



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

Held on Friday, December 4, 2020, at 2 p.m.,
via Zoom Video Conferencing

Join Zoom Meeting: <https://concordia-ca.zoom.us/j/92591397110>

Meeting ID: 925 9139 7110

Passcode: 376861

Join by conference call: 1-438-809-7799 Canada

Item	Presenter/s	Action
1. Call to order	G. Carr	
1.1 Adoption of the Agenda	G. Carr	Approval
1.2 Adoption of November 13, 2020 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-2020-7-D1)	A. Whitelaw	Information
CONSENT AGENDA	G. Carr	
5. Committee appointments (Document US-2020-7-D2)		Approval
6. Academic Programs Committee - Report and recommendations (Document US-2020-7-D3)		Approval
6.1 Undergraduate curriculum proposal - Faculty of Arts and Science - Simone de Beauvoir Institute (Document US-2020-7-D4)		
6.2 Undergraduate curriculum proposal - Faculty of Fine Arts - Mel Hoppeheim School of Cinema (Document US-2020-7-D5)		

6.3 Undergraduate curriculum proposals – John Molson School of Business

6.3.1 Addition of C.Edge Option to B. Comm (US-2020-7-D6)

6.3.2 Honours in Management (US-2020-7-D7)

6.3.3 Supply Chain Project (US-2020-7-D8)

6.4 Graduate curriculum proposals – Faculty of Arts and Science

6.4.1 Department of Economics (US-2020-7-D9)

6.4.2 Department of Religions and Cultures (US-2020-7-D10)

7. Library Committee report (Document US-2020-7-D11)

Information

REGULAR AGENDA

8. Undergraduate curriculum proposal – Office of the Provost
– Introduction of new University Skills courses (Document US-2020-7-D12)

A. Whitelaw

Approval

9. Question period (*maximum - 15 minutes*)

10. Other business

11. Adjournment

G. Carr

MINUTES OF THE OPEN SESSION
OF THE MEETING OF SENATE

Held on Friday, November 13, 2020, at 2 p.m.
via Zoom Video Conferencing

PRESENT

Voting members: Graham Carr (*Chair*); Adewunmi Ajike; Ali Akgunduz; Shimon Amir; Nicholas Bailey; Leslie Barker; Matthew Barker; Guylaine Beaudry; Elizabeth Bloodgood; Catherine Bolton; Christopher Brett; Sally Cooke; Frank Crooks; Anne-Marie Croteau; Selvadurai Dayanandan; Mourad Debbabi; Alex De Visscher; Effrosyni Diamantoudi; Linda Dyer; Mary Esteve; Medhi Farashahi; Ariela Freedman; Annie Gérin; Vince Graziano; James Hanna; Fiona Harrison-Roberts; Safwan Hye; Hannah Jamet-Lange; Isaiah Joyner; Samantha Leger; Colin Long; Sarah Mazhero; Christopher Moore; Catherine Mulligan; Helena Osana; Virginia Penhune; Gilles Peslherbe; Pascale Sicotte; Reza Soleymani; Robert Soroka; Ron Stern; Alexander Stojda; Kelly Thompson; Guylaine Vaillancourt; Anne Whitelaw; Paula Wood-Adams; Radu Zmeureanu

Non-voting members: Joanne Beaudoin; Philippe Beauregard; Paul Chesser; Denis Cossette; Stéphanie de Celles; Michael Di Grappa; Isabel Dunnigan; Nadia Hardy; Tom Hughes; Candace Jacobs; Frederica Jacobs

ABSENT

Voting members: Natalia Whiteley

1. Call to order

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

1.1 Adoption of the Agenda

R-2020-6-1 *Upon motion duly moved and seconded, it was unanimously resolved that the Agenda of the Open Session be approved.*

1.2 Adoption of October 16, 2020 Minutes

R-2020-6-2 *Upon motion duly moved and seconded, it was unanimously resolved that the Minutes of the Open Session meeting of October 16, 2020.*

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

Dr. Carr began his remarks by conveying the sad news of the death of Ben Prunty, former CSU President who served on the Board and Senate and continued to be affiliated with the University in many initiatives since his graduation, as well as the death of Father John Walsh, a pillar of generosity and action for the homeless in the Montreal community.

