometry*. Bentley Institute Press, 2007.
- [3] D. Bradley, T. Popa, A. Sheffer, W. Heidrich, T. Boubekeur *Markerless Garment Capture*. SIGGRAPH, 2008.
- [4] M. Botsch, L. Kobbelt, M. Pauly, P. Alliez, B. Levy *Polygon Mesh Processing*. AK Peters, 2010.
- [5] B. Levy *Laplace-Beltrami Eigenfunctions Towards an algorithm that “understands” geometry*. Shape Modeling International, 2007
- [6] A. Sheffer, B. Lévy, M. Mogilnitsky, A. Bogomyakov *ABF++: Fast and Robust Angle Based Flattening*. ACM Transactions on Graphics, 2006
- [7] R. Gal, O. Sorkine, T., Popa, A. Sheffer, D. Cohen-Or *3D Collage: Expressive Non-Realistic Modeling*. Proc. International Symposium on Non-Photorealistic Animation and Rendering (NPAR), 2007.
- [8] T. Popa, D. Julius, A. Sheffer *Material Aware Mesh Deformation*. Proc. International Symposium on Non-Photorealistic Animation and Rendering (NPAR), 2007.

Table 3: Summary of related courses.

Current course	Difference
COMP 6311 Computer Animation	COMP6311 focuses primarily on motion and dynamic geometry driven primarily by kinematics and physics, the proposed course focuses on static geometry, modeling, analysis and understanding.
COMP 6761 Advanced 3D Graphics for Game Programming	COMP 6761 places emphasis on real-time applications such as games. The proposed course complements this material by focusing primarily on application that do not require a real-time component
COMP 6711 Computational geometry	COMP 6711 focuses primarily on classical discrete problems. The proposed course combines the discrete approach of 3D geometry with a variational and a signal processing approach.
COMP 7661 Advanced Rendering and Animation	COMP 7661 and the proposed course focuses on complementary aspects. The propose course does not cover in depth animation or rendering problems.
SOEN 6761 Multimedia Computing	SOEN 6761 covers a variety of media types including 3D geometry, the proposed course only focuses on advanced topics in 3D geometry.
INSE 6510 Video Game Technology and Development	INSE 6510 focuses primarily on applications to video games. The proposed course has a broader scope.
INSE 6530 3D Graphics and Computer Animation for Game Design	INSE 6530 focuses primarily on video game design and development. The proposed course has a broader scope.

[9] C. Kuster, T. Popa, J.C. Bazin, C. Gotsman, M. Gross *Gaze Correction for Home Video Conferencing* . SIGGRAPH Asia, 2012

[10] M. Kazhdan, M. Bolitho, H. Hoppe. *Poisson surface reconstruction*. SMI, 2006

INTERNAL MEMORANDUM

TO: Dr. Sandra Gabriele, Vice- Provost, Innovation in Teaching and Learning

FROM: Dr. M. Debbabi, Dean; Chair, GCS Council

DATE: September 28, 2021

RE: Changes to the undergraduate programs in the ECE Department

Please find attached the curriculum changes for the undergraduate programs in the Department of Electrical and Computer Engineering. There is no resource implication required for this proposal. A summary of changes is listed as follows:

- Revise the course title of COEN 422 from Cyber-Physical Systems to Foundations of Cyber-Physical Systems.
- Add an asterisk to ELEC 435 (Electromechanical Energy Conversion Systems) to identify it as a course that is offered in French.
- Remove COMP 465 (Design and Analysis of Algorithms) from the list of Computer Science and Programming electives.

This proposal passed the GCS Undergraduate Studies Committee on February 26, 2021 and by the GCS Council on March 12, 2021. I would be grateful if you could put it on the agenda of the next APC meeting.

INTERNAL MEMORANDUM

DATE: February 18, 2021

TO: Dr. A. Akgunduz, Associate Dean, Academic Programs Faculty of
Engineering and Computer Science

FROM: Dr. Yousef Shayan, Chair, Department of Electrical and Computer Engineering

SUBJECT: Undergraduate Changes 2021-2022

Please find enclosed the curriculum package Dossier #120 for the undergraduate programs submitted by the Department of Electrical and Computer Engineering.

These changes have been approved at the Department Curriculum Committee meeting held, September 28, November 23, 2020 and January 11, 2021 and at the Department Council meeting held February 5, 2021. I would be grateful if you could put this on the agenda of the next Engineering and Computer Science Undergraduate Studies Committee meeting.

The Department has proposed the changes to our ECE Undergraduate Programs in this package, which are summarized below. These changes are aimed at upgrading the Electrical and Computer Engineering program by deletion and introduction of some other courses in the core.

Overview of Program Changes

Item	Rationale	Resource Implications
Electrical Engineering Electives: 1. ELEC435 course in Power and Renewable Energy Systems (C) is taught in French 2. COEN422 course title changed in Controls, Robotics and Avionics (D)	1. ELEC 435 has been added an asterisk to note that this course is offered in French 2. COEN 422 course title has changed from Cyber-Physical Systems to Foundations of Cyber-Physical Systems	None.

Overview of Program Changes

Item	Rationale	Resource Implications
Computer Engineering Option Core: 1. COEN422 course title changed in Pervasive Computing Option Electives	1. COEN 422 course title has changed from Cyber-Physical Systems to Foundations of Cyber-Physical Systems	None.
Computer Engineering Electives: 1. COEN422 course title changed in Software and Design Systems (B) 2. Course have been removed from Computer Science and Processing (D)	1. COEN 422 course title has changed from Cyber-Physical Systems to Foundations of Cyber-Physical Systems 2. COMP465 has been removed from Computer Science and Programming electives. This was not very crucial for COEN students, as one of its prerequisites, COMP339, was not on the COEN elective list	None.

Overview of Course Changes:

Item	Rationale	Resource Implications	New Course	Course Deletion	Change of Title	Description	Note	Prerequisite
COEN 422	The title is changed to better reflect the content of the course. The course COEN 346 is a prerequisite of COEN320 and provides the required background for COEN 422 on computer engineering. The course description has been rewritten using sentences.	None			X	X		X
COEN 446	Update the course description to its current content and include protocols of physical and medium access control layers, as well as the IP-based basic protocol used to connect things to the Internet.	None				X		

PROGRAM CHANGE: Electrical Engineering

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Department of Electrical and Computer Engineering
Program: Electrical Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.30.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar			Proposed Text		
71.30.1 Course Requirements (BEng in Electrical Engineering)			71.30.1 Course Requirements (BEng in Electrical Engineering)		
<p>The program in Electrical Engineering consists of the Engineering Core, the Electrical Engineering Core, and Electives. The minimum length of the program is 120 credits. Students in the Electrical Engineering program are required to complete at least one work term administered by either the CIADI (§71.10.9) or co-op (§71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Electrical Engineering program, including ELEC 390, would satisfy this requirement. In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education. It should be noted that ultimately it is the responsibility of the student to find an approved work-term placement. For information on co-op fees, see concordia.ca/academics/co-op/students/fees.</p> <p>Engineering Core (30.5 credits) See §71.20.5.</p>			<p>The program in Electrical Engineering consists of the Engineering Core, the Electrical Engineering Core, and Electives. The minimum length of the program is 120 credits. Students in the Electrical Engineering program are required to complete at least one work term administered by either the CIADI (§71.10.9) or co-op (§71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Electrical Engineering program, including ELEC 390, would satisfy this requirement. In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education. It should be noted that ultimately it is the responsibility of the student to find an approved work-term placement. For information on co-op fees, see concordia.ca/academics/co-op/students/fees.</p> <p>Engineering Core (30.5 credits) See §71.20.5.</p>		
Electrical Engineering Core		<i>Credits</i>	Electrical Engineering Core		<i>Credits</i>
COEN 212	Digital Systems Design I	3.50	COEN 212	Digital Systems Design I	3.50
COEN 231	Introduction to Discrete Mathematics	3.00	COEN 231	Introduction to Discrete Mathematics	3.00
COEN 243	Programming Methodology I	3.50	COEN 243	Programming Methodology I	3.50
COEN 244	Programming Methodology II	3.00	COEN 244	Programming Methodology II	3.00
COEN 311	Computer Organization and Software	3.50	COEN 311	Computer Organization and Software	3.50
COEN 313	Digital Systems Design II	3.50	COEN 313	Digital Systems Design II	3.50
COEN 352	Data Structures and Algorithms	3.00	COEN 352	Data Structures and Algorithms	3.00

ELEC 242	Continuous-Time Signals and Systems	3.00	ELEC 242	Continuous-Time Signals and Systems	3.00
ELEC 251	Fundamentals of Applied Electromagnetics	3.00	ELEC 251	Fundamentals of Applied Electromagnetics	3.00
ELEC 311	Electronics I	3.50	ELEC 311	Electronics I	3.50
ELEC 312	Electronics II	3.50	ELEC 312	Electronics II	3.50
ELEC 321	Introduction to Semiconductor Materials and Devices	3.50	ELEC 321	Introduction to Semiconductor Materials and Devices	3.50
ELEC 331	Fundamentals of Electrical Power Engineering	3.50	ELEC 331	Fundamentals of Electrical Power Engineering	3.50
ELEC 342	Discrete-Time Signals and Systems	3.50	ELEC 342	Discrete-Time Signals and Systems	3.50
ELEC 351	Electromagnetic Waves and Guiding Structures	3.00	ELEC 351	Electromagnetic Waves and Guiding Structures	3.00
ELEC 366	Telecommunication Networks	3.50	ELEC 366	Telecommunication Networks	3.50
ELEC 367	Introduction to Digital Communications	3.50	ELEC 367	Introduction to Digital Communications	3.50
ELEC 372	Fundamentals of Control Systems	3.50	ELEC 372	Fundamentals of Control Systems	3.50
ELEC 390	Electrical Engineering Product Design Project	3.00	ELEC 390	Electrical Engineering Product Design Project	3.00
ELEC 490	Capstone Electrical Engineering Design Project	4.00	ELEC 490	Capstone Electrical Engineering Design Project	4.00
ENGR 290	Introductory Engineering Team Design Project	3.00	ENGR 290	Introductory Engineering Team Design Project	3.00
		_____			_____
		70.00			70.00
<p>Note: Students may replace ELEC 490 with ENGR 490 if they are interested in a multidisciplinary project that requires collaboration with students from other engineering departments. In order for students to register in ENGR 490, their projects must be approved by the ENGR 490 Design Committee before the start of the fall term.</p>			<p>*Note: Students may replace ELEC 490 with ENGR 490 if they are interested in a multidisciplinary project that requires collaboration with students from other engineering departments. In order for students to register in ENGR 490, their projects must be approved by the ENGR 490 Design Committee before the start of the fall term.</p>		
<p>Electrical Engineering Electives Students must complete at least 19.50 credits from the Electrical Engineering Electives list below. Courses are listed in groups to facilitate course selection. With adequate academic justification and with permission of the Department, students may take one technical elective course from the Computer Engineering Electives list.</p>			<p>Electrical Engineering Electives Students must complete at least 19.50 credits from the Electrical Engineering Electives list below. Courses are listed in groups to facilitate course selection. With adequate academic justification and with permission of the Department, students may take one technical elective course from the Computer Engineering Electives list.</p>		
A. Telecommunication Networks and Signal Processing		<i>Credits</i>	A. Telecommunication Networks and Signal Processing		<i>Credits</i>
COEN 446	Internet of Things	3.00	COEN 446	Internet of Things	3.00

COEN 447	Software-Defined Networking	3.00	COEN 447	Software-Defined Networking	3.00
ELEC 442	Digital Signal Processing	3.00	ELEC 442	Digital Signal Processing	3.00
ELEC 464	Wireless Communications	3.00	ELEC 464	Wireless Communications	3.00
ELEC 465	Networks Security and Management	3.50	ELEC 465	Networks Security and Management	3.50
ELEC 466	Introduction to Optical Communication Systems	3.50	ELEC 466	Introduction to Optical Communication Systems	3.50
ELEC 470	Broadcast Signal Transmission	3.00	ELEC 470	Broadcast Signal Transmission	3.00
ELEC 472	Advanced Telecommunication Networks	3.50	ELEC 472	Advanced Telecommunication Networks	3.50
B. Microdevices, Electronics and VLSI		<i>Credits</i>	B. Microdevices, Electronics and VLSI		<i>Credits</i>
COEN 415	Digital Electronics	3.50	COEN 415	Digital Electronics	3.50
COEN 451	VLSI Circuit Design	4.00	COEN 451	VLSI Circuit Design	4.00
ELEC 413	Mixed-Signal VLSI for Communication Systems	4.00	ELEC 413	Mixed-Signal VLSI for Communication Systems	4.00
ELEC 421	Solid State Devices	3.50	ELEC 421	Solid State Devices	3.50
ELEC 422	Design of Integrated Circuit Components	3.50	ELEC 422	Design of Integrated Circuit Components	3.50
ELEC 423	Introduction to Analog VLSI	4.00	ELEC 423	Introduction to Analog VLSI	4.00
ELEC 424	VLSI Process Technology	3.50	ELEC 424	VLSI Process Technology	3.50
ELEC 425	Optical Devices for High-Speed Communications	3.50	ELEC 425	Optical Devices for High-Speed Communications	3.50
ELEC 441	Modern Analog Filter Design	3.50	ELEC 441	Modern Analog Filter Design	3.50
C. Power and Renewable Energy Systems		<i>Credits</i>	C. Power and Renewable Energy Systems		<i>Credits</i>
ELEC 430	Electrical Power Equipment	3.50	ELEC 430	Electrical Power Equipment	3.50
ELEC 431	Electrical Power Systems	3.50	ELEC 431	Electrical Power Systems	3.50
ELEC 432	Control of Electrical Power Conversion Systems	3.50	ELEC 432	Control of Electrical Power Conversion Systems	3.50
ELEC 433	Power Electronics	3.50	ELEC 433	Power Electronics	3.50

ELEC 434	Behaviour of Power Systems	3.50	ELEC 434	Behaviour of Power Systems	3.50
ELEC 435	Electromechanical Energy Conversion Systems	3.50	ELEC 435	Electromechanical Energy Conversion Systems	3.50
ELEC 436	Protection of Power Systems	3.50	ELEC 436	Protection of Power Systems	3.50
ELEC 437	Renewable Energy Systems	3.00	ELEC 437	Renewable Energy Systems	3.00
ELEC 438	Industrial Electrical Systems	3.50	ELEC 438	Industrial Electrical Systems	3.50
ELEC 439	Hybrid Electric Vehicle Power System Design and Control	3.00	ELEC 439	Hybrid Electric Vehicle Power System Design and Control	3.00
ELEC 440	Controlled Electric Drives	3.50	ELEC 440	Controlled Electric Drives	3.50
ELEC 443	Electric Power Distribution Networks	3.00	ELEC 443	Electric Power Distribution Networks	3.00
ELEC 446	Electrical Power Generation	3.00	ELEC 446	Electrical Power Generation	3.00
<p>Note: ELEC 430, 432, 434, 436, 438 and 443 are usually offered in the French language.</p>			<p>*Note: ELEC 430, 432, 434, 435, 436, 438 and 443 are usually offered in the French language.</p>		
D. Controls, Robotics and Avionics		<i>Credits</i>	D. Controls, Robotics and Avionics		<i>Credits</i>
AERO 417	Standards, Regulations, and Certification	3.00	AERO 417	Standards, Regulations, and Certification	3.00
AERO 480	Flight Control Systems	3.50	AERO 480	Flight Control Systems	3.50
AERO 482	Avionic Navigation Systems	3.00	AERO 482	Avionic Navigation Systems	3.00
AERO 483	Integration of Avionics Systems	3.00	AERO 483	Integration of Avionics Systems	3.00
COEN 422	Cyber-Physical Systems	3.00	COEN 422	Foundations of Cyber-Physical Systems	3.00
ELEC 473	Autonomy for Mobile Robots	3.00	ELEC 473	Autonomy for Mobile Robots	3.00
ELEC 481	Linear Systems	3.50	ELEC 481	Linear Systems	3.50
ELEC 482	System Optimization	3.50	ELEC 482	System Optimization	3.50
ELEC 483	Real-Time Computer Control Systems	3.50	ELEC 483	Real-Time Computer Control Systems	3.50
ENGR 472	Robot Manipulators	3.50	ENGR 472	Robot Manipulators	3.50
E. Waves and Electromagnetics		<i>Credits</i>	E. Waves and Electromagnetics		<i>Credits</i>

ELEC 453	Microwave Engineering	3.50
ELEC 455	Acoustics	3.00
ELEC 456	Antennas	3.50
ELEC 457	Design of Wireless RF Systems	3.00
ELEC 458	Techniques in Electromagnetic Compatibility	3.00

F. Computer Systems *Credits*

COEN 316	Computer Architecture and Design	3.50
COEN 317	Microprocessor Systems	3.50
COEN 320	Introduction to Real-Time Systems	3.00
COEN 346	Operating Systems	3.50
COEN 413	Hardware Functional Verification	3.50
COEN 421	Embedded Systems Design	4.00
COEN 424	Programming on the Cloud	3.00
COEN 448	Software Testing and Validation	3.50
SOEN 341	Software Process and Practices	3.00

G. Biological and Biomedical Engineering *Credits*

COEN 432	Applied Evolutionary and Learning Algorithms	3.00
COEN 433	Biological Computing and Synthetic Biology	3.00
COEN 434	Microfluidic Devices for Synthetic Biology	3.00
ELEC 444	Medical Image Processing	3.00
ELEC 445	Biological Signal Processing	3.00

ELEC 453	Microwave Engineering	3.50
ELEC 455	Acoustics	3.00
ELEC 456	Antennas	3.50
ELEC 457	Design of Wireless RF Systems	3.00
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COEN 316	Computer Architecture and Design	3.50
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COEN 433	Biological Computing and Synthetic Biology	3.00
COEN 434	Microfluidic Devices for Synthetic Biology	3.00
ELEC 444	Medical Image Processing	3.00
ELEC 445	Biological Signal Processing	3.00

H. Other			<i>Credits</i>	H. Other			<i>Credits</i>
ELEC 498	Topics in Electrical Engineering		3.00	ELEC 498	Topics in Electrical Engineering		3.00
ENGR 411	Special Technical Report		1.00	ENGR 411	Special Technical Report		1.00

Rationale:
The title of COEN 422 is changed to better reflect the content of the course.