He continued by apprising Senate of some notable events and major initiatives, summarized as follows:

- Each year, the Concordia Stingers women's soccer team plays a memorial game dedicated to Erica Cadieux. In lieu of a game, this year the team has set up a series of fundraising challenges, with a goal to raise \$5,000 for the Montreal Children's Hospital.
- He noted the release of the report of the Working Group on Equity, Diversity and Inclusion, the creation of the Equity Office and the launch of the President's Task Force on Anti-Black Racism and thanked the faculty, staff and students who had a hand in bringing these initiatives forward.
- He was proud to have participated last week in the launch of the University's Sustainability Action Plan, a collective effort that has been many years in the making involving students, staff and faculty, led by the Office of the Vice-President, Services and Sustainability, comprised of five pillars: curriculum, research, food security, waste reduction, and energy efficiency.
- Damon Matthews was named Co-Scientific Director of new global initiative called Sustainability in the Digital Age, a research platform that leverages the technology of the digital revolution to spur climate action. Concordia will be the host of this international institution which is being supported by the United Nations.
- Later this month the creation of the Next-Gen Cities Institute will be announced which, among other things, will regroup 14 existing research units in the University to bring a truly novel, transdisciplinary approach to our understanding of cities and to our imagination as to what the city of the future could be.

- The Faculty of Arts and Science announced the creation of a new Centre for Research on Values, Attitudes and Societies. Supported by Concordia and the *Secrétariat du Québec aux relations canadiennes*, the Centre is co-directed by Guy Lachapelle and Antoine Bilodeau of our Department of Political Science.
- He was thrilled to announce that Francine Pelletier, weekly columnist for *Le Devoir* and award-winning documentary journalist, has been named Concordia's 2020 Journalist-in-Residence.
- The Fall edition of CU Celebrate was launched on October 28 as a lead-up to a virtual celebration of 1,831 graduates on November 19, with Eric J. Nestler being announced as the honorary degree recipient for this convocation cycle.
- The first-ever virtual Open House was held on October 24, with more than 2,300 prospective undergraduates attending from 109 countries. This confirms that Concordia is still an important draw for students, something which is also being borne out by early application data for the 2021/2022 academic year.
- Dr. Carr underlined the extraordinary accomplishments in the past months of some Concordia's notable alumni, who are the University's best ambassadors.

Dr. Carr concluded his remarks by providing an update on some COVID-related matters. Now nearly eight months into the pandemic, the public health caseload is reaching record heights, with Montreal remaining a red zone. He apprised Senators on that the University has had 11 cases since September, involving individuals who were reported on campus during 48-hour period prior to developing symptoms. All cases originated off campus, nine of which have been resolved with no community spread, and two others are self-isolating. The University continues to work very closely with the *Département de santé public de Montréal*, meeting weekly and often speaking almost daily.

To help alleviate some of the strain and exhaustion people are experiencing, the Winter operations, which were due to commence on January 6, will instead resume on January 11, and the Thursday of the Reading Week will be a day off for faculty and staff, in addition to the President's Day on the Friday.

The academic term, which was also supposed to start on January 6, will instead begin on January 13. The decision was made to maintain the Winter term at 13 weeks by pushing back the start/finish dates for the Summer semesters. Dr. Carr pointed out that this changeover, from an operations and information system point of view, is a major challenge and expressed his gratitude to Stéphanie De Celles and the Registrar's team for making this possible.

4. **Academic update** (Document US-2020-6-D1)

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

CONSENT**5. Committee appointments** (Document US-2020-6-D2)

R-2020-6-3 *That the appointment of S. Samuel Li to the Faculty Tribunal Pool be approved, and that the appointment of Karen Li to the Faculty Tribunal Pool, pending ratification by the Council of the School of Graduate Studies, be approved.*

6. Academic Programs Committee – Report and recommendations (Document US-2020-6-D3)**6.1 Undergraduate curriculum proposals – Faculty of Arts and Science****6.1.1 Department of Applied Human Sciences** (Document US-2020-6-D4)**6.1.2 School of Irish Studies** (Document US-2020-6-D5)**6.1.3 Department of Classics, Modern Languages and Linguistics** (Documents US-2020-6-D6 and D7)**6.1.4 Interdisciplinary Studies** (Document US-2020-6-D8)**6.1.5 Department of Journalism** (Document US-2020-6-D9)**6.1.6 Department of Political Science** (Document US-2020-6-D10)**6.1.7 Department of Religion and Cultures** (Document US-2020-6-D11)