ELEC 435 has been included in the note indicating that the course is offered in French.

Resource Implications:
None

PROGRAM CHANGE: Computer Engineering**Proposed** Undergraduate or Graduate Curriculum Changes**Calendar for academic year:** 2022/2023
Implementation Month/Year: September 2022**Faculty/School:** Gina Cody School of Engineering and Computer Science
Department: Department of Electrical and Computer Engineering
Program: Computer Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.30.2**Type of Change:** Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2021/2022) calendar	Proposed Text																																																								
<p>71.30.2 Course Requirements (BEng in Computer Engineering)</p> <p>The program in Computer Engineering consists of the Engineering Core, the Computer Engineering Core, and one of three choices as set out below. The minimum length of the program is 120 credits.</p> <p>Students in the Computer Engineering program are required to complete at least one work term administered by either the CIADI (§71.10.9) or co-op (§71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Computer Engineering program, including COEN 390, would satisfy this requirement.</p> <p>In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education.</p> <p>It should be noted that ultimately it is the responsibility of the student to find an approved work-term placement.</p> <p>For information on co-op fees, see concordia.ca/academics/co-op/students/fees.</p> <p>Engineering Core: (30.5 credits) See §71.20.5.</p> <table border="0" data-bbox="65 1104 1039 1520"> <thead> <tr> <th colspan="3">Computer Engineering Core</th> <th style="text-align: right;"><i>Credits</i></th> </tr> </thead> <tbody> <tr> <td>COEN 212</td> <td>Digital Systems Design I</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 231</td> <td>Introduction to Discrete Mathematics</td> <td></td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>COEN 243</td> <td>Programming Methodology I</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 244</td> <td>Programming Methodology II</td> <td></td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>COEN 311</td> <td>Computer Organization and Software</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 313</td> <td>Digital Systems Design II</td> <td></td> <td style="text-align: right;">3.50</td> </tr> </tbody> </table>	Computer Engineering Core			<i>Credits</i>	COEN 212	Digital Systems Design I		3.50	COEN 231	Introduction to Discrete Mathematics		3.00	COEN 243	Programming Methodology I		3.50	COEN 244	Programming Methodology II		3.00	COEN 311	Computer Organization and Software		3.50	COEN 313	Digital Systems Design II		3.50	<p>71.30.2 Course Requirements (BEng in Computer Engineering)</p> <p>The program in Computer Engineering consists of the Engineering Core, the Computer Engineering Core, and one of three choices as set out below. The minimum length of the program is 120 credits.</p> <p>Students in the Computer Engineering program are required to complete at least one work term administered by either the CIADI (§71.10.9) or co-op (§71.10.8) offices. Only work terms undertaken after successfully completing 75 credits in the Computer Engineering program, including COEN 390, would satisfy this requirement.</p> <p>In order to fulfill the work term, students must successfully complete one of the courses managed through CIADI or the Institute for Co-operative Education.</p> <p>It should be noted that ultimately it is the responsibility of the student to find an approved work-term placement.</p> <p>For information on co-op fees, see concordia.ca/academics/co-op/students/fees.</p> <p>Engineering Core: (30.5 credits) See §71.20.5.</p> <table border="0" data-bbox="1039 1104 2011 1520"> <thead> <tr> <th colspan="3">Computer Engineering Core</th> <th style="text-align: right;"><i>Credits</i></th> </tr> </thead> <tbody> <tr> <td>COEN 212</td> <td>Digital Systems Design I</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 231</td> <td>Introduction to Discrete Mathematics</td> <td></td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>COEN 243</td> <td>Programming Methodology I</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 244</td> <td>Programming Methodology II</td> <td></td> <td style="text-align: right;">3.00</td> </tr> <tr> <td>COEN 311</td> <td>Computer Organization and Software</td> <td></td> <td style="text-align: right;">3.50</td> </tr> <tr> <td>COEN 313</td> <td>Digital Systems Design II</td> <td></td> <td style="text-align: right;">3.50</td> </tr> </tbody> </table>	Computer Engineering Core			<i>Credits</i>	COEN 212	Digital Systems Design I		3.50	COEN 231	Introduction to Discrete Mathematics		3.00	COEN 243	Programming Methodology I		3.50	COEN 244	Programming Methodology II		3.00	COEN 311	Computer Organization and Software		3.50	COEN 313	Digital Systems Design II		3.50
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COEN 320	Introduction to Real-Time Systems	3.00	COEN 320	Introduction to Real-Time Systems	3.00
COEN 346	Operating Systems	3.50	COEN 346	Operating Systems	3.50
COEN 352	Data Structures and Algorithms	3.00	COEN 352	Data Structures and Algorithms	3.00
COEN 366	Communication Networks and Protocols	3.50	COEN 366	Communication Networks and Protocols	3.50
COEN 390	Computer Engineering Product Design Project	3.00	COEN 390	Computer Engineering Product Design Project	3.00
COEN 490	Capstone Computer Engineering Design Project	4.00	COEN 490	Capstone Computer Engineering Design Project	4.00
ELEC 242	Continuous-Time Signals and Systems	3.00	ELEC 242	Continuous-Time Signals and Systems	3.00
ELEC 311	Electronics I	3.50	ELEC 311	Electronics I	3.50
ELEC 342	Discrete-Time Signals and Systems	3.50	ELEC 342	Discrete-Time Signals and Systems	3.50
ELEC 372	Fundamentals of Control Systems	3.50	ELEC 372	Fundamentals of Control Systems	3.50
ENGR 290	Introductory Engineering Team Design Project	3.00	ENGR 290	Introductory Engineering Team Design Project	3.00
SOEN 341	Software Process and Practices	3.00	SOEN 341	Software Process and Practices	3.00
	Science Electives	6.00		Science Electives	6.00
	If a student takes 6.5 credits of Science Electives, the additional 0.5 credits will be counted towards the credits in Computer Engineering Electives list.	-----		If a student takes 6.5 credits of Science Electives, the additional 0.5 credits will be counted towards the credits in Computer Engineering Electives list.	-----
		72.50			72.50
<p>Note: Students may replace COEN 490 with ENGR 490 if they are interested in a multidisciplinary project that requires collaboration with students from other engineering departments. In order for students to register in ENGR 490, their projects must be approved by the ENGR 490 Design Committee before the start of the fall term.</p>			<p>Note: Students may replace COEN 490 with ENGR 490 if they are interested in a multidisciplinary project that requires collaboration with students from other engineering departments. In order for students to register in ENGR 490, their projects must be approved by the ENGR 490 Design Committee before the start of the fall term.</p>		
Science Electives		<i>Credits</i>	Science Electives		<i>Credits</i>
BIOL 206	Elementary Genetics	3.00	BIOL 206	Elementary Genetics	3.00
BIOL 261	Molecular and General Genetics	3.00	BIOL 261	Molecular and General Genetics	3.00
BIOL 266	Cell Biology	3.00	BIOL 266	Cell Biology	3.00

CHEM 217	Introductory Analytical Chemistry I	3.00
CHEM 221	Introductory Organic Chemistry I	3.00
ELEC 321	Introduction to Semiconductor Materials and Devices	3.50
MIAE 221	Materials Science	3.00
PHYS 252	Optics	3.00
PHYS 284	Introduction to Astronomy	3.00
PHYS 367	Modern Physics and Relativity	3.00
PHYS 443	Quantitative Human Systems Physiology	3.00
PHYS 445	Principles of Medical Imaging	3.00

Students may choose one of the following options:

- I. Biological and Biomedical Engineering (BME) Option
- II. Pervasive Computing Option

Otherwise, students must follow III.

I. Biological and Biomedical Engineering (BME) Option

Credits

Students must complete a minimum of 17.00.credits of electives from the Biological and Biomedical Engineering (BME) Option Electives and the Computer Engineering Electives lists subject to the following rules.
At least 15 credits must be taken from the Biological and Biomedical Engineering Option Electives.
At least two courses must be chosen from the following four courses: COEN 433, 434, ELEC 444, 445
Not more than one science course (BIOL or PHYS) may be taken.

17.00

CHEM 217	Introductory Analytical Chemistry I	3.00
CHEM 221	Introductory Organic Chemistry I	3.00
ELEC 321	Introduction to Semiconductor Materials and Devices	3.50
MIAE 221	Materials Science	3.00
PHYS 252	Optics	3.00
PHYS 284	Introduction to Astronomy	3.00
PHYS 367	Modern Physics and Relativity	3.00
PHYS 443	Quantitative Human Systems Physiology	3.00
PHYS 445	Principles of Medical Imaging	3.00

Students may choose one of the following options:

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I. Biological and Biomedical Engineering (BME) Option

Credits

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17.00

		17.00
Biological and Biomedical Engineering (BME) Option Electives		<i>Credits</i>
BIOL 367	Molecular Biology	3.00
COEN 432	Applied Evolutionary and Learning Algorithms	3.00
COEN 433	Biological Computing and Synthetic Biology	3.00
COEN 434	Microfluidic Devices for Synthetic Biology	3.00
ELEC 442	Digital Signal Processing	3.00
ELEC 444	Medical Image Processing	3.00
ELEC 445	Biological Signal Processing	3.00
PHYS 260	Introductory Biophysics	3.00
II. Pervasive Computing Option		<i>Credits</i>
	Students must complete a minimum of 17.00.credits of electives from the Pervasive Computing Option Electives and the Computer Engineering Electives lists subject to the following rules. At least 15 credits must be taken from the Pervasive Computing Option Electives. At least two courses must be chosen from four courses: COEN 421, 422, 424 and COEN 446.	17.00

		17.00
Pervasive Computing Option Electives		<i>Credits</i>
COEN 421	Embedded Systems Design	4.00
COEN 422	Cyber-Physical Systems	3.00
COEN 424	Programming on the Cloud	3.00

		17.00
Biological and Biomedical Engineering (BME) Option Electives		<i>Credits</i>
BIOL 367	Molecular Biology	3.00
COEN 432	Applied Evolutionary and Learning Algorithms	3.00
COEN 433	Biological Computing and Synthetic Biology	3.00
COEN 434	Microfluidic Devices for Synthetic Biology	3.00
ELEC 442	Digital Signal Processing	3.00
ELEC 444	Medical Image Processing	3.00
ELEC 445	Biological Signal Processing	3.00
PHYS 260	Introductory Biophysics	3.00
II. Pervasive Computing Option		<i>Credits</i>
	Students must complete a minimum of 17.00.credits of electives from the Pervasive Computing Option Electives and the Computer Engineering Electives lists subject to the following rules. At least 15 credits must be taken from the Pervasive Computing Option Electives. At least two courses must be chosen from four courses: COEN 421, 422, 424 and COEN 446.	17.00

		17.00
Pervasive Computing Option Electives		<i>Credits</i>
COEN 421	Embedded Systems Design	4.00
COEN 422	Foundations of Cyber-Physical Systems	3.00

COEN 446	Internet of Things	3.00	COEN 424	Programming on the Cloud	3.00
COEN 447	Software-Defined Networking	3.00	COEN 446	Internet of Things	3.00
ELEC 367	Introduction to Digital Communications	3.50	COEN 447	Software-Defined Networking	3.00
ELEC 472	Advanced Telecommunication Networks	3.50	ELEC 367	Introduction to Digital Communications	3.50
SOEN 321	Information Systems Security	3.00	ELEC 472	Advanced Telecommunication Networks	3.50
			SOEN 321	Information Systems Security	3.00
III. For students NOT selecting an option:		<i>Credits</i>	III. For students NOT selecting an option:		<i>Credits</i>
General Stream			General Stream		
	Total number of Elective credits: At least 3 of these credits must be taken from the General Stream Electives list. The rest may be chosen from the Computer Engineering Electives list.	17.00		Total number of Elective credits: At least 3 of these credits must be taken from the General Stream Electives list. The rest may be chosen from the Computer Engineering Electives list.	17.00
		_____			_____
		17.00			17.00
General Stream Electives		<i>Credits</i>	General Stream Electives		<i>Credits</i>
COEN 413	Hardware Functional Verification	3.00	COEN 413	Hardware Functional Verification	3.00
COEN 448	Software Testing and Validation	3.50	COEN 448	Software Testing and Validation	3.50
SOEN 321	Information Systems Security	3.00	SOEN 321	Information Systems Security	3.00
Computer Engineering Electives			Computer Engineering Electives		
Courses are listed in groups to facilitate course selection. With adequate academic justification and with permission of the Department, students may take one technical elective course from the Electrical Engineering Electives list.			Courses are listed in groups to facilitate course selection. With adequate academic justification and with permission of the Department, students may take one technical elective course from the Electrical Engineering Electives list.		
A. Hardware/Electronics/VLSI		<i>Credits</i>	A. Hardware/Electronics/VLSI		<i>Credits</i>
COEN 413	Hardware Functional Verification	3.00	COEN 413	Hardware Functional Verification	3.00
COEN 415	Digital Electronics	3.50			
COEN 451	VLSI Circuit Design	4.00			

ELEC 312	Electronics II	3.50	COEN 415	Digital Electronics	3.50
ELEC 413	Mixed-Signal VLSI for Communication Systems	4.00	COEN 451	VLSI Circuit Design	4.00
ELEC 423	Introduction to Analog VLSI	4.00	ELEC 312	Electronics II	3.50
B. Software and System Design		<i>Credits</i>	ELEC 413	Mixed-Signal VLSI for Communication Systems	4.00
COEN 421	Embedded Systems Design	4.00	ELEC 423	Introduction to Analog VLSI	4.00
COEN 422	Cyber-Physical Systems	3.00	B. Software and System Design		<i>Credits</i>
COEN 432	Applied Evolutionary and Learning Algorithms	3.00	COEN 421	Embedded Systems Design	4.00
COEN 448	Software Testing and Validation	3.50	COEN 422	Foundations of Cyber-Physical Systems	3.00
SOEN 321	Information Systems Security	3.00	COEN 432	Applied Evolutionary and Learning Algorithms	3.00
SOEN 342	Software Requirements and Deployment	3.00	COEN 448	Software Testing and Validation	3.50
SOEN 343	Software Architecture and Design	3.00	SOEN 321	Information Systems Security	3.00
SOEN 344	Advanced Software Architecture and Design	3.00	SOEN 342	Software Requirements and Deployment	3.00
SOEN 357	User Interface Design	3.00	SOEN 343	Software Architecture and Design	3.00
SOEN 448	Management of Evolving Systems	3.00	SOEN 344	Advanced Software Architecture and Design	3.00
C. Biological and Biomedical Engineering		<i>Credits</i>	SOEN 357	User Interface Design	3.00
COEN 432	Applied Evolutionary and Learning Algorithms	3.00	SOEN 448	Management of Evolving Systems	3.00
COEN 433	Biological Computing and Synthetic Biology	3.00	C. Biological and Biomedical Engineering		<i>Credits</i>
COEN 434	Microfluidic Devices for Synthetic Biology	3.00	COEN 432	Applied Evolutionary and Learning Algorithms	3.00
ELEC 444	Medical Image Processing	3.00	COEN 433	Biological Computing and Synthetic Biology	3.00
ELEC 445	Biological Signal Processing	3.00	COEN 434	Microfluidic Devices for Synthetic Biology	3.00
D. Computer Science and Programming		<i>Credits</i>	ELEC 444	Medical Image Processing	3.00
COEN 424	Programming on the Cloud	3.00	ELEC 445	Biological Signal Processing	3.00
COEN 432	Applied Evolutionary and Learning Algorithms	3.00	D. Computer Science and Programming		<i>Credits</i>
COMP 335	Introduction to Theoretical Computer Science	3.00	COEN 424	Programming on the Cloud	3.00
			COEN 432	Applied Evolutionary and Learning Algorithms	3.00

COMP 353	Databases	4.00	COMP 335	Introduction to Theoretical Computer Science	3.00
COMP 371	Computer Graphics	4.00	COMP 353	Databases	4.00
COMP 426	Multicore Programming	4.00	COMP 371	Computer Graphics	4.00
COMP 428	Parallel Programming	4.00	COMP 426	Multicore Programming	4.00
COMP 442	Compiler Design	4.00	COMP 428	Parallel Programming	4.00
COMP 451	Database Design	4.00	COMP 442	Compiler Design	4.00
COMP 465	Design and Analysis of Algorithms	3.00	COMP 451	Database Design	4.00
COMP 472	Artificial Intelligence	4.00	COMP 472	Artificial Intelligence	4.00
COMP 474	Intelligent Systems	4.00	COMP 474	Intelligent Systems	4.00
E. Telecommunication Networks and Signal Processing		<i>Credits</i>	E. Telecommunication Networks and Signal Processing		<i>Credits</i>
COEN 446	Internet of Things	3.00	COEN 446	Internet of Things	3.00
COEN 447	Software-Defined Networking	3.00	COEN 447	Software-Defined Networking	3.00
ELEC 367	Introduction to Digital Communications	3.50	ELEC 367	Introduction to Digital Communications	3.50
ELEC 442	Digital Signal Processing	3.00	ELEC 442	Digital Signal Processing	3.00
ELEC 465	Networks Security and Management	3.50	ELEC 470	Broadcast Signal Transmission	3.00
ELEC 470	Broadcast Signal Transmission	3.00	ELEC 472	Advanced Telecommunication Networks	3.50
ELEC 472	Advanced Telecommunication Networks	3.50			
F. Controls, Robotics and Avionics		<i>Credits</i>	F. Controls, Robotics and Avionics		<i>Credits</i>
AERO 417	Standards, Regulations and Certification	3.00	AERO 417	Standards, Regulations and Certification	3.00
AERO 480	Flight Control Systems	3.50	AERO 480	Flight Control Systems	3.50
AERO 482	Avionic Navigation Systems	3.00	AERO 482	Avionic Navigation Systems	3.00
AERO 483	Integration of Avionics Systems	3.00	AERO 483	Integration of Avionics Systems	3.00
ELEC 473	Autonomy for Mobile Robots	3.00	ELEC 473	Autonomy for Mobile Robots	3.00

ELEC 481	Linear Systems	3.50	ELEC 481	Linear Systems	3.50
ELEC 482	System Optimization	3.50	ELEC 482	System Optimization	3.50
ELEC 483	Real-Time Computer Control Systems	3.50	ELEC 483	Real-Time Computer Control Systems	3.50
ENGR 472	Robot Manipulators	3.50	ENGR 472	Robot Manipulators	3.50
G. Other		<i>Credits</i>	G. Other		<i>Credits</i>
COEN 498	Topics in Computer Engineering	3.00	COEN 498	Topics in Computer Engineering	3.00
ENGR 411	Special Technical Report	1.00	ENGR 411	Special Technical Report	1.00

Rationale:

The title of COEN 422 is changed to better reflect the content of the course.

COMP465 is not very crucial for COEN students. Furthermore, one of its prerequisites, COMP339, is not on the COEN elective list.

Resource Implications:

None

COURSE CHANGE: COEN 422 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Department of Electrical and Computer Engineering
Program: Electrical Engineering, Computer Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.60

Type of Change:

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input checked="" type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>COEN 422 Cyber-Physical Systems (3 credits) Prerequisite: COEN 320; ELEC 372.</p> <p>Models of computation for cyber-physical systems. Models for computation and physical systems. Discrete event dynamic models, finite-state machines (FSMs), Extended FSMs, statecharts, petri nets. Continuous variable models. Scheduling and optimization of process networks, hybrid models. Specification, simulation and performance analysis of cyber-physical systems. Relationship of program execution with physical time constants. Lectures: three hours per week.</p>	<p>COEN 422 <u>Foundations of Cyber-Physical Systems</u> (3 credits) Prerequisite: COEN <u>346</u>; ELEC 372.</p> <p><u>Cyber-Physical Systems (CPS) consist of interacting networks of physical and computational elements. This course covers the fundamentals of modeling, specification, analysis and design of CPS. Models for computation and physical systems including discrete event dynamic models, finite-state machines, extended FSMs, statecharts, Petri nets and continuous variable models are studied. Scheduling and optimization of process networks and hybrid models are covered. Specification, simulation and performance analysis of CPS and the relationship of program execution with physical time constants are discussed.</u> Lectures: three hours per week.</p>
<p>Rationale: The title is changed to better reflect the content of the course. The course COEN 346 is a prerequisite of COEN320 and provides the required background for COEN 422 on computer engineering. The course description has been rewritten using sentences.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: COEN 446 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Department of Electrical and Computer Engineering
Program: Electrical Engineering, Computer Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.60

Type of Change:

- | | | | |
|--|---|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input checked="" type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2021/2022) calendar	Proposed Text
<p>COEN 446 <i>Internet of Things</i> (3 credits) Prerequisite: COEN 366 or 445 or ELEC 366 or 463. This course covers the essential principles and techniques for the design and applications of IoT. The topics include IoT concepts and its relations to internet and devices; business models and applications including health monitoring and smart cities; devices and their connection including wireless sensor networks (WSN); constraints and requirements; network access protocols; routing protocols (RPL), transport layer and message queuing telemetry transport (MQTT); constrained application protocol (CoAP) and efficient XML interchange (EXI); protocol stack and contrast with internet stack; security threats. Other topics include introduction to IoT analytics; platforms and tools. Lectures: three hours per week.</p>	<p>COEN 446 <i>Internet of Things</i> (3 credits) Prerequisite: COEN 366 or 445 or ELEC 366 or 463. This course covers the paradigm change from the Internet and devices to the Internet of Things (IoT). It also covers the IoT business models and applications, including health monitoring and smart cities, IoT characteristics, constraints and requirements. IoT protocol stack is also covered and its contrasts with the TCP/IP protocol stack are discussed. Other covered topics include physical, link and networking layer protocols. Moreover, the course covers the message queuing telemetry transport (MQTT), constrained application (CoAP) application layer protocols and efficient XML interchange (EXI). The course provides an introduction to security threats and privacy in IoT systems. IoT analytics, platforms and tools. Lectures: three hours per week.</p>
<p>Rationale: Update the course description to its current content and include protocols of physical and medium access control layers, as well as the IP-based basic protocol used to connect things to the Internet.</p>	
<p>Resource Implications: Existing computer programming labs (Windows/Linux) will be required. No special software is required. There are no additional resource implications.</p>	
<p>Other Programs within which course is listed: None</p>	

COURSE CHANGE: ELEC 435 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: Gina Cody School of Engineering and Computer Science
Department: Department of Electrical and Computer Engineering
Program: Electrical Engineering, Computer Engineering
Degree: BEng
Calendar Section/Graduate Page Number: 71.60

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Language note

Present Text (from 2021/2022) calendar	Proposed Text
<p>ELEC 435 Electromechanical Energy Conversion Systems (3.5 credits)</p> <p>Prerequisite: The following course must be completed previously: ELEC 331.</p> <p>Description: Lumped parameter concepts of electromechanics-Energy, co-energy in the derivation of torques and forces-Examples of electric machines: dc, synchronous and induction types. Steady-state, transient and stability analysis-Power electronic controllers.</p> <p>Component(s): Lectures: three hours per week. Laboratory: 15 hours total.</p>	<p>ELEC 435 Electromechanical Energy Conversion Systems (3.5 credits)</p> <p>Prerequisite: The following course must be completed previously: ELEC 331.</p> <p>Description: This course covers the following topics: lumped parameter concepts of electromechanics; energy, co-energy in the derivation of torques and forces; examples of electric machines: dc, synchronous and induction types; steady-state, transient and stability analysis; power electronic controllers.</p> <p>Component(s): Lectures: three hours per week. Laboratory: 15 hours total.</p> <p>Notes:</p> <ul style="list-style-type: none"> This course is usually offered in the French language.
<p>Rationale: A note is added to the course description for ELEC 435 to clarify that this course is offered in French.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p>	



To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

Cc: Julie Johnston, University Curriculum Administrator

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: August 10, 2021

Subject: Proposed addition of FINA 355, Topics in Real Estate course to the offerings of the Minor in Real Estate (COMM-63)

The Department of Finance proposes to add a new slot course, FINA 355, Topics in Real Estate, as part of the Minor in Real Estate. The creation of this course responds to increasing enrolment numbers and to the need to present students with an ample array of topics in this field.

The department requests the addition of one course section per year.

During its meeting on May 14, 2021, the JMSB Faculty Council approved this dossier.

I respectfully request to submit the proposed changes to the Academic Programs Committee meeting for consideration.

Thank you.

INTERNAL MEMORANDUM

To: Anne-Marie Croteau, Dean, John Molson School of Business

From: Sandra Betton, Associate Dean, Professional Graduate Program,
Chair of the Faculty Academic Program Committee, JMSB

Date: April 30, 2021

Subject: Creation of FINA 355, Topics in Real Estate course to the offerings of the Minor
in Real Estate (COMM-63)

The Department of Finance is proposing to add a new course, FINA 355 Topics in Real Estate, to the Minor in Real Estate. This new course will allow the program to offer diverse topics related to real estate to an increasing student population.


The JMSB Faculty Academic Programs Committee approved these changes on April 16, 2021.

I respectfully request the submission of this proposal to the next Faculty Council meeting.

Thank you.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Dr. Sandra Betton
Chair, Faculty Academic Programs Committee

FROM: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs 

DATE: March 25, 2021

SUBJECT: Creation of a new Topics in Real Estate course (FINA 355) and Real Estate Minor Changes

I respectfully request that the proposal from the Department of Finance regarding the creation of a new Topics in Real Estate course (FINA 355) and changes to the real estate minor due to the creation of FINA 355 be submitted to the next Faculty Academic Programs Committee meeting.

This proposal was approved by the DCC on December 9, 2020 and by the Department on February 26, 2021. The UCC evaluated and unanimously approved this proposal on March 24, 2021.

Thank you.

INTERNAL MEMORANDUM

TO: Dr. Jooseop Lim, Associate Dean Academic & Student Affairs

FROM: Dr. Imants Paeglis, Interim Chair, Department of Finance

Imants Paeglis

DATE: March 1, 2021

SUBJECT: FINA 355 and Real Estate Minor changes

Members of the Finance Department approved the recommendations of the DCC regarding the creation of a new Topics in Real Estate course (FINA 355) at the recent department meeting on February 26, 2021. In addition, the department has also approved the changes to the Real Estate Minor which will be required.

I ask that you kindly move the changes to the next committee for processing.

INTERNAL MEMORANDUM

TO: Imants Paeglis, Interim Chair, Department of Finance

FROM: Rahul Ravi, on behalf of the Department Curriculum Committee

DATE: December 16, 2020

SUBJECT: FINA 355 – Seminars in Real Estate & Real Estate Minor - Revision

Members of the Department of Finance Curriculum Committee met on December 9, 2020 to discuss the creation of a slot Seminars in Real Estate course as well as revise the requirements of the Real Estate Minor.

The committee reviewed the two proposal (see attached) to discuss the feasibility an impact of the addition and changes.

Recommendations

To allow the Real Estate Minor to grow and provide a variety of courses, the Finance Department Curriculum Committee agrees with the creation of a new Special Topics in Real Estate course. In addition, the committee further agreed to modify the requirements of the Minor to include the new course as an option for students. Therefore, the committee asks that these curriculum changes be brought to the Department for approval.

PROGRAM CHANGE: Addition of FINA 355 to the Minor in Real Estate

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: John Molson School of Business
Department: Finance
Program: Minor in Real Estate
Degree: Bachelor of/Baccalaureate in Commerce/Administration
Calendar Section/Graduate Page Number: 61.130

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2020) calendar	Proposed Text
<p>Minor in Real Estate</p> <p>Notes</p> <ul style="list-style-type: none"> • This multidisciplinary program is offered to students who are interested in real estate. • It is open to students registered in a program leading to an undergraduate degree in the John Molson School of Business. <p>Degree Requirements</p> <p>Minor in Real Estate (12 credits)</p> <p>3 credits:</p> <ul style="list-style-type: none"> • FINA 210 Introduction to Real Estate (3.00) <p>6 additional credits chosen from:</p> <ul style="list-style-type: none"> • FINA 310 Real Estate Development and Entrepreneurship (3.00) 	<p>Minor in Real Estate</p> <p>Notes</p> <ul style="list-style-type: none"> • This multidisciplinary program is offered to students who are interested in real estate. • It is open to students registered in a program leading to an undergraduate degree in the John Molson School of Business. <p>Degree Requirements</p> <p>Minor in Real Estate (12 credits)</p> <p>3 credits:</p> <ul style="list-style-type: none"> • FINA 210 Introduction to Real Estate (3.00) <p>6 additional credits chosen from:</p> <ul style="list-style-type: none"> • FINA 310 Real Estate Development and Entrepreneurship (3.00)

- FINA 320 Real Estate Investment (3.00)
- FINA 420 Real Estate Finance (3.00)
- MANA 477 Real Estate Law (3.00)

3 additional credits chosen from:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

- FINA 320 Real Estate Investment (3.00)
- [FINA 355 Topics in Real Estate \(3.00 credits\)](#)
- FINA 420 Real Estate Finance (3.00)
- MANA 477 Real Estate Law (3.00)

3 additional credits chosen from:

- URBS 230 Urbanization: Global and Historical Perspectives (3.00)
- URBS 240 Planning (3.00)
- URBS 250 Representation Methods in Urban Studies (3.00)
- URBS 393 Law and Regulation in Urban Planning (3.00)

Rationale:
 The addition of a new Topics in Real Estate course (FINA 355) is motivated by (a) increasing enrolment in the Minor in Real Estate (from 38 students in 2018 to 168 in 2020) and (b) the need to increase the breadth of course offerings. The course will serve as a slot course for all new Real Estate elective offerings.

Resource Implications:
 Addition of one course section per year.

COURSE CHANGE: FINA 355 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: John Molson School of Business
Department: Finance
Program: Minor in Real Estate
Degree: Bachelor of/Baccalaureate in Commerce/Administration
Calendar Section/Graduate Page Number: 61.70

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>FINA 355 Topics in Real Estate (3.00 credits)</p> <p><i>Prerequisite:</i> The following course must be completed previously: FINA 210.</p> <p><i>Description:</i> This course is intended primarily to provide an opportunity for more intensive study in one or more specific topics in real estate. The topic will vary according to the special interests of the professor and the students.</p> <p><i>Component(s):</i> Lecture</p> <p><i>Notes:</i> Specific topics for this course are stated in the Undergraduate Class Schedule.</p>
<p>Rationale: The addition of a new Topics in Real Estate course (FINA 355) is motivated by (a) increasing enrolment in the Minor in Real Estate (from 38 students in 2018 to 168 in 2020) and (b) the need to increase the breadth of course offerings. The course will serve as a slot course for all new Real Estate elective offerings.</p>	
<p>Resource Implications: Addition of one course section per year.</p>	
<p>Other Programs within which course is listed: None.</p>	

SCHOOL OF GRADUATE STUDIES

Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: September 30, 2021

**SUBJECT: GRADUATE CURRICULUM CHANGES (MSCA-20)
(CALENDAR – 2021/2022)
MSc DECISION SCIENCES AND MANAGEMENT INFORMATION (BUSINESS
ANALYTICS AND TECHNOLOGY MANAGEMENT) option
JOHN MOLSON SCHOOL OF BUSINESS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Council of the John Molson School of Business (JMSB).

JMSB is proposing to divide the current MSCA 699 Research Thesis (21 credits) into two different courses: MSCA 694 (Thesis Proposal – 3 credits) and MSCA 695 (Thesis – 18 credits).

The GCC approved the proposed curriculum changes with minor modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs

SCHOOL OF GRADUATE STUDIES

Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Rachel Berger, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: September 30, 2021

**SUBJECT: GRADUATE CURRICULUM CHANGES (MSCA-19)
(CALENDAR – 2021/2022)
MSc DECISION SCIENCES AND MANAGEMENT INFORMATION (BUSINESS
ANALYTICS AND TECHNOLOGY MANAGEMENT) option
JOHN MOLSON SCHOOL OF BUSINESS**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Council of the John Molson School of Business (JMSB).

JMSB is proposing to change the name of the MSc Decision Sciences and Management Information option to MSc in Business Analytics and Technology Management.

The GCC approved the proposed curriculum changes with minor modifications. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.

cc: S. Betton, Associate Dean, Professional Graduate Programs, John Molson School of Business
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-President, Academic Affairs



Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

To: Rachel Berger, Associate Dean, Academic Programs and Development
Chair, Graduate Curriculum Committee

Cc: Gina Beltran, Developer, Graduate Academic Programs

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: August 10, 2021

Subject: Proposed changes to the Master of Science, Decision Sciences and Management Systems Option (*MSc Business Analytics and Technology Management*) Stage 2 (MSCA-20)

The Department of Supply Chain and Business Technology Management updated the content of its Master of Science, Decision Sciences and Management Systems Option (*MSc Business Analytics and Technology Management*) in two stages. Senate approved the first set of changes in March 19, 2021 including the reactivation of the program planned for September 2022.