R-2020-6-4 *That the undergraduate curriculum proposals in the Faculty of Arts and Science be approved.*

6.2 Undergraduate curriculum proposal – Faculty of Fine Arts – Department of Studio Arts (Document US-2020-6-D12)

R-2020-6-5 *That the undergraduate curriculum proposal in the Faculty of Fine Arts be approved.*

6.3 Graduate curriculum proposal – Faculty of Arts and Science – Department of Economics (Document US-2020-6-D13)

R-2020-6-6 *That the graduate curriculum proposal in the Faculty of Arts and Science be approved.*

6.4 Graduate curriculum proposal – Gina Cody School of Engineering and Computer Science – Concordia Institute for Information Systems Engineering (Document US-2020-6-D14)

R-2020-6-7 *That the graduate curriculum proposal in the Gina Cody School of Engineering and Computer Science be approved.*

REGULAR

7. Presentation on student mental health

The Director of the Campus Wellness and Support Services, Gaya Arasaratnam, noted that she oversees health services, counseling and psychological services and the access center for students with disabilities.

She began her presentation by conveying some anecdotes from the frontline regarding challenges and sparks of light feedback heard from students, faculty and staff, making it clear that these are not trends but anecdotes, and that the information should be taken in that vein.

The challenges for employees include the complex narrative of being overwhelmed, which affects both singles and families, blurred boundaries between work-life balance, with some self-medicating, fatigue and anxiety, pressures created by institutional expectations in a changing landscape. She made the point that COVID is affecting everybody. While the spotlight on March 13 was on families with children becoming completely responsible for all aspects of the education and child rearing, singles also remember that day as they lost the ability to touch someone, which is important to understand because it is through touch that we give and receive compassion.

Challenges for students are a complex narrative of isolation based on the family dynamics or living situation and economic realities. She explained that the demand for counseling clinics across Canada was very high pre-COVID but currently is not as maddeningly high, adding that the early theory is because some students are at home and could be better supported by their families. There is anxiety about performance and navigating a new virtual learning environment, which for some includes IT challenges and time zone differences for international students who must get up in during the middle of the night to have access to course contents which are not recorded. Anxiety also stems from faculty members taking harsher measures against all students and putting them in the same basket as the few "rotten apples" (cheaters).

For the employees, the sparks of light include understanding the differences of how to juggle the many demands and the scope of work, managing to create clear expectations and identifying how to provide good service, resorting to boldness and creativity. For the most part, employees benefit from more experience and therefore have more reserves of resilience and more frames of reference than students. Sparks of light for students include higher attendance at events related to creative pursuits and wellness and a change of level of demand for health and wellness services across Canada. She also spoke of the Emotions Calendar insights, which is in progress.

Ms. Arasaratnam continued her presentation by focusing on the resources to guide faculty members through the process of moving courses online, which includes two useful documents on Cspace regarding course teaching and assessments: A FAQs to help faculty respond to students in need and another document specific to

supporting student well-being in a time of COVID-19 while teaching online. Among other subjects, these documents guide faculty members on how to acknowledge students' struggles and help them troubleshoot and navigate and also on how to respond when a student divulges distress or says that they are suicidal. The document also shows faculty how you can activate certain offices, such as the Office of Rights and Responsibilities, etc. For faculty members who are teaching in person, she referred them to the *LOOK, ENGAGE, REFER* resource.

She also reviewed the many health and wellness services available to all the Concordia community, available through the Health and Wellness Hub at www.concordia.ca/health, which provides a holistic approach in the areas of medical care, mental health, health promotion and community support. It includes information for emergency and crisis resources for Montreal, Canada and internationally, how to obtain virtual medical care and counseling and psychological services, via Concordia services and Canada-wide, including a Canada-wide search provider. She identified difficulties that some students encounter in finding a confidential space and that she is working with Environmental Health and Safety to find spaces on campus where students could come to safely conduct their confidential conversations.

The Hub also provides information to connect to community support services and other health topics such as physical activities, healthy eating, sexual health, stress management, etc. Other useful guiding documents include the November 2018 Health and Wellbeing Review report, the Mental Health and Well-Being for Post-Secondary Students report and the Psychological Health and Safety in the Workplace report.

Ms. Arasaratnam concluded her presentation by giving some tips on how she finds balance:

- Understand what is and is not in your control;
- Identify what gives you joy;
- Be permissive to your needs; understand your limits and co-create clear expectations;
- Cultivate interests outside of work;
- Cultivate family and social networks which do not talk about COVID; and
- Set limits on how much news you consume.

Several Senators thanked Ms. Arasaratnam for her insightful presentation, further to which Ms. Arasaratnam and Drs. Whitelaw and Carr responded to comments or questions of clarification.

8. Academic accommodations during COVID-19

Dr. Carr apprised Senators that they will not be asked to vote on any motion. This is part of a conversation to get feedback from students and faculty members on options for academic accommodations during the COVID-19 crisis.

Dr. Whitelaw noted that the experience for many in the community around COVID has been exacerbated by existing stresses and also introduced new ones. This presentation is intended to inaugurate discussion and to provide an opportunity for faculty members serving on Senate to hear the thoughts and concerns of students.

She reiterated some of the challenges mentioned by Ms. Arasaratnam regarding the effects of the pandemic. Faculty, staff and students all face challenges doing their work in an unfamiliar environment, many of whom are experiencing isolation, anxiety and concerns about performing at their best. That said, there are inequalities with respect to access to computers, internet, and space to work without distraction. Impact are different across populations and communities, often exacerbating existing inequalities. Moreover, uncertainty remains high since we cannot predict the length of time we will be in this situation.

Dr. Whitelaw recognized that it has been a huge pivot to teaching and learning online, which required recreating 1,800 courses, which translated into 3,000 course sections, involving nearly 40,000 students and over 1,500 faculty members. This constituted a huge endeavor for faculty members since remote teaching requires adjustments to how they deliver courses, run their activities and structure their assignments and exams. Students also require similar level of adjustments on how to manage their time, maintain their focus and meet their course assignments. Maintaining a meaningful connection and open communication is a challenge for both faculty members and students.

Some students have asked that the University adopt a pass/fail notation for Fall 2020. While the pass/fail option was offered in Winter 2020 as an extraordinary measure to respond to the rapid move to online, this was not introduced in the Summer and there is no plan to do so in Fall 2020. Dr. Whitelaw noted that this measure might have the advantage of decreasing the level of stress for students in the short term. However, she pointed out potential disadvantages with respect to GPA assessments, difficulties in assessing eligibility for transferring into programs, graduate school or loan and bursary programs, questions raised by employers on a high number of pass notations as opposed to grades and uncertainty as to whether or not pass notations would be accepted by professional orders. She added that other than Bishop's University, no other Quebec university has adopted this measure.

She acknowledged that University needs to think about how to best support and help its students during these challenging times, many of whom are indicating that they are not performing to their best ability. Some of the proposed compassionate measures for Fall 2020 include:

- Extending the eligibility and simplifying process for applying for a deferred exam;
- Simplifying the process for students to late-DISC a course; and

- Developing guidelines to allow professors to revise workload and redistribute assessment weights as well as developing guidelines to allow students to choose a predetermined number of assignments on which to be assessed.

Dr. Whitelaw made the point that none of those measures are yet in place but would welcome Senate's feedback.

She concluded by noting the importance of creating a supportive environment, having respectful communications, whether by telephone or email, being compassionate and flexible and recognizing the challenges that we are all facing. Students should recognize extraordinary demands on faculty members and avail themselves of opportunities to engage, and faculty members should be as responsive as possible to students, provide opportunities for virtual engagement and consider ways to moderate student workload.

Pursuant to the presentation, several Senators shared their views and concerns, summarized as follows:

- In relation to the potential negative consequences of students choosing the pass/fail option, after having considered the pros and cons, it should be their decision to determine if it is adequate for their situation and should be an option, particularly to alleviate the stress level.
- The guidelines for professors referred earlier are great, but in the name of academic freedom, a majority of professors are either unaware of those guidelines, do not care or simply refuse to follow them. For that reason, there needs to be a larger discussion about how those guidelines are going to be implemented, maybe even enforced. In the absence of doing so, we will be back to square one with a student body experiencing a poor experience at Concordia, far from the next-gen experience.
- While we are working towards the future to make remote learning more feasible, students are living in the now, and there are not enough resources, guidelines or options that provide students adequate choices. Students are in an impossible situation, without any flexibility or reprieve. The climate is not good and students are already on edge, so guidelines will not be enough. They need to be able to make their own choices, including opting for pass/fail.
- Understanding and compassion are the inherent elements. Everybody is upset to some degree, experiencing their own challenges, and what is perceived as anger is probably frustration. It is hard to imagine that faculty members are purposefully being cruel to students. It could be a question of helping people who may not be able to ask for help or simply decided that they cannot do so and taking the necessary time to explain all options and grading systems to the students.
- Ensuring that the technology is functioning properly and does not fail would be one way of reducing stress. Moodle failures during quizzes cause an immense frustration and a real struggle for students and faculty members.