In this dossier, the department proposes to split the current MSCA 699 Research Thesis (21 credits) into two different courses. The creation of the new courses and the credit redistribution aims to acknowledge the significance of the thesis proposal and clearly distinguish it in the research process.

- MSCA 694 (Thesis Proposal – 3 credits) and
- MSCA 695 (Thesis – 18 credits)

There are no resources implications.

The JMSB Faculty Council approved this dossier on May 14, 2021.

Thank you for considering the proposed program change in the next Graduate Curriculum Committee.

¹ New program title proposed in dossier MSCA 19



Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

To: Rachel Berger, Associate Dean, Academic Programs and Development
Chair, Graduate Curriculum Committee

Cc: Gina Beltran, Developer, Graduate Academic Programs

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: August 10, 2021

Subject: **New Proposed Program Title to the Master of Science, Decision Sciences and Management Systems Option (MSCA-19)**

After reviewing the content of the Master of Science, Decisions Science and Management Systems Option, the Department of Supply Chain and Business Technology Department proposes a new program title, Master of Science in Business Analytics and Technology Management. This title reveals the program's updated content and will open more job opportunities for our graduates since it aligns with recent industry trends.

There are no resource implications.

On May 14, 2021, the JMSB Faculty Council approved this dossier.

Thank you for considering the proposed program change in the next Graduate Curriculum Committee.

Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

INTERNAL MEMORANDUM

To: Anne-Marie Croteau, Dean, John Molson School of Business

From: Sandra Betton, Associate Dean, Professional Graduate Program,
Chair of the Faculty Academic Program Committee, JMSB

Date: April 30, 2021

Subject: Proposed changes to the Master of Science, Decision Sciences and Management System Option (*MSc Business Analytics and Technology Management*) Stage 2 (MSCA-20)

On March 19, 2021, Senate approved the first set of changes to the Master of Science, Decision Sciences and Management Systems Option (*MSc Business Analytics and Technology Management*¹) including the reactivation of the program. The current proposal includes the addition of two new core courses, MSCA 694 (Thesis Proposal – 3.00 credits) and MSCA 695 (Thesis – 18.00 credits) to replace MSCA 699 (Thesis – 21.00 credits). The new courses and the thesis credit re-distribution recognizes the importance of the thesis proposal in the process and formalizes it.

The JMSB Faculty Academic Programs Committee unanimously approved these changes on April 16, 2021.

I respectfully request to submit this proposal during the next meeting of the JMSB Faculty Council.

Thank you.

¹ New program title proposed in dossier MSCA 19



Note: 2 memos are included with this dossier as it includes merged dossiers MSCA -19 and MSCA-20

INTERNAL MEMORANDUM

To: Anne-Marie Croteau, Dean, John Molson School of Business

From: Sandra Betton, Associate Dean, Professional Graduate Program,
Chair of the Faculty Academic Program Committee, JMSB

Date: April 30, 2021

Subject: Proposed New Program title to the Master of Science, Decision Sciences and
Management Systems Option (MSCA-19)

The Department of Supply Chain and Business Technology Management proposes a new title for the Master of Science, Decision Sciences and Management Systems Option. This program has been recently updated and reactivated. The new name, *Master of Science in Business Analytics and Technology Management*, better reflects the current program content and it is consistent with the latest industry trends.

The JMSB Faculty Academic Programs Committee unanimously approved these changes on April 16, 2021.

I kindly request to submit this proposal during the next meeting of the JMSB Faculty Council.

Thank you.

Office of the Associate Dean
Research & Research Programs

I N T E R N A L M E M O R A N D U M

To: Sandra Betton, Associate Dean Professional Graduate Programs
From: Kathleen Boies, Associate Dean Research & Research Programs
Date: March 25, 2021
Re: **Proposed changes to the Master of Science, Decision Sciences and Management Information Systems Option**

Dear Sandra,

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

The re-launch of the MSc in Decision Science and Management of Information Systems (DS/MIS) received Senate approval in March 2021. In the proposal that was submitted then, we had outlined that the changes would happen in two stages, specifically:

- Year 1: re-launch the program, add 2 core courses, add one elective, add professional development requirement.
- Year 2: split the thesis credits in order to give 3 credits to the proposal defence and 18 credits to the thesis.

We are now requesting approval for Year 2 changes: split of 21-credit thesis into 3-credit proposal and 18-credit thesis.

The full proposal is attached for reference, detailing all activities that lead to the successful approval of the re-launch of the MSc in DS/MIS. The Year 1 changes are those that were just approved at Senate. We are now requesting approval at the next levels for the split of the 21-credit thesis. The department had approved all changes included in the proposal, including the split of the 21-credit thesis.

The suggested course number and text is as follows:

MSCA 694 – Thesis proposal – (3 credits)

Students propose a selected research topic under the supervision of a thesis advisor. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, proposed methodology and completion timeline.

MSCA 695 - Research Thesis – (18 credits)

Pre-req: MSCA 694

An independent research-based investigation on a topic outlined in the thesis proposal that takes the form of a written thesis.

**Office of the Associate Dean
Research & Research Programs**

I N T E R N A L M E M O R A N D U M

To: Sandra Betton, Associate Dean Professional Graduate Programs
From: Kathleen Boies, Associate Dean Research & Research Programs
Date: March 18, 2021
Re: **Proposed changes to the Master of Decision Science and Management of Information Systems**

Dear Sandra,

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

The re-launch of the Master of Science in Decision Science and Management of Information Systems was recently approved. The department has voted to change the name of this recently approved program to “Master of Science in Business Analytics and Technology Management”.

I respectfully request that the proposed changes be submitted to the next Faculty Academic Programs Committee meeting.

Internal Memorandum

To: Kathleen Boies, Associate Dean, Research and Research Programs

From: Rustam Vahidov, Interim Chair, Supply Chain and Business Technology Management
Department

Date: February 24th, 2021

Subject: Proposed title change to the MSc in Decision Sciences & Management Information
Systems

Dear Dr. Boies,

We have approved renaming of our MSc in Decision Sciences & Management Information Systems program at the Department meeting held on February 23rd, 2021. The newly proposed title reads “MSc in Business Analytics and Technology Management”. The rationale for the change includes adequately reflecting the current content of the program, as well as modern industry trends. By means of this memo I am requesting the program name to be changed to the new proposed title.

Regards,

Rustam Vahidov

PROGRAM CHANGE: Split of Thesis and Program Title Change - Course requirements

Proposed Undergraduate or Graduate Curriculum ChangesCalendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: John Molson School of Business
 Department: Supply Chain and Business Technology Management
 Program: Decision Sciences and Management System Option MSc
 Degree: Master of/Magisteriate in Science
 Calendar Section/Graduate Page Number: N/A

Type of Change:

 Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text																														
<p>MSc Administration, Decision Sciences and Management Information Systems Option (DS/MIS)</p> <p>Note: Admissions have been suspended.</p> <p>Degree Requirements</p> <p>Fully-qualified candidates are required to complete a minimum of 45 credits.</p> <p>In the first year of the program, candidates are strongly encouraged to complete a minimum of 24 credits and MSCA 655.</p> <p>Please see the MSCA Courses section for course descriptions.</p> <p>45 MSc Administration, Decision Sciences and Management Information Systems Option (DS/MIS)</p> <p>12 <i>Credits of Core Courses:</i></p> <table> <tr> <td>MSCA 602</td> <td>Applied Linear Statistical</td> <td>3.00</td> </tr> <tr> <td>MSCA 615</td> <td>Research Methodology - Administrative Sciences</td> <td>3.00</td> </tr> <tr> <td>MSCA 655</td> <td>Professional Development</td> <td>0.00</td> </tr> <tr> <td>MSCA 680</td> <td>Foundations of Business Technology Management</td> <td>3.00</td> </tr> <tr> <td>MSCA 681</td> <td>Foundations of Data Mining</td> <td>3.00</td> </tr> </table>	MSCA 602	Applied Linear Statistical	3.00	MSCA 615	Research Methodology - Administrative Sciences	3.00	MSCA 655	Professional Development	0.00	MSCA 680	Foundations of Business Technology Management	3.00	MSCA 681	Foundations of Data Mining	3.00	<p>MSc Business Analytics and Technology Management (BATM)</p> <p>Degree Requirements</p> <p>Fully-qualified candidates are required to complete a minimum of 45 credits.</p> <p>In the first year of the program, candidates are strongly encouraged to complete a minimum of 24 credits and MSCA 655.</p> <p>Please see the MSCA Courses section for course descriptions.</p> <p>45 MSc Business Analytics and Technology Management (BATM)</p> <p>12 <i>Credits of Core Courses:</i></p> <table> <tr> <td>MSCA 602</td> <td>Applied Linear Statistical</td> <td>3.00</td> </tr> <tr> <td>MSCA 615</td> <td>Research Methodology - Administrative Sciences</td> <td>3.00</td> </tr> <tr> <td>MSCA 655</td> <td>Professional Development</td> <td>0.00</td> </tr> <tr> <td>MSCA 680</td> <td>Foundations of Business Technology Management</td> <td>3.00</td> </tr> <tr> <td>MSCA 681</td> <td>Foundations of Data Mining</td> <td>3.00</td> </tr> </table> <p>12 <i>Credits of Business Analytics and Technology Management (BATM) Elective Courses</i></p>	MSCA 602	Applied Linear Statistical	3.00	MSCA 615	Research Methodology - Administrative Sciences	3.00	MSCA 655	Professional Development	0.00	MSCA 680	Foundations of Business Technology Management	3.00	MSCA 681	Foundations of Data Mining	3.00
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MSCA 681	Foundations of Data Mining	3.00																													

12 ~~Credits of Administration, Decision Sciences and Management Information Systems (DS/MIS)~~ Elective Courses

21 ~~MSCA-699 Research Thesis~~ 21.00

~~Administration, Decision Sciences and Management Information Systems-Option (DS/MIS)~~ Elective Courses

Each year a selection of specialized seminars will be offered on a rotating basis from those listed below. Upon approval of the Graduate Program Director and the instructor, up to six credits of electives may include seminars in any other JMSB MSc program, PhD seminars of relevance to the program of study; and cognate graduate seminars offered by other departments within the university.

MSCA 683	Applied Multivariate Data Analysis	3.00
MSCA 686	Competitive Advantage through Information Technology	3.00
MSCA 690	Data Management	3.00
MSCA 691	Advanced Data Mining	3.00
MSCA 693	Seminar in Special Topics in Decision Sciences and Management Information Systems	3.00
MSCA 697	Advanced Topics in Information Systems Development	3.00

3 credits:
MSCA 694 Thesis Proposal 3.00

18 credits:
MSCA 695 Research Thesis
18.00

Business Analytics and Technology Management (BATM) Elective Courses

Each year a selection of specialized seminars will be offered on a rotating basis from those listed below. Upon approval of the Graduate Program Director and the instructor, up to six credits of electives may include seminars in any other JMSB MSc program, PhD seminars of relevance to the program of study; and cognate graduate seminars offered by other departments within the university.

MSCA 683	Applied Multivariate Data Analysis	3.00
MSCA 686	Competitive Advantage through Information Technology	3.00
MSCA 690	Data Management	3.00
MSCA 691	Advanced Data Mining	3.00
MSCA 693	Seminar in Special Topics in <u>Business Analytics and Technology Management (BATM)</u>	3.00
MSCA 697	Advanced Topics in Information Systems Development	3.00

Rationale:
The re-launch of the Master of Science in Decision Science and Management of Information System was recently approved. The department has voted to change the name of this recently approved program to "Master of Science in Business Analytics and Technology Management". The rationale for the change includes adequately reflecting the current content of the program, as well as modern industry trends. The title of the course MSCA 693 was renamed to align with the new program's name.

Resource Implications:

None.

COURSE CHANGE: MSCA 693 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: 09 2022

Faculty/School: John Molson School of Business
Department: Master of/Magisteriate in Science (Administration)
Program: Business Analytics and Technology Management (BATM)
Degree: MSc
Calendar Section/Graduate Page Number: Business Analytics and Technology Manag

Type of Change:

- Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify:

Present Text (from 2021/2022) calendar	Proposed Text
<p>MSCA 693 Seminar in Special Topics in Decision Sciences and Management Information Systems (3 credits) Description: More than one topic can be offered under this course. In such cases, the name of the topic will be indicated on the class schedule under Topic. Component(s): Seminar</p>	<p>MSCA 693 Seminar in Special Topics in <u>Business Analytics and Technology Management (BATM)</u> (3 credits) Description: More than one topic can be offered under this course. In such cases, the name of the topic will be indicated on the class schedule under Topic. Component(s): Seminar</p>
<p>Rationale: The title of this course was renamed to align with the new program's name.</p>	
<p>Resource Implications: none</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: MSCA 694 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Decision Sciences and Management Information Systems Option
Degree: Master of/ Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>MSCA 694 Thesis Proposal (3.00 credits)</p> <p><i>Description:</i> Students propose a selected research topic under the supervision of a thesis advisor. The written proposal outlines the thesis topic, its conceptual framework, potential contributions, proposed methodology and completion timeline.</p> <p><i>Component(s):</i> Thesis Research.</p>
<p>Rationale: The program wishes to split the 21-credit thesis into a 3-credit proposal and 18-credit thesis, to recognize the importance of the proposal in this process and formalize it.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: MSc Finance, MSc Management, MSc Marketing, Master of Supply Chain Management, MSc</p>	

COURSE CHANGE: MSCA 695 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2022/2023
Implementation Month/Year: September 2022

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Decision Sciences and Management Information Systems Option
Degree: Master of/ Magisteriate in Science
Calendar Section/Graduate Page Number: N/A

Type of Change:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Course Title | <input type="checkbox"/> Credit Value | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Editorial | <input checked="" type="checkbox"/> New Course | |
| <input type="checkbox"/> Course Deletion | <input type="checkbox"/> Other - Specify: | | |

Present Text (from 2020/2021) calendar	Proposed Text
	<p>MSCA 695 Research Thesis (18.00 credits)</p> <p><i>Prerequisite/corequisite:</i> The following course must be completed previously: MSCA 694.</p> <p><i>Description:</i> An independent research-based investigation on a topic outlined in the thesis proposal that takes the form of a written thesis.</p> <p><i>Component(s):</i> Thesis Research.</p>
<p>Rationale: The program wishes to split the 21-credit thesis into a 3-credit proposal and 18-credit thesis, to recognize the importance of the proposal in this process and formalize it. Each department will provide students and supervisors discipline specific thesis preparation guidelines including requirements for oral defense: Committee composition, thesis structure, etc.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed:</p> <p>MSc Finance, MSc Management, MSc Marketing, Master of Supply Chain Management, MSc</p>	



SENATE
OPEN SESSION
Meeting of November 12, 2021

AGENDA ITEM: Annual report from the Ombuds Office

ACTION REQUIRED: For information

SUMMARY: The *Terms of Reference of the Ombuds Office* ([BD-2](#)) provide for the filing of an annual report detailing the activities of the Ombuds Office, including statistics on the concerns and complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Ombudsperson, Amy Fish.

PREPARED BY:

Name: Shelina Houssenaly
Date: October 15, 2021

CONCORDIA



OMBUDS OFFICE

Promoting fairness at Concordia

ANNUAL REPORT 2020–21





OMBUDS OFFICE

October 1, 2021

Members of the Board of Governors
Concordia University
1455 de Maisonneuve Blvd. West
Montreal, QC
H3G 1M8

To the Board of Governors;

As per article 29 of the Terms of Reference of the Ombuds Office, I am pleased to submit the **2020-2021 Annual Report of the Ombuds Office: Promoting Fairness at Concordia University**.

In addition to an overview of the year's activities from May 1, 2020 to April 30, 2021, this year the report includes several recommendations.

I look forward to presenting this report to you in person.

Sincerely,

amy fish

Amy Fish, MHSc.

Ombudsperson

Concordia University / Université Concordia

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Ombuds Office Overview

Concordia University was one of the first universities in Canada to create an Ombuds Office in 1978.

The purpose of the office was, and remains, to report directly to the Board of Governors and to uphold the principles of impartiality, accessibility, confidentiality and independence. The Ombuds Office continues to abide by these core values.

In addition to investigating possible allegations of unfairness, the Ombuds Office:

- Provides a sounding board for community members seeking advice;
- Informally mediates simple academic disputes to prevent escalation;
- Recommends changes to policies, rules and procedures where appropriate;
- Coaches undergraduate and graduate students, faculty and staff members regarding improved communication; and
- Offers workshops to equip participants with a comfort level in dealing with possibly challenging situations.

Ombuds Office 2020-2021

Changes in the Ombuds Office 2020-2021

This year brought some changes to the staffing at the Ombuds Office.

In October 2021, Julie Boncompain stepped down as Associate Ombudsperson to become the Ombudsperson for another university. Julie's hard work and dedication during her time at Concordia University is much appreciated.

In April 2021, Dorothee Beaupre Bernier accepted the position of Associate Ombudsperson. Dorothee is trained as a lawyer and has experience as an Associate Ombudsperson in the insurance industry. Dorothee has already made an outstanding contribution to the office.

Amy Fish remains Ombudsperson since March 2016.