- International students must take a full course load, cannot avail themselves of the late DISC and have stress-related issues specific to their status. For that reason pass/fail should be an option.
- Need to find a way to allow students review their mid-term exams, which is not being done in the current context. Students cannot improve their performance if they do not know what mistakes they made. This is a huge concern for the Student Advocacy Center.
- There is no motivation for professors to torture their students. In some faculties or disciplines, the pass/fail option does not work.
- Need to figure out if some courses have more leeway. Perhaps a tailored approach be possible for some students or some courses.
- People are still adjusting. In the Winter, we did a quick pivot, in the Summer faculty prepared but might not have been able to test and see what actually works in their classes. This could have a negative impact on grades and having the pass/fail in this instance would be the perfect solution.
- The late DISC can have a considerable financial impact and should not be an option.
- Deferred exams can be a burden for some students and therefore not a recommended option.
- Seems that the main problem could be a communication gap, which Department Chairs could help resolve by acting as a neutral conduit as is done by this Department Chair. Some students are scared or fear repercussions of sharing their concerns or comment directly to their professors. Those can be conveyed to the Department Chair who takes the students' questions or concerns to the faculty members without disclosing the students' identity.
- The Dean addressed comments about faculty members lack of compassion by pointing out that most faculty members feel great compassion for students while acknowledging that more work is required to ensure that all instructors understand the strains that students are experiencing and feeling.
- We should reflect on how to be flexible and to implement reasonable accommodations without creating corollary problems.

In response to some technical questions posed during the exchange, Dr. Whitelaw said that in the Winter, as part of a quick pivot, there was a long list of courses that were not available for the pass/fail option, particularly those required by accreditation agencies or for some disciplines which absolutely need a grade. In the Winter, about 15% of undergraduate students and 1% of graduate students chose the pass/fail option. Since there now has been more time to prepare, it is possible that entire Faculties would not allow the pass/fail option. With respect to deferred exams, the current practice is that it is to be written the next time it is offered, which can be up to one year away.

Where do we go from here? While she understands why students are asking for the pass/fail option, Dr. Whitelaw said she would rather see mechanisms put in place that will allow students to get the grades that they deserve and that they were able to work for and to put in place processes regarding deferred exams. A process that

demonstrates their knowledge and that they have fulfilled the learning outcomes of the courses. That would be the win-win goal. As in all of these kinds of conversations, the challenge resides in how we implement that and how we can implement that equitably across the University. This is and will be the ongoing conversations with the Deans.

Dr. Carr thanked everybody who participated as well as the active listeners, noting the very respectful conversation on a difficult topic. Senators have a better understanding of what the stresses and strains are, with an acknowledgement that they cut across all sectors of the University in very unequal ways.

9. Question period

In response to Mr. Long's query about whether or not the pass/fail option was under Senate's jurisdiction to vote on or under the purview of the administration, the President explained that the decision to allow the pass/fail option in the Spring was made under exigent circumstances. This is why the discussion was brought to Senate to obtain feedback. Any proposal for a permanent change would be embedded in the academic regulations and require a decision of Senate. The extension of the deadlines, however, is an administrative decision that do not require Senate approval.

10. Other business

There was no other business to bring before the meeting.

11. Adjournment

The meeting adjourned at 4:16 p.m.



Danielle Tessier
Secretary of Senate

Internal Memorandum

To: Members of Senate
From: Anne Whitelaw, Interim Provost and Vice-President, Academic
Date: November 25, 2020
Re: Academic Update

This marks the last Senate meeting of 2020, which has been an exceptional year, to say the least. The university is mindful of the community needing extra down time and has extended the holiday break by three days and has added an extra holiday in March. Instead of re-opening on Wednesday, January 6, 2021, the university will open on Monday, January 11 and to accommodate the extended winter holiday, the start date of Concordia's winter 2021 term is being delayed by one week, to Wednesday, January 13, 2021. I hope you all enjoy this well-deserved break.