Impact of Covid-19

From an operational perspective, there was almost no impact on the office. The Ombuds Office continued to work remotely through the spring and summer of 2021.

However, in terms of files, Covid-19 was felt in two ways.

First, while there was a decrease in volume of dossiers, there was an increase in their complexity. In many cases, more in-depth investigation was required, necessitating additional and more in-depth research. Also, more conclusions were delivered through (virtual) meetings than in writing as many community members required additional explanation and/or support.

Second, this year, there were several files that required additional intervention from the Ombuds Office. The pivot to online has been exceedingly challenging for several departments at the University, many of whom were faced with figuring out new ways to conduct their business. In

some cases, this caused backlogs which meant that response times were slowed and Ombuds investigations took longer.

Decrease in Volume

432 concerns were brought to the Ombuds Office in 2020-2021.

Prior to this year, the Ombuds Office had a consistent volume of approximately 470 files for the past three years.

The decrease in files may be explained by the pandemic. First, the change to a remote work and studying environment has been disquieting for many, and they may not have the energy or capacity to pursue issues that might otherwise have surfaced.

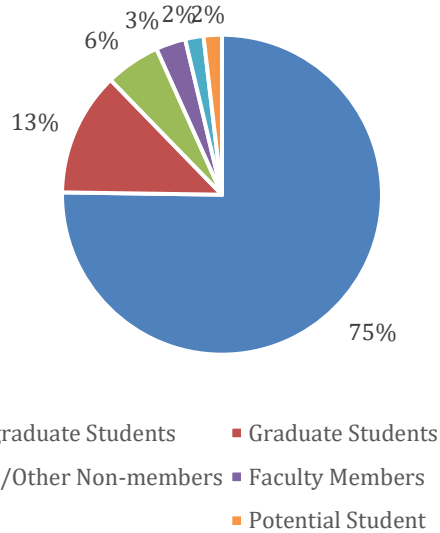
Second, there may be less conflict in the workplace when people are working from their homes and do not need to share space or other resources.

While this reduction is explainable, in 2021-2022, the Ombuds Office will continue to build existing networks in the University to ensure that the community is aware of our services. Our goal is to reduce barriers to access and ensure that we have done what we can to establish an open and warm environment.

Community Overview

Please see Chart A, below for a breakdown of what type of clients came to our office.

Chart A: Percentage of Clients by Type



Interestingly, the distribution of files has also changed during the pandemic.

- Students grew from 84% to 88%;
- Faculty and staff decreased from 15% to 6% over the past two years; and
- Only 2% came from other groups (e.g. alumni, parents, citizens).

Type of Contact

Prior to the pandemic, the Ombuds Office tracked how students contacted us to ensure that we remained consistent in terms of accessibility and to measure any changes (for example, letters received through the mail decreased to between zero and one per year).

For the past two years, walk-ins have not been possible, so all means of contact have been electronic in nature.

In 2020-2021, we created an intake form that could be accessed directly on our web site so that community members could ask for assistance and provide us with relevant information. This was a strong addition to the email and phone access which we had in place.

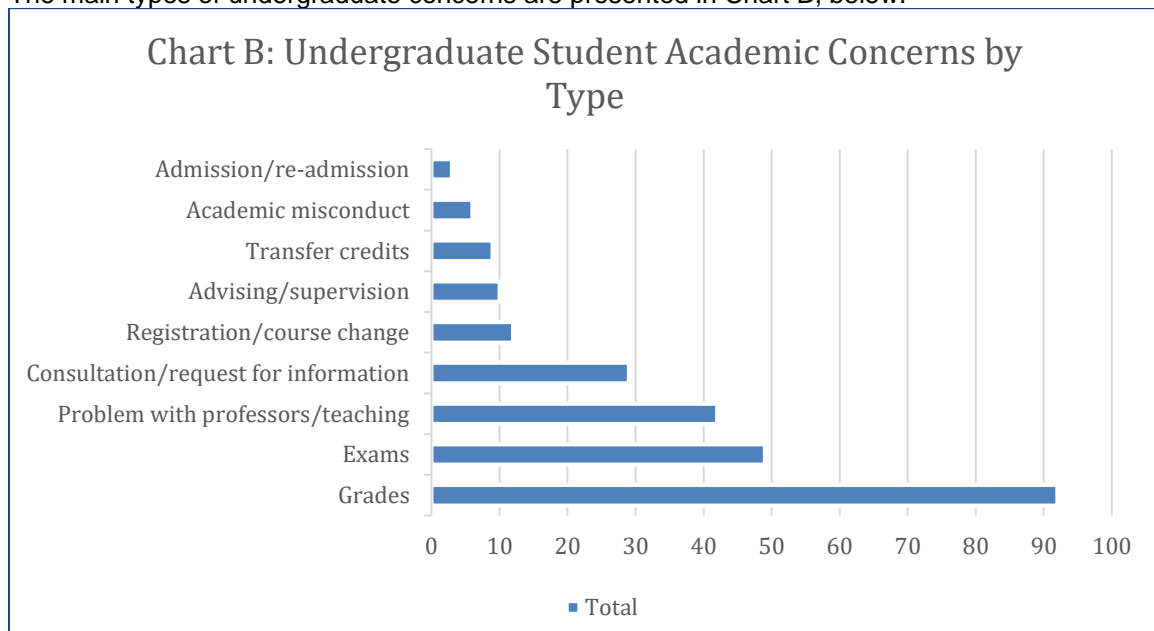
We are continuing to meet with students, faculty and staff via telephone calls, e-mail, Teams and Zoom depending on the situation being discussed and the preference of the community member.

Student Concerns

This year's concerns are similar in type to what the Ombuds Office has seen in past years. Undergraduate and Graduate students' files are presented separately below.

Undergraduate Student Academic Concerns

The main types of undergraduate concerns are presented in Chart B, below.



In general, student concerns are consistent with past years, with grades being the largest category by far.

However, there are some interesting variations.

For example, normally, the "Problem with professors/teaching" category is second after grades. This year that category is surpassed by "Exams." This is not surprising given the struggles that many students and faculty had with online exams and other online assessments.

Some examples of what was brought to the Ombuds Office regarding exams are:

- Exams were sometimes believed to be disproportionately rigorous;
- Changes in exam type from one semester to the next in the same course seemed unfair to some students;
- Rules regarding exam privacy in the online environment may have needed clarification; and
- There were some requests for assistance regarding exceptional exam-related circumstances.

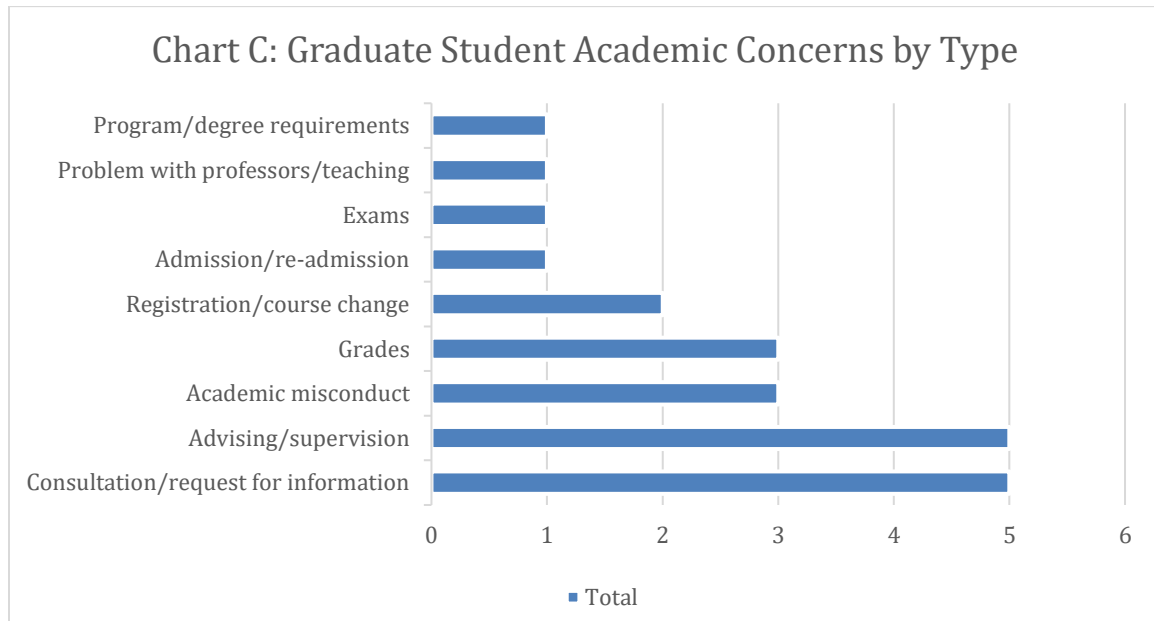
Problems with professors and teaching was next in terms of volume, and included the following types of issues:

- Students were concerned about asynchronous vs. synchronous courses possibly because their schedules had become more complicated when attending from home or because of their specific learning styles;

- Students who were accustomed to getting all their assignments back were concerned about how they could study without seeing their mistakes;
- Faculty members struggled with the volume of student emails and messaging.

Graduate Student Academic Concerns

A full breakdown of academic concerns is presented in Chart C, below.



As with the Undergraduate students, the categories listed are mainly consistent but with a few minor changes, as follows:

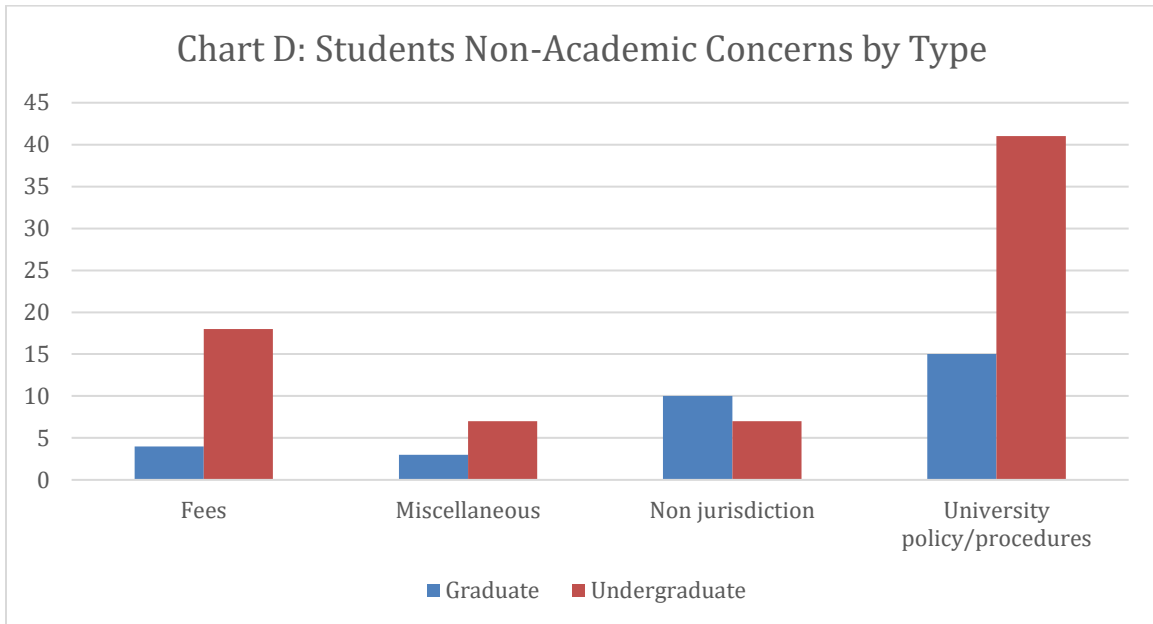
- Consultation has replaced Grades as the number one reason for seeking Ombuds support;
- Academic misconduct has re-appeared as a category;
- No students asked for “Assistance filling out requests”; and
- There was only one file relating to Program degree requirements compared to five last year.

With respect to allegations of academic misconduct, it is worth noting that the Ombuds Office cannot interfere with a University process. If a student comes to us for assistance in that case, our role is to:

- Listen to the student and make sure there are no associated issues that the Ombuds could assist with;
- Refer the student to the appropriate resources such as Campus Wellness and/or Advocacy;
- Review the timeline and ensure that the policy was correctly followed; and/or
- Offer any relevant information that the student may be missing.

Student Non-Academic Concerns

Sometimes students come to the Ombuds Office for assistance that is not purely academic in nature, as shown in Chart D, below.



As in past years, University Policy and Procedures is the top non-academic category for both Graduate and Undergraduate students.

This can include:

- Students looking for a policy regarding the right to post class material on social media;
- Students asking if there's a policy for how long the Professor has before responding to them; or
- Students wondering if there's a policy regarding how class participation marks are allocated and assessed.

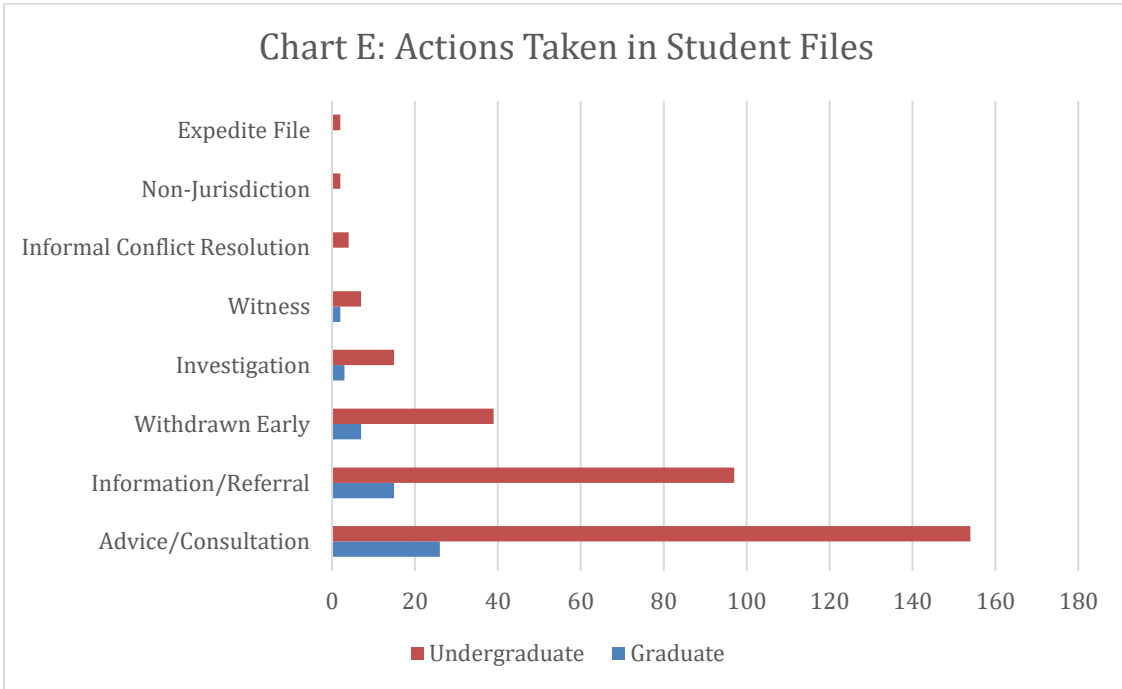
The second highest category, namely fees, can range from:

- Students who thought they withdrew from the University and were surprised to learn they were accumulating fees and interest;
- Students who need assistance understanding how fees are charged; or
- Students who dropped a class after the DNE date and would like to be refunded in full.

Non-jurisdiction files are files that the Ombuds Office concludes after listening to the concerns expressed and determining that the Ombuds Office is not the most appropriate resource. In that case, we would refer the community member to another office in the University that could better meet their needs.

Resolution of Student Files

The Ombuds Office normally provides advice and information to students, as shown in Chart E, below.



Actions in student files have remained consistent over the past few years. There was an increase of 1% in each of the past two years in the Advice/Consultation and the Information/Referral categories. 78% of the time, the Ombuds Office provides advice or information to students. This may be in one conversation or in several meetings throughout the year, depending on the situation.

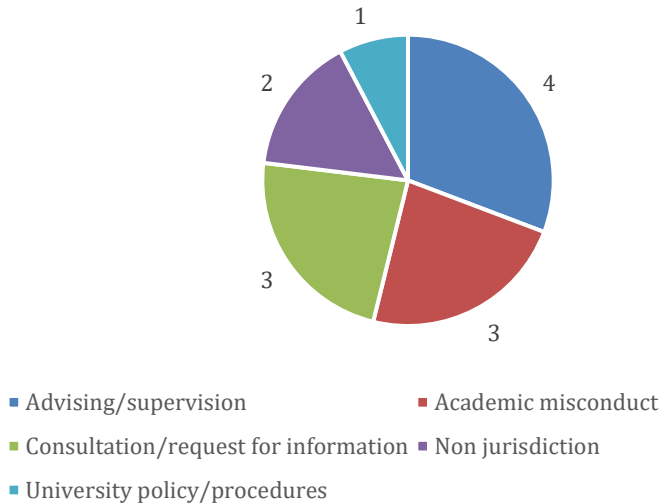
The investigation category practically doubled this year from ten files to just under twenty and includes both undergraduate and graduate students.