On November 19, Concordia honored the Class of 2020 during its Fall online recognition events. 1831 new graduates celebrated their achievements through the online hub [CU Celebrate](#), which included a live social media wall, congratulatory videos and a virtual yearbook. Graduates can watch an address by honorary doctorate recipient [Eric J. Nestler](#). The New York-based researcher is a pioneer in depression and drug-addiction research and institutional advocacy for equity, diversity and inclusion.

Four Concordia graduate students received the *Prix Relève étoile* from the *Fonds de recherche du Québec*. The honour rewards promising graduate students and other early-career researchers from Quebec's scientific community for their outstanding contributions and includes three categories: Nature and Technology, Health, and Society and Culture. In tribute to eminent members of the Quebec scientific community, the prize awarded for Nature et Technology is named for [Louis Berlinguet](#), the Health award bears the name of [Jacques Genest](#), and Society and Culture Fund is named after [Paul Gérin-Lajoie](#). The Concordia recipients are:

- FRQSC - Relève étoile Paul-Gérin-Lajoie : [Kathleen Kennedy-Turner](#) (PhD student in Psychology)
- FRQSC - Relève étoile Paul-Gérin-Lajoie: [Felicity Hamer](#) (PhD student in Communications)
- FRQNT - Relève étoile Louis-Berlinguet: [Soroosh Shahtalebi](#) (PhD student in Information and Systems Engineering)
- FRQSC - Relève étoile Paul-Gérin-Lajoie: [Audrey Gagnon](#) (PhD student in Political Science)

Two Professors in the Department of History have won [2020 Governor General's Awards](#). Eric Reiter won a History Award for Scholarly Research for his book, *Wounded Feelings: Litigating Emotions in Quebec, 1870-1950*. And Steven High, a leading oral and public historian whose research empowers individuals and broadens understanding of Canada's multi-faceted history, won as a co-founder of the Centre for Oral History and Digital Storytelling at Concordia University.

A team of students from the Faculty of Arts and Sciences and the Gina Cody School of Engineering and Computer Science won several awards at the iGEM Jamorbee, an international synthetic biology competition. Their project, "[AstroYeast](#)", enables astronauts to grow food in space for missions to Mars.

The team won the best software track award, as well as a gold medal and a nomination for best inclusion award. They were the only Canadian team to win a track prize this year.

Beginning the week of November 23, the Library is extending the student study space reservation service to full day reservations. Students will be able to book a study space from 9 am to 9 pm from Monday to Thursday, 9 am to 5 pm on Fridays, and from 12 pm to 5 pm Saturday and Sundays at both Webster and Vanier Libraries. Students will be able to come and go from their study space and will no longer be required to vacate the library midday. All other guidelines remain the same: the Library spaces are cleaned regularly, and students must wear a face covering at all times. Print collections remain available through Contactless Book Pick-up and the Article/Chapter Scan and Deliver services.

Two consultations with faculty and graduate students were held with Paula Wood-Adams and Guylaine Beaudry regarding recent changes to the eligibility requirements for Concordia's Open Access Author Fund. Eligibility criteria and procedures for the fund were recently updated. The Library and the Office of Research established the Open Access Author Fund to support Concordia authors who have published a peer-reviewed journal article in an open access journal that charges author processing fees, or who have published an open access monograph or monograph chapter requiring author processing fees.

In the coming months, the Library will be engaging in discussions with departments regarding student access to course textbooks. The Canadian Association for Research Libraries, of which Concordia is a member, released a statement on the subject of equitable access to textbooks, and concluded that "for the majority of required course textbooks, publishers do not allow libraries to purchase electronic editions." The discussions, to be facilitated at departmental meetings, will provide a forum for librarians and professors to consider how best to support student learning in the current landscape.

On November 7, Concordia staff engaged with 1,080 prospective grad students in the first virtual edition of Graduate Open House. The success of the event was made possible through the university-wide collaboration of all units that play a vital role in the graduate student experience. Virtual Graduate Open House generated a total of 3,451 booth visits, 1,713 document consultations and 692 videos viewed.