This year, approximately 12% of files were dropped by the community member before completion. This is an increase over past years. We are not sure of the reasons for this but we will continue to monitor.

Faculty and Staff Concerns

Since the last Annual Report, the decision was made to review Faculty and Staff concerns separately. Of the 432 files treated this year, 13 were from Faculty, presented below.

Chart F: Faculty Concerns by Type



Faculty Concerns

There were 13 concerns brought forward this year which break down as follows:

- Advising/Supervision: 4
- Academic Misconduct: 3
- Consultation: 3
- Non-jurisdiction 2
- University Policy and Procedures: 1.

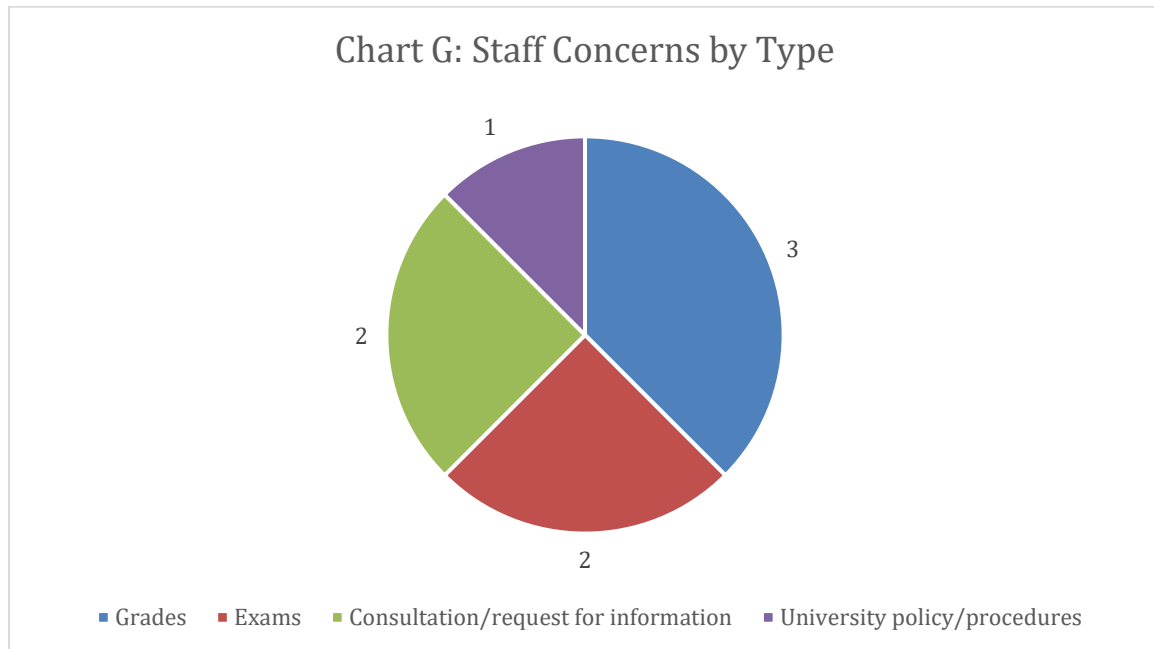
This is very much consistent with previous years and contains no surprises.

Some examples of Faculty concerns are:

- Seeking advice regarding students that are persistent in their communications;
- Requesting assistance with a graduate student that is not meeting expectations and now, must be told they can no longer continue in their program; or
- Looking for a sounding board regarding Department level decisions.

A summary of staff concerns by type is presented in Chart G, below.

Staff Concerns



Worth noting this year:

- There were no complaints regarding humanitarian situations or safety, both of which have appeared in the past;
- There were no files brought forward from contract employees; and
- In most cases, the requests above were seeking more information or assistance with University policies.

It is part of our mandate to offer consultations with faculty and staff regarding challenging situations with the intention of de-escalating conflict and preventing formal complaints where possible. We will continue to consult with faculty and staff in this regard.

Review of Prior Recommendations

There were no formal recommendations in 2019-2020 that require review.

Recommendations for 2020-2021

First, it is the opinion of the Ombuds Office that Concordia University has done an outstanding job of providing higher education during what is arguably one of the most challenging periods in recent history.

With the innumerable complexities facing our students, faculty and staff in 2020-2021, it is no surprise that two files required additional attention and recommendations. Please find below a summary of both files and associated recommendations, with some details changed to preserve confidentiality.

Accessibility of Graduate Studies

A potential student contacted our office for assistance because they had applied to three different Graduate programs over the course of three years and was not accepted to any of them. As a person of colour, one of her concerns related to invisible barriers to entry. They asked the Ombuds Office for assistance.

The Ombuds Office conducted a full investigation and concluded there were several factors that contributed to the potential student not being admitted to one of the Graduate programs, as follows:

- The student received incorrect advice regarding admission criteria;
- The student did not meet the stated GPA requirements;
- The student was told to apply to a program that in fact does not accept students due to limited space; and
- The student could have benefitted from advising from a broader perspective, however this was not available.

Based on the current minimum requirements for entry, this student may not have been an appropriate candidate for Graduate studies at Concordia University. However, the way their case was handled raises some questions.

Specifically, this incident highlighted that there is not a clear entry point for students at the Graduate level who may not have the traditional requirements (e.g., appropriate undergraduate education) for admission to a Graduate Program. There is an option for a non-standard admission but a student would have to be put forward for this through the department. The only way a student could know about this option is if the department offered it to them. None of the three departments offered the option to this student and therefore there was no way for them to know about it.

In contrast, admission for Undergraduate Studies offers additional points of access. Potential Undergraduate students with non-traditional backgrounds can enter as mature students, as Independent students or by applying to a Certificate program with less stringent entrance requirements.

Unfortunately, there are fewer points of entry for students of varying grades and experience on the Graduate side.

Recommendation 1: Given Concordia University's commitment to higher education for all, there may be an opportunity to look at how to be more inclusive with respect to the admissions to certain Graduate programs. This could happen in a variety of ways such as:

- Offering a certificate or probationary year for students to improve their GPA before applying to certain Graduate programs;
- Broadening admission requirements to include non-traditional experience; and/or
- Adapting the current non-standard admission process to reflect the current reality.

This recommendation has already been discussed with the School of Graduate Studies and it is our understanding that this process is already underway.

Recommendation 2: The November 2020 Report of the Working Group on Equity, Diversity and Inclusion offers several recommendations related to this topic. Specifically, recommendation II.A.1, 2 which reads:

Develop and implement a comprehensive recruitment and retention plan to support the success of a diverse student body with emphasis on under-represented groups.

The Ombuds Office would like to formally support this recommendation and add that special attention be paid to Graduate studies. We believe that the Office of Equity, Diversity and Inclusion has a strong role to play in ensuring consistent and fair treatment of applications across the University. This has been discussed with the Executive Director of Equity, Diversity and Inclusion who is coordinating the implementation of the Working Group recommendations with university partners.

Online Assessments

During the Fall 2020 semester, all exams (including midterms) were online. Of the hundreds of midterms that took place, one course turned out to have some challenges that were difficult to resolve, and that necessitated recommendations from the Ombuds Office.

Six students came to the Ombuds Office office for assistance because they experienced technical difficulties during a midterm exam in October 2020. They reported the problem to the Course Coordinator, the Department Chair and the Associate Dean and were not satisfied with the responses they received.

The Ombuds Office conducted a full investigation and concluded that there were serious problems with both the way the midterm was administered and the handling of the student complaints.

First, the exam took place on a platform that is not supported by the Centre for Teaching and Learning (CTL). The Course Coordinator was therefore the only one online offering substantive and technical support for the 700 students writing the exam. For context, when a Concordia University platform is used, technical support is automatically provided and the Professors would be available online to answer student questions regarding content.

It is important to note that of the 700 students at the exam, only a handful came forward with technological issues. Therefore, if there was proper technical support available during the exam, the technical problems might have been corrected in real time and the students may not have experienced unnecessary challenges.

Second, unfortunately, this problem took longer to resolve than expected, in large part because of a lack of responsiveness from the Faculty members involved. We understand that during the pandemic it has been exceedingly difficult for many Faculty members to keep up with the huge volume of e-mail, especially from students who are distressed. However, it is also understandable that if students do not receive a response, they often write again. This means that by not responding to their first request for assistance, a mailbox can quickly pile up with unanswered emails until it becomes unmanageable.

Recommendation 1: If Professors select an online exam platform that is not supported by CTL, they must be prepared to put technical support measures in place during the exam that offer a more reasonable ratio than 1:700.

This recommendation has been presented to the Chair of the Department who has already met with the online exam provider and secured technical support for all future exams.

The recommendation has also been presented to the Centre for Teaching and Learning who has agreed that this is reasonable.

Recommendation 2: Where possible, student emails must be responded to. If individual replies are not possible, perhaps an automated response can be generated, or posted on Moodle (or other appropriate platform).

Ultimately, this file took close to ten months to resolve mainly due to challenges in communication. Even during a pandemic, this is an unreasonable delay.

However, the good news is that as of the writing of this report, the students' grades have been re-weighted to account for the challenges in the midterm, the exam provider has been spoken to, new expectations have been set for support and we are not anticipating any additional problems in this area.



SENATE
OPEN SESSION
Meeting of November 12, 2021

AGENDA ITEM: Annual report from the Office of Rights and Responsibilities

ACTION REQUIRED: For information

SUMMARY: The *Code of Rights and Responsibilities* ([BD-3](#)) provides for the filing of an annual report detailing the activities of the Office of Rights and Responsibilities, including statistics on the complaints received, a copy of which shall be submitted to Senate for information purposes. The highlights of the report will be presented by the Director, Aisha Topsakal.

PREPARED BY:

Name: Shelina Houssenaly

Date: October 15, 2021



OFFICE OF RIGHTS AND RESPONSIBILITIES
Promoting Respect on Campus



ANNUAL REPORT 2020-2021

OCTOBER 2021

CONCORDIA

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Office of Rights and Responsibilities - Annual Report 2020-2021

Introduction

The present report refers to the activities of the Office of Rights and Responsibilities (“**ORR**” or the “**Office**”) from **May 1, 2020 to April 30, 2021**. Submitted to the Secretary-General each year, the ORR’s annual report aims to do the following:

- Offer an overview of the mandate of the Office;
- Present statistics on cases and consultations processed during the previous academic year;
- Make recommendations with respect to policies or operations of the Office.

The report is made available to the University community via the ORR website www.concordia.ca/rights. It is also submitted, for information purposes, to Concordia’s Senate and Board of Governors.

What is the Office’s mandate?

The Office is mandated with administering the Code of Rights and Responsibilities (the “**Code**”), which sets out the behavioral expectations that apply to all members of the University, including students, faculty and staff. It explicitly prohibits a range of behaviours, including threatening or violent conduct, sexual violence, sexual assault, harassment and discrimination. The Code governs behavior that takes place on University premises or on other premises in the course of University activities or events.

When any University member has a behavioural concern or complaint, they may approach the Office to obtain impartial, confidential and independent advice and support in resolving the situation. The Office helps members by reviewing all available options and assisting in selecting the most appropriate approach. Options include:

- Helping informally resolve disputes by providing shuttle diplomacy, mediation, crafting settlement agreements, and/or providing strategies for resolution;
- Initiating the appropriate formal complaint processes, such as forwarding cases to the Office of Student Tribunals or the appropriate authority;
- Directing complainants to another, more appropriate mechanism for addressing their complaints, for example: union grievance, police complaints, etc.

In addition to resolving conflicts, the Office coordinates the University’s response in handling urgent cases and managing behaviours that may pose a danger or threat to the Concordia community. Members may approach the Office to flag any such behaviour. The Office then takes immediate steps to direct an appropriate and time-sensitive response, in consultation with colleagues from across the University.

The ORR frequently participates in committees and other University bodies mandated to address behavioural issues. Most recently, this has included the Standing Committee on Sexual Misconduct and Sexual Violence (“**SCSMSV**”).

Which policies guide our work?

In addition to administering the Code of Rights & Responsibilities, the Office is guided in its work by a number of related University policies, including the following:

- [Policy Regarding Sexual Violence](#)
- [Protocol on the Coordination of Urgent Cases of Threatening or Violent Conduct](#)
- [Policy on Student Involuntary Leave of Absence \(“POSILA”\)](#)
- [Policy on Harassment, Sexual Harassment and Psychological Harassment](#)

Each policy sets out timelines, decision-making structures and a selection of appropriate responses to potential situations. The policies aim to guide difficult decision so that they can be made in a timely manner with input from experts from across the University, including the Provost’s Office, Campus Security, the Sexual Assault Resource Centre, the School of Graduate Studies, International Students’ Office, Campus Wellness and Support Services, and others.

A revised Policy regarding Sexual Violence was approved by the Board of Governors in June 2020. Among other modifications, the revised Policy clarifies support for survivors of sexual violence and details the resolution processes available. For information about the revised Policy regarding Sexual Violence, please refer to the [SCSMSV website](#). Initially rolled out in 2019, the university’s mandatory training on Sexual Violence awareness and prevention continues to sensitize and educate our students, faculty, and staff. Concordia’s training modules and content have also been adopted by other universities as part of their efforts to address sexual violence.

Additionally, the 2020-2021 reference year saw the implementation of a revised POSILA based on the 2019 policy committee recommendations. Notable revisions included more gender inclusive language, reference to additional support resources and changes to leave and return procedures including timelines for students who are put on leave. POSILA revisions also introduced an updated assessment form to better capture and evaluate a student’s condition prior to a potential return to campus.

Who works at the ORR?

The ORR team is composed of a Director, Associate Advisor and a shared Department Assistant, who also serves the Ombuds Office. Throughout the 2020-2021 reporting year, the staff was as follows:

- Lisa White, Director and Senior Advisor
- Daniel Giglio, Associate Advisor
- Sraddha Bista, Department Assistant

In January 2021, Concordia appointed Lisa White as its inaugural Executive Director of the Equity Office. She continued to lead the ORR while a search for her replacement took place.

A selection committee appointed the undersigned, Aisha Topsakal, as the new Director and Senior Advisor of ORR, effective May 1, 2021.

Education, Outreach, Promotion and Collaboration

ORR education and outreach takes place throughout the year and takes many forms. The staff participates in student, faculty and employee orientations, offers workshops and training, and provides information regarding harassment, threatening or violent conduct and dealing with disruptive members.

Throughout the 2020-2021 year, ORR participated in and presented at various University events and activities, albeit less than in previous years due to COVID. Outreach activities also included providing information to departments regarding ORR policies and approaches to behavioural incidents and concerns. Due to the pandemic, all outreach activities were conducted remotely throughout the reporting year.

Particular to the pandemic context, the Office was also included in a number of resources related to adapting teaching, learning and university activity to an online environment. As a specific example during the reference year, a behavioural expectations section was added to the Centre for Teaching and Learning's Course Outline Guide as well as the COVID-19 Student's resource page.

Recommendations

The Office may make recommendations regarding situations within a unit, department, faculty or the University as a whole, when such situations have the general effect of violating the rights protected by the Code. Often, these recommendations arise from specific issues or situations that are brought to the Office's attention. The Office also makes recommendations as needed regarding the Code, related policies and its own operations. University members are welcome to submit recommendations for consideration.

In 2019-2020, the ORR highlighted the need to explore new partnerships and modes of service delivery given the isolation arising from the pandemic. We are pleased to see that a pilot project is currently underway with service provider **Bartimaeus**. Initiated and led by Campus Wellness and Support Services, the partnership aims at providing case management services to the most at-risk and vulnerable students. Our office will continue to collaborate with our colleagues across the University to support isolated students.

As we look ahead, we recommend the following for the coming year:

Updating and improving ORR communication tools: The pandemic has taken an immense toll on the physical, mental and emotional health of everyone and the members of our community are no exception. The return to campus will bring with it its own set of challenges, including a potential uptick in behaviour-related concerns. With a view to preparing for this, we are working to provide as much information as possible to members regarding ORR services. In particular:

- We are updating our website to include more information about our services, tailored to

- different members of our community.
- We will update and re-circulate behaviour-related posters (i.e. “No threatening behaviour tolerated”) and resource checklists that professors, staff and student associations can display in their offices.

Collaboration with the new Equity Office: We applaud the vision and initiative of the Provost’s Office in creating the university’s new Equity Office. Synergies will certainly exist between our offices, particularly given Executive Director Lisa White’s prior role as Director, ORR.

We recommend that ORR and the newly launched Equity Office develop a combined program of outreach efforts, including workshops and departmental visits. Some of the complaints brought to ORR are tied to problems or issues of a more systemic nature. For example, a complaint about discrimination might indicate the need for greater training. In order to jointly address equity and diversity concerns, ORR looks forward to continuing to work with the Equity Office and exploring new modes of collaboration.