Three School of Graduate Studies staff participated in the Graduate Professional Development Network's annual conference. They presented two of the School's 2020 research projects: a formal evaluation of GradProSkills Leadership Essentials workshop series, and a mapping of Concordia's doctoral career outcomes. School of Graduate Studies staff are active contributors to this national organization's communication and research committees.

One hundred and twenty nine Concordians participated in the inaugural Canadian Career Symposium for Graduate Students and Postdoctoral Fellows organized the Graduate Professional Development Network. Topics that resonated highest with our students and postdocs explored non-academic job searches, government careers, salary negotiation, informational interviews and networking.

The Ellen Art Gallery recently launched a new semi-annual, online program: each instalment of Terms will investigate the manifold meanings of a given word. The program features three components. For the first component, the selected term will be explored in a short essay by a researcher working outside of the visual arts. They will examine the term through a particular lens, reflecting on the nuances, ambiguities, and plural meanings of the term. For the second component, Gallery curator of research and program leader Julia Eilers Smith will pair the term with an existing artwork. In the final component, a writer from the cultural sector will produce another short essay. Using the artwork as a point of departure, and

drawing on the first essay, the writer will further explore various dimensions of the term and its significances.

In October, SHIFT launched its program of events for the SHIFT Learning Community. The first gathering was held on Oct. 8 with 20 participants in attendance, representing most of the 22 projects funded by SHIFT. Based on feedback from participants, the next gatherings will be organized around specific themes. The second event, on Nov. 17, focused on fundraising and was presented in collaboration with social impact consultant Marlo Turner Ritchie. Next in the series is a workshop entitled “Communicating your project’s purpose”, which will be held in mid-December and for which SHIFT will collaborate with Miatta Gorvie of the Centre for Community Organisations.

[SHIFT’s 2020-2021 application-based funding program](#) was launched in mid-October with a deadline of November 29. A total of \$120,000 was made available to support socially transformative projects in Montreal divided into three streams: Investing in [Ideas](#), Investing in [Implementation](#), Investing in [Impact](#). They are rewarding projects that tackle issues related to inequity, injustice and unsustainability, make a tangible impact and connect to Concordia through teaching, learning, research or student life.

The Anchored sites project for 2020-21 academic year is underway. This project is a collaboration between the Office of Community Engagement and the Experiential Learning Office to offer active learning opportunities to undergraduate and graduate Concordia students. Those opportunities include paid work-integrated placements (15 internships) with partner community, non-profit organizations and anchored-site research work in Montreal neighbourhoods. In addition to the Anchored sites project, the OCE is also working to ensure internship opportunities for Concordia students with community organizations in Montreal.

Nine projects were selected as part of the Living Labs initiative, a partnership between the OCE and the Sustainability Action Fund at Concordia. This initiative provides funding support to students interested in leading social and environmental sustainability initiatives at *Bâtiment 7*.

The Azrieli Institute has partnered with McGill-Queen's University Press to launch a new academic series in Israel Studies. Together, they have created [a new publishing program in Israel Studies](#) called, "*McGill-Queen's - Azrieli Institute Series in Israel Studies*."

The John Molson School of Business is partnering with Fiera Capital on a paid internship program. Van Berkom Investment Management students will gain hands-on learning and work experience with leading industry professionals. Students will have the chance to work and learn alongside professionals in small-cap investing. [Fiera Capital](#) has partnered with John Molson to hire two students, each for a four-month period, throughout 2021. The commitment will extend into 2022 and beyond.

For the first time, [the Princeton Review](#) has named Concordia’s [John Molson School of Business](#) in its 15th annual [Top 50 Entrepreneurship: Grad](#) rankings. John Molson placed 47th in the world for its graduate entrepreneurship studies offerings. It was the only Canadian institution included in the top 50. The Princeton Review evaluated entrepreneurship studies at over 300 schools globally. [Entrepreneur](#) magazine will publish the results in its December issue.

[Martha Langford](#), distinguished university research professor in the [Department of Art History](#) and research chair and director of Concordia’s [Gail and Stephen A. Jarislowky Institute for Studies in Canadian Art](#), has received the 2020 UAAC-AAUC Recognition Award. The [Universities Art Association of](#)

[Canada](#) (UAAC-AAUC) is a national organization composed of university and college faculty, independent scholars and other art professionals in the fields of art, art history and visual culture. The association delivers this award to both members and non-members who have demonstrated unselfish and devoted service to the UAAC and a commitment to the ideals of the profession.