Data Analysis and Statistical Review

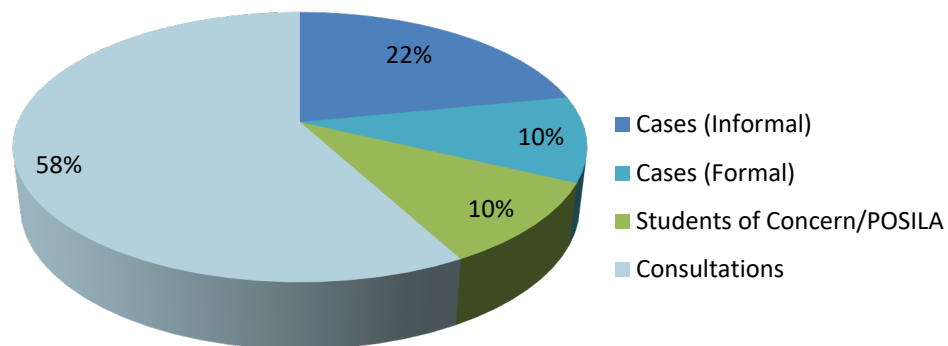
Activity Summary and Breakdown of Requests for Assistance

The Office assists Members with behavioural complaints/concerns in the following ways:

- **Consultations** – ORR provides information and/or guidance but usually does not play an active or ongoing role in the situation, complaint or concern; or
- **Cases** – ORR provides information and/or guidance and may also directly intervene, review evidence or play an ongoing role in the situation, complaint or concern. This can include forwarding a complaint to the appropriate authority.

Depending upon the nature of the complaint, cases will be classified as “*formal*” or “*informal*.” A dossier typically begins as a consultation; however, if it ultimately evolves into a case, when reporting the data, it is only counted once. Cases are generally categorized as behavioural issues under the Code and/or the Protocol, or as Student of Concern (SOC) files under POSILA.

One might have assumed that closing the University campus would put an end to many behavioural incidents and concerns, but that has not been the case. **In 2020-2021, total requests for assistance remained stable at 430, compared to 424 requests in the previous year.** A slightly greater proportion of those requests led to informal resolution (22% versus 17% in the previous reporting year) rather than remaining at the level of “consultation”. Despite the many challenges of the pandemic year, the ORR team delivered a stable level of service.

CHART A: DISTRIBUTION OF SERVICES (2020-2021)

Consistent with previous years, consultations accounted for a majority of services provided. Also in keeping with historical trends, informal resolution tends to be preferred over formal resolution. Active formal complaints represented approximately 10 percent of the Office's activity, with a portion of those complaints being resolved informally after their submission.

In 2020-2021, there were 44 formal complaints in progress with the Office, a slight decrease from the previous year (47). Formal complaints can be resolved informally or formally and a complaint can be withdrawn at any time prior to the start of a hearing or investigation. Additionally, an informal resolution may not work for any number of reasons and such complaints may end up going through a formal resolution process. Finally, even when there is a formal resolution, an appeals process can be triggered in certain circumstances.

ORR had 43 active cases involving SOC and threat assessments during the reporting year, up from the 38 administered the previous year. SOC and threat assessment cases most often involve safety concerns, mental health issues and serious disciplinary matters. Generally, they require both immediate and long-term responses, interventions and timely coordination across sectors. The challenges of the pandemic were perhaps most felt here, as it can be difficult to assess behaviour in remote circumstances. In this context, the ORR team is all the more grateful for the support of its partners across the university, whose expertise was essential in addressing difficult cases.

TABLE 1: 3 YEAR ANNUAL COMPARISON

Year	Cases	Consultations	Total
2018-2019	138	241	379
2019-2020	156	268	424
2020-2021	181	249	430

TABLE 2: BREAKDOWN OF CASE TYPE - 3 YEAR ANNUAL COMPARISON

Case Type/Year	Informal	Formal	SOC/Threat Assessment	Total Cases
2018-2019	69	41	28	138
2019-2020	71	47	38	156
2020-2021	94	44	43	181

Complainant and Respondent Demographics

In considering Complainant and Respondent demographics, the following definitions apply:

- **Student** - members registered in any academic program on a full-time or part-time basis, independent students, members registered in non-credit courses, auditors, exchange students and visiting students
- **Staff** - full-time and part-time employees who are not faculty members and/or do not perform administrative and/or supervisory functions as specified in the 'Administration' category
- **Faculty** - full-time and part-time professors including extended and/or limited term appointments, visiting lecturers, etc.
- **Administration** - employees and/or units who fulfill specific administrative and/or supervisory functions including Deans, Associate Deans, Department Chairs, Campus Security, Residence Life, Directors, etc.
- **Other** - non-members including alumni, contractors, non-academic visitors, volunteers, etc.
- **Joint** - two or more Complainants and/or Respondents from different demographic categories
- **N/A** - Complainants and/or Respondents who are unknown, unidentified or anonymous. Complainants in the 'N/A' category are typically anonymous and seeking consultation services from the Office, while Respondents in this category are generally either unknown to the Complainant or not identified by the Complainant.

Who is seeking assistance?

The term "Complainant" is used to refer to any member of the University community who is directly affected by someone's behaviour and/or as part of their administrative role, raises a concern with the Office. The conduct in question should be within the scope of the Code. If warranted, a case file is opened regardless of whether informal resolution was sought or a formal complaint was launched. In 2020-2021, students followed by members of the administration most often requested assistance from the Office in both case and consultation categories.

CHART B: COMPLAINANT DEMOGRAPHICS 2020-2021 (CASES)

Requests for assistance/complaints were generated by:

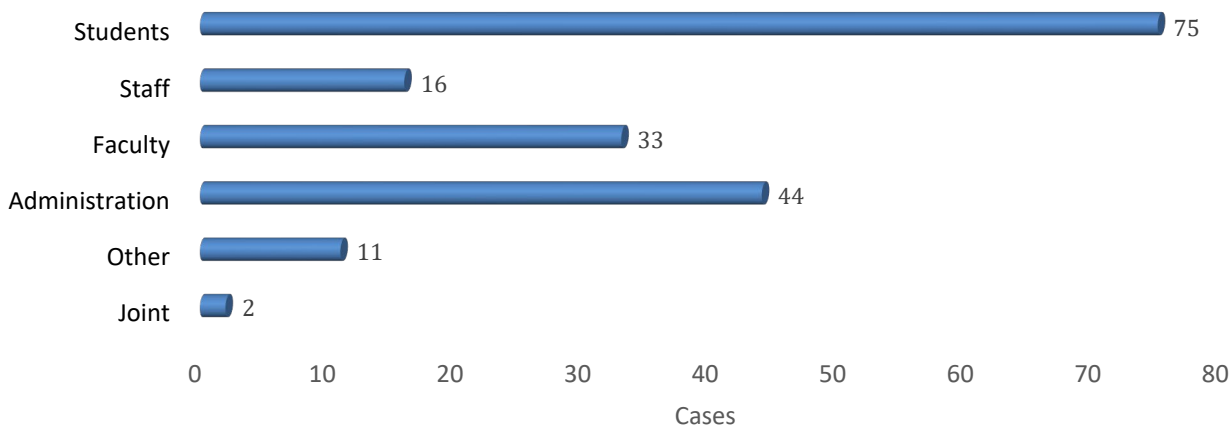
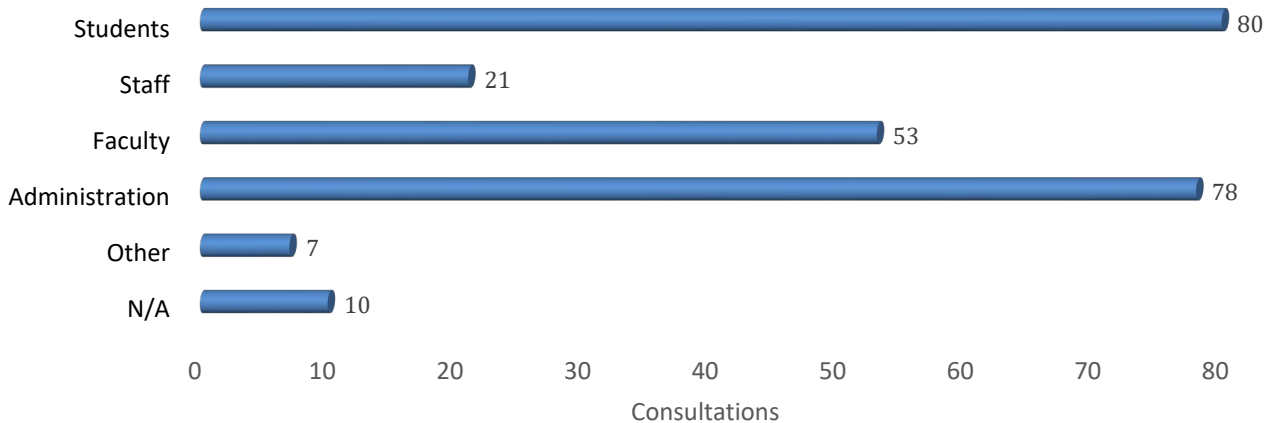


CHART C: COMPLAINANT DEMOGRAPHICS 2020-2021 (CONSULTATIONS)

Requests for assistance/complaints were generated by:



Who are complaints being made against?

The term “Respondent” refers to the person against whom a complaint is made. A “Respondent” is any Member who is alleged to be responsible for undesirable behaviour described as an offense/infraction under the Code. Students were predominantly the identified respondents in both complaints and consultations, followed by faculty.

CHART D: RESPONDENT DEMOGRAPHICS 2020-2021 (CASES)

Complaints were generated against:

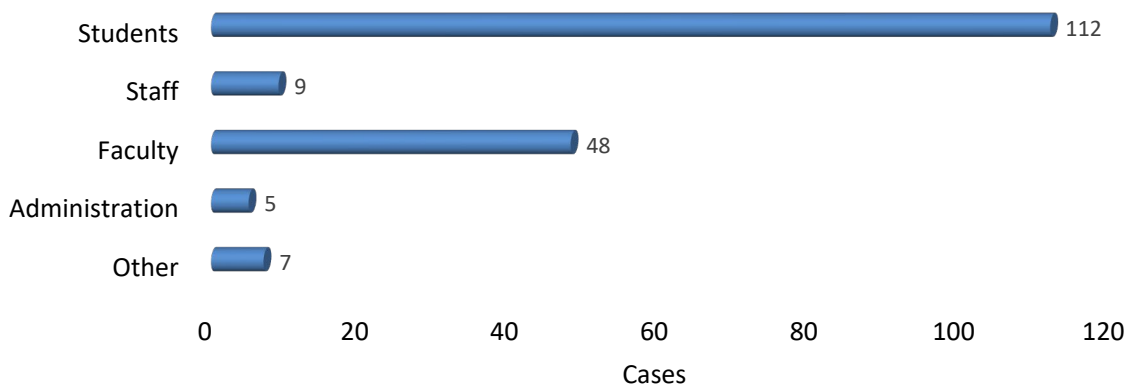
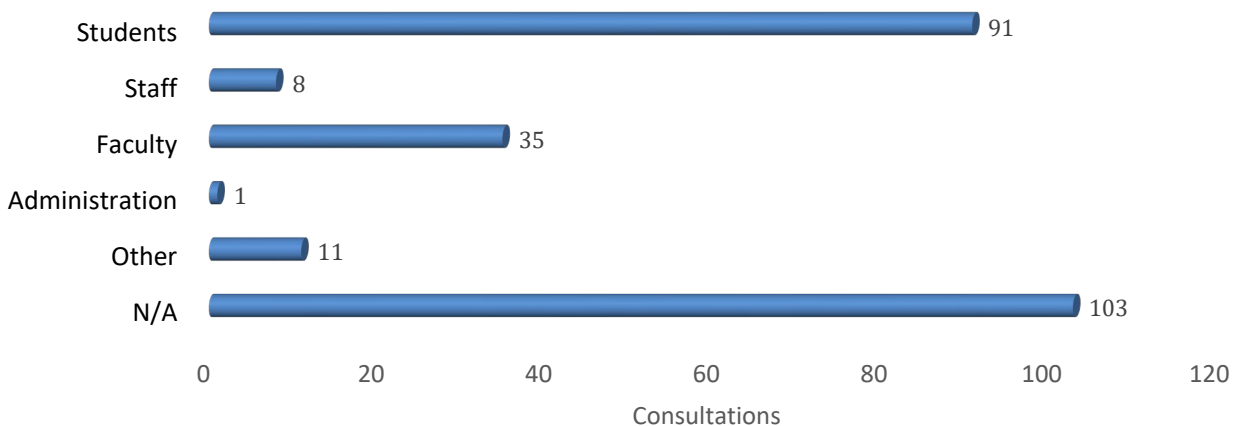


CHART E: RESPONDENT DEMOGRAPHICS 2020-2021 (CONSULTATIONS)

Complaints were generated against:



What infractions are being reported?

Some complaints and/or consultations allege multiple Code infractions. These complaints are counted as a single file, regardless of the number of offences cited. Consultations more often than cases will not allege a complaint or issue that falls neatly under the Code. As such, these situations often require information, policy interpretation and advice, do not evolve into cases and also account for the high

number in the “Miscellaneous Consultations” category.

Below, you will see a full breakdown of all infractions reported (note that one case or consultation can involve multiple infractions). Following an entire year of online activities, the breakdown in infraction categories in the 2020-2021 reporting year remained consistent with the prior year’s report. Increases were noted in the number of times Discrimination (40 up from 29) and Communication of Discriminatory Matter (28 up from 15) were cited, with a decrease in the Sexual Violence and Sexual Assault category (27 down from 37) and Forging University documents (6 down from 11). While recorded in exceptional circumstances, the Office will continue to monitor if any trends emerge through future reporting periods.

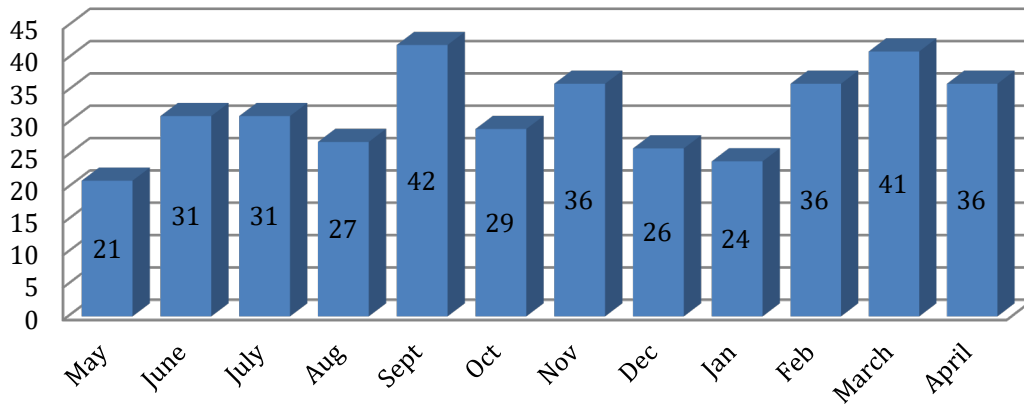
TABLE 3: BREAKDOWN OF CASES (181) AND CONSULTATIONS (249) BY INFRACTION (2020-2021)

Offence	Code art.	Case Total	Consults Total	Total Infractions
Harassment	32	95	55	150
*Miscellaneous Consultations		2	136	138
Student-of-concern/Threat Assessment/POSILA	SOC	45	21	66
Threatening or Violent Conduct	30	43	11	54
Psychological Harassment	34	34	11	45
Discrimination	35	28	12	40
Sexual Harassment	33	18	12	30
Communication of Discriminatory Matter	36	15	13	28
Sexual Violence and Sexual Assault	31	22	5	27
Obstruction or disruption of work or studies	43	6	3	9
Unlawful offense in the University context	51	4	4	8
Forging or altering University documents	45	6	0	6
Unauthorized entry into University property	42	3	0	3
Offences against property	37	1	0	1
False Information	38	1	0	1
Maliciously activating fire alarms	39	1	0	1
Theft or abuse of computing facilities or computer time	41	1	0	1
Unlawful use, sale, distribution, etc. of controlled substances	47	1	0	1
Total		326	283	609

When do members reach out to ORR?

In analyzing new requests for assistance over the last three year period (excluding exceptional circumstances), we noted that the Office typically receives more requests in the months of February, March, October and November.

CHART F: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE (380)



Note: Fifty ongoing requests for assistance were carried over from 2019-2020 and are not reflected in this graph.

CHART G: MONTHLY DISTRIBUTION OF NEW REQUESTS FOR ASSISTANCE - 3 YEAR COMPARISON:

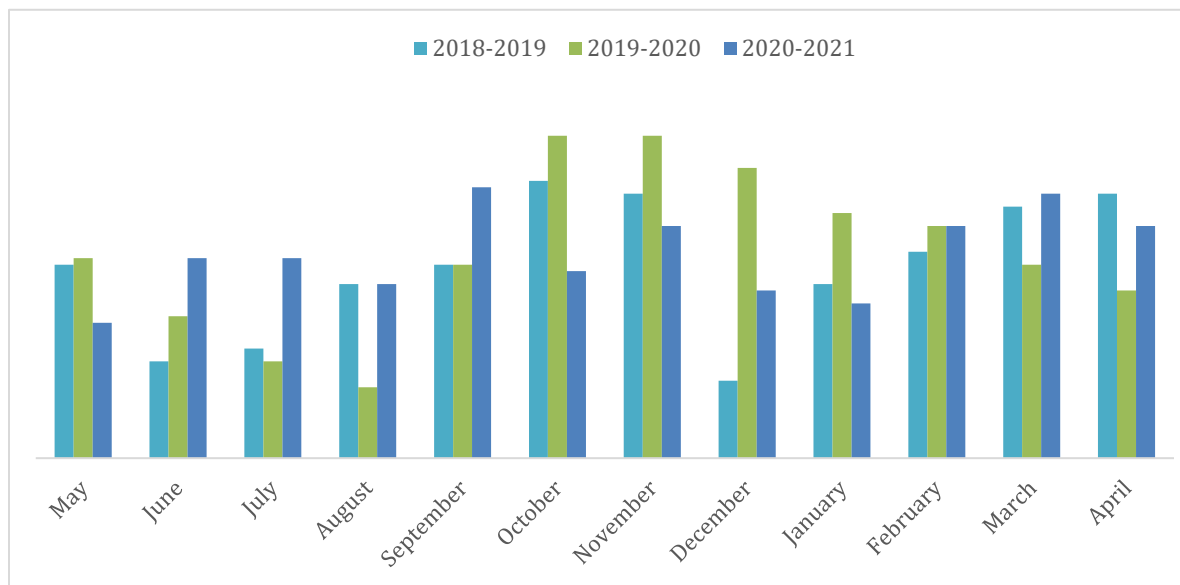
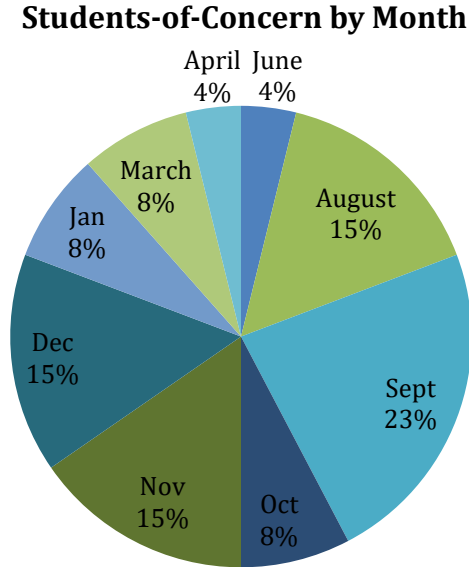


CHART H: STUDENT-OF-CONCERN DISTRIBUTION BY MONTH

Note: Seventeen ongoing SOC cases were carried over from 2019-2020 and are not reflected in this chart.

Of the 43 new SOC cases received in 2020-2021, none were reported during the months of February, May and July. No students were placed on involuntary leaves of absence in 2020-2021, although five students opted for voluntary leaves from their studies. As always, the SOC dossiers received by the Office required varying levels of intervention, coordination and/or implementation of restrictions, where appropriate.

We were pleased to welcome back three students who were placed on voluntary or involuntary leaves during the reporting year as well as previous years. The students were able to return to their studies with the assistance and support of ORR.

In analyzing the available data, not surprisingly, the Office observed that SOC reports typically decrease throughout the summer months. As with the 2019-2020 reference year, the fall term (September - December) was the period in which the most SOC reports were brought forward in 2020-2021, with a significant number of concerns being reported in the month of September. We will continue to monitor the data for any relevant patterns regarding SOC files brought forward to the Office.

Closing Remarks

As I have settled into my role as Director since May 2021, I have witnessed the remarkable energy and commitment of my ORR colleagues Sraddha Bista, Daniel Giglio and my predecessor Lisa White. Their work addressing and resolving behavioural concerns was all the more difficult given the larger context of social isolation, anxiety and uncertainty. It is thanks to the team's unwavering dedication and hard work throughout the 2020-2021 reporting year that the ORR was able to maintain the steady level of service reflected in the data above. The empathy and compassion with which they approach their work has certainly been instrumental in de-escalating conflicts.

In closing, I would like to extend my thanks to the Secretary-General, the ORR team and my Concordia colleagues for their invaluable support and guidance as I transitioned into the role of Director this past summer. I look forward to fulfilling my mandate and continuing the work of the ORR to ensure Concordia remains a collegial, safe and respectful environment.

Sincerely,

A handwritten signature in cursive script that reads "Aisha Topsakal".

Aisha Topsakal

Director and Senior Advisor, Rights and Responsibilities

DISRUPTIVE
BEHAVIOUR
EQUITY
DISCRIMINATION
COOPERATION
COLLEGIALITY
DIVERSITY
TRESPASSING
CIVILITY
HARASSMENT
THEFT
CONNECTION
THREATS
RESPECT
HARMONY



**SENATE
OPEN SESSION
Meeting of November 12, 2021**

AGENDA ITEM: Revisions to the *Policy on the Establishment of Tribunal Hearing Pools* (BD-6)

ACTION REQUIRED: For approval

SUMMARY: Following review and recommendation of the Steering Committee, Senate is being asked to approve the amendments to the *Policy on the Establishment of Tribunal Hearing Pools* (BD-6) (the "Policy").

BACKGROUND: Since the pandemic, there has been an increase in the number of academic incidents, and a backlog has resulted in dealing with these cases. Following a request from the Concordia Student Union, revisions to the Policy were made to increase the number of undergraduate and graduate students nominated to the Student Tribunal Pool.

In addition, the breakdown of faculty members in the Faculty Tribunal Pool was revised so that the numbers are based on FTE ratios.

Other minor changes are being proposed to update the policy to comply with the policy template.

Academic Cabinet and the Senate Steering Committee reviewed and recommended the proposed modifications.

DRAFT MOTION:

That Senate recommend to the Board of Governors the approval of the revisions to the *Policy on the Establishment of Tribunal Hearing Pools* (BD-6).

PREPARED BY:

Name: Shelina Houssenaly
Date: November 2, 2021

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Effective Date: ~~September 18, 2008~~ ~~Originating Office:~~ [insert date]
Approving Authority: Board of Governors

Supersedes /Amends: ~~BD-6/May 20, 2004~~ September 18, 2008

Policy Number: BD-6

GENERAL

SCOPE

This policy ~~deals with the establishment of tribunal hearing pools~~ applies to Tribunal Hearing Pools (as defined below) for hearings, both first-level hearings as well as appeal hearings, at Concordia University (the "University"), provided for in the *Code of Rights and Responsibilities (BD-3)*, the Academic Code of Conduct ~~Academic Code of Conduct (including cases heard under~~, the Academic Re-evaluation Procedures ~~previous Code of Conduct Academic)~~, the Graduate Academic Appeals Procedures ~~Academic Re-evaluation Procedures, the Graduate Academic Appeals Procedures~~ and any other codes or policies which may be adopted that refer to the Tribunal Hearing Pools provided for under this Policy.

PURPOSE

The Purpose of this Policy is to provide for the establishment of pools of members to serve on various first level and appeal hearings at the University.

DEFINITIONS

"Administrative and Support Staff Tribunal Pool" or "AaSSTP" means the pool set up under section 9.

"Chair(s)" means the chair(s) of a tribunal panel(s) appointed under section 13.

"Faculty Tribunal Pool" or "FTP" means the pool set up under section 6.

"Student Tribunal Pool" or "STP" means the pool set up under section 2.

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Page 2 of 5

“Tribunal Hearing Pools” mean the Administrative and Support Staff Tribunal Pool, the Faculty Tribunal Pool and the Student Tribunal Pool.

POLICY

1. In the event that a hearing or appeal panel cannot be convened from the membership of the ~~Student Tribunal Pool, the Faculty Tribunal Pool, the Administrative and Support Staff Tribunal Pool~~ Tribunal Hearing Pools or the pool of Chairs, as outlined below, the Secretary-General shall designate the membership of the relevant hearing or appeal panel for a given case.

Student Tribunal Pool

2. In June of each year, the Concordia Student Union ~~Inc.~~ shall be asked to nominate up to a maximum of ~~fifteen (15)~~25 undergraduate students and the Graduate Student Association shall be asked to nominate up to a maximum of ~~ten (10)~~15 graduate students to form the Student Tribunal Pool ~~(STP).~~
3. In order to be eligible, students shall be registered in an undergraduate or graduate program and be in good standing. Students who are in failed standing, in conditional standing or on academic probation, or who have been sanctioned under the *Code of Rights and Responsibilities* (BD-3) or the *Academic Code of Conduct* ~~Academic Code of Conduct (including cases heard under the previous Code of Conduct Academic)~~ within the ~~three (3)~~ years previous to their nomination are not eligible.
4. The status and standing of student nominees shall be confirmed by the University Registrar in September prior to the submission of the list of nominees for approval to University Senate (“Senate”) by the Secretary of the Senate. In addition, the status and standing of members of the STP shall be confirmed by the University Registrar each September for as long as the member remains in office.
5. The term of office of members of the STP shall be for ~~two (2)~~ years, from September 1 to August 31, and shall be renewable, provided that they meet the conditions at section 4. Members remain in office until replaced.

Faculty Tribunal Pool

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

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6. The Council of the Faculty of Arts and Science shall nominate ~~thirteen (13)~~14 faculty members, the Council of the John Molson School of Business shall nominate ~~six (6)~~7 faculty members, the Council of the ~~Faculty~~Gina Cody School of Engineering and Computer Science shall nominate ~~five (5)~~6 faculty members, the Council of the Faculty of Fine Arts shall nominate ~~three (3)~~ faculty members and the Council of the School of Graduate Studies shall nominate ~~eight (8)~~5 faculty members, for a total of ~~thirty five (35)~~ faculty members, to comprise the Faculty Tribunal Pool (~~FTP~~).
7. The term of office of members of the FTP shall be for ~~two (2)~~ years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
8. The Secretary of each Faculty Council and the Council of the School of Graduate Studies shall forward a list of nominees to the Secretary of the Senate prior to its September meeting for approval.

Administrative and Support Staff Tribunal Pool

9. The ~~Administrative and Support Staff Tribunal Pool (AaSSTP)~~ shall be comprised of ~~five (5)~~ members nominated in accordance with the Policy Relating to the Administrative and Support Staff Electoral College (BD-12 Policy).
10. Administrative and support staff members from the Office of the Secretary-General, ~~the Office of and~~ the General Counsel, the Office of Student Tribunals, the Ombuds Office, the Student Advocacy Office and the Office of Rights and Responsibilities shall not be eligible for membership on the AaSSTP.
11. The term of office of members of the AaSSTP shall be for ~~two (2)~~ years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
12. The Department of Human Resources shall forward a list of nominees to the Secretary of the Board of Governors ("Board") prior to its September meeting for approval.

Chairs

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13. In addition to the members of the STP and FTP appointed by the Senate, and the members of the AaSSTP appointed by the Board, the Senate shall appoint as many individuals as necessary to serve as non-voting Chairs of the various tribunal panels dealt with under this Policy.
14. The role of the Chairs shall be to preside over the various tribunal panels, keep order and ensure fairness. The Chairs shall, as well, preside over the deliberations of the various tribunal panels but shall not vote.
15. Because the role of the Chairs of the various tribunal panels requires impartiality and particular skills which take time to develop and cannot easily be acquired by lay persons during a brief term of office, the Chairs shall normally be selected from qualified ~~alumni or emeriti~~ individuals who have training in law or tribunal procedures as well as some knowledge of the University environment.
16. The term of office for the Chairs shall be for ~~two (2)~~ years, from September 1 to August 31, and shall be renewable.
17. The candidates for the Chairs shall be recommended to the Senate by the ~~University~~ General Counsel, in consultation with the secretaries of the tribunal panels dealt with under this Policy. Curriculum vitae of the candidates shall accompany the recommendation.

Training

18. All members of the STP, FTP and AaSSTP, and all Chairs shall receive training, prepared and conducted jointly by the secretaries of the tribunal panels dealt with under this Policy, under the supervision of the ~~University~~ General Counsel.

Policy Responsibility and Review

19. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Secretary-General.

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Approved by the Board of Governors on September 18, 2003; and amended on May 20, 2004, September 18, 2008, and [insert date].

POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Effective Date: [insert date]

Approving Authority: Board of Governors

Supersedes /Amends: September 18, 2008

Policy Number: BD-6

SCOPE

This policy applies to Tribunal Hearing Pools (as defined below) for hearings, both first-level hearings as well as appeal hearings at Concordia University (the “University”), provided for in the *Code of Rights and Responsibilities* ([BD-3](#)), the [Academic Code of Conduct](#), the [Academic Re-evaluation Procedures](#), the [Graduate Academic Appeals Procedures](#) and any other codes or policies which may be adopted that refer to the Tribunal Hearing Pools provided for under this Policy.

PURPOSE

The Purpose of this Policy is to provide for the establishment of pools of members to serve on various first level and appeal hearings at the University.

DEFINITIONS

“Administrative and Support Staff Tribunal Pool” or “AaSSTP” means the pool set up under [section 9](#).

“Chair(s)” means the chair(s) of a tribunal panel(s) appointed under [section 13](#).

“Faculty Tribunal Pool” or “FTP” means the pool set up under [section 6](#).

“Student Tribunal Pool” or “STP” means the pool set up under [section 2](#).

“Tribunal Hearing Pools” mean the Administrative and Support Staff Tribunal Pool, the Faculty Tribunal Pool and the Student Tribunal Pool.

POLICY

1. In the event that a hearing or appeal panel cannot be convened from the membership of the Tribunal Hearing Pools or the pool of Chairs, as outlined below, the Secretary-General shall designate the membership of the relevant hearing or appeal panel for a given case.

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Student Tribunal Pool

2. In June of each year, the Concordia Student Union shall be asked to nominate up to a maximum of 25 undergraduate students and the Graduate Student Association shall be asked to nominate up to a maximum of 15 graduate students to form the Student Tribunal Pool.
3. In order to be eligible, students shall be registered in an undergraduate or graduate program and be in good standing. Students who are in failed standing, in conditional standing or on academic probation, or who have been sanctioned under the *Code of Rights and Responsibilities* (BD-3) or the [Academic Code of Conduct](#) within the 3 years previous to their nomination are not eligible.
4. The status and standing of student nominees shall be confirmed by the University Registrar in September prior to the submission of the list of nominees for approval to University Senate ("Senate") by the Secretary of the Senate. In addition, the status and standing of members of the STP shall be confirmed by the University Registrar each September for as long as the member remains in office.
5. The term of office of members of the STP shall be for 2 years, from September 1 to August 31, and shall be renewable, provided that they meet the conditions at [section 4](#). Members remain in office until replaced.

Faculty Tribunal Pool

6. The Council of the Faculty of Arts and Science shall nominate 14 faculty members, the Council of the John Molson School of Business shall nominate 7 faculty members, the Council of the Gina Cody School of Engineering and Computer Science shall nominate 6 faculty members, the Council of the Faculty of Fine Arts shall nominate 3 faculty members and the Council of the School of Graduate Studies shall nominate 5 faculty members, for a total of 35 faculty members to comprise the Faculty Tribunal Pool.
7. The term of office of members of the FTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.

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8. The Secretary of each Faculty Council and the Council of the School of Graduate Studies shall forward a list of nominees to the Secretary of the Senate prior to its September meeting for approval.

Administrative and Support Staff Tribunal Pool

9. The AaSSTP shall be comprised of 5 members nominated in accordance with the *Policy Relating to the Administrative and Support Staff Electoral College* ([BD-12](#)).
10. Administrative and support staff members from the Office of the Secretary-General and the General Counsel, the Office of Student Tribunals, the Ombuds Office, the Student Advocacy Office and the Office of Rights and Responsibilities shall not be eligible for membership on the AaSSTP.
11. The term of office of members of the AaSSTP shall be for 2 years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.
12. The Department of Human Resources shall forward a list of nominees to the Secretary of the Board of Governors (“Board”) prior to its September meeting for approval.

Chairs

13. In addition to the members of the STP and FTP appointed by the Senate, and the members of the AaSSTP appointed by the Board, the Senate shall appoint as many individuals as necessary to serve as non-voting Chairs of the various tribunal panels dealt with under this Policy.
14. The role of the Chairs shall be to preside over the various tribunal panels, keep order and ensure fairness. The Chairs shall, as well, preside over the deliberations of the various tribunal panels but shall not vote.
15. Because the role of the Chairs of the various tribunal panels requires impartiality and particular skills which take time to develop and cannot easily be acquired by lay persons during a brief term of office, the Chairs shall normally be selected from qualified individuals who have training in law or tribunal procedures as well as some knowledge of the University environment.

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16. The term of office for the Chairs shall be for 2 years, from September 1 to August 31, and shall be renewable.
17. The candidates for the Chairs shall be recommended to the Senate by the General Counsel, in consultation with the secretaries of the tribunal panels dealt with under this Policy. Curriculum vitae of the candidates shall accompany the recommendation.

Training

18. All members of the STP, FTP and AaSSTP, and all Chairs shall receive training prepared and conducted jointly by the secretaries of the tribunal panels dealt with under this Policy, under the supervision of the General Counsel.

Policy Responsibility and Review

19. The overall responsibility for implementing and recommending amendments to this Policy shall rest with the Secretary-General.

Approved by the Board of Governors on September 18, 2003; and amended on May 20, 2004, September 18, 2008, and [insert date].