And finally, I'm pleased to say that the Concordia's Centraide Campaign 2020 has surpassed its goal of \$170,000. The campaign ran from October 19 to November 20, raising just over \$204,000. Thank you to all who gave and who organized fundraising activities.



COMMITTEE APPOINTMENTS

<u>Committee</u>	<u>Appointee</u>	<u>Term</u>
Academic Planning and Priorities	Sri Divya Doppalapudi (GSA)	2020/2021
Academic Programs	Praneetha Reddy (GSA)	2020/2021
Library	Sri Divya Doppalapudi (GSA)	2020/2021
Research	Md Foysal Ahmed (GSA) Duraichelvan Raju (GSA)	2020/2021 2020/2021
Special Graduation Awards	Praneetha Reddy (GSA)	2020/2021
Steering	Duraichelvan Raju (GSA)	2020/2021

November 20, 2020

**ACADEMIC PROGRAMS COMMITTEE
REPORT TO SENATE
Sandra Gabriele, PhD
November 10, 2020**

The Academic Programs Committee requests that Senate consider the following undergraduate changes for the 2021-22 Undergraduate Calendar:

Following approval of Faculty Councils, on November 10, 2020, APC members reviewed the undergraduate curriculum submissions from the Faculty of Arts and Science and the Faculty of Fine Arts. As a result of discussions, APC resolved that the following undergraduate curriculum proposals be forwarded to Senate for approval:

Faculty of Arts and Science

[The proposal involves revisions to program requirements including the addition of new courses to the program core, as well as revisions to the descriptions and prerequisites to existing courses.]

Simone de Beauvoir Institute

US-2020-7-D4 (For September 2021 Implementation)

- Courses
- Requirements

Faculty of Fine Arts

Mel Hoppeheim School of Cinema

[The proposal involves modifications to the prerequisites included in several courses, to correct errors made in a previous dossier.]

US-2020-7-D5 (For March 2021 Implementation)

- Courses

John Molson School of Business

US-2020-7-D6 (For September 2021 Implementation)

[The proposal involves the addition of the C.Edge Co-op Option in the Bachelor of Commerce Program.]

- Addition of C.Edge program to B.Comm

US-2020-7-D7 (For September 2021 Implementation)

[The proposal involves streamlining the pre-requisites of MANA 390 and MANA 490 to ensure that students learn skills around research methodologies and effective communication strategies.]

- Courses

US-2020-7-D8 (For September 2021 Implementation)

[The proposal involves changes to the prerequisite and description for SCOM 498].

- Courses

Office of the Provost

US-2020-7-D12 (For January 2021 Implementation)

[The proposal involves the introduction of a series of new University Skills courses].

- Courses

The Academic Programs Committee requests that Senate consider the following graduate changes for the Summer 2021 Graduate Calendar:

Following approval of Faculty Councils and the Graduate Curriculum Committee, on November 10, 2020, APC members reviewed the graduate curriculum submission from the Faculty of Arts and Science. As a result of discussions, APC resolved that the following graduate curriculum proposal be forwarded to Senate for approval:

Faculty of Arts and Science

Department of Economics

US-2020-7-D9 (For May 2021 Implementation)

[The proposal involves the modification of the MA in Economics from a research paper program to a thesis-based program.]

- Courses
- Requirements

Department of Religions and Cultures

US-2020-7-D10 (For May 2021 Implementation)

[The proposal involves the modification of the Guided Research Project in favour of a Guided Research Paper in order to adhere to the directives of the Ministère de l'Éducation et de l'Enseignement Supérieur.]

- Courses
- Requirements



Sandra Gabriele, PhD

Vice-Provost, Innovation in Teaching and Learning November 17, 2020

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 25, 2020

SUBJECT: Undergraduate Calendar Curriculum Changes
Simone De Beauvoir Institute and Women's Studies (WSDB-14)

The following proposal was presented under ASFC-2020-4M-I and approved at the Arts and Science Faculty Council meeting of September 25, 2020. 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: August 28, 2020

SUBJECT: 2021-22 Undergraduate Calendar Curriculum Changes
Simone De Beauvoir Institute and Women's Studies
WSDB-14
Changes to Major and Minor in Interdisciplinary Studies in Sexuality,
SSDB 275, 390, 426; New courses SSDB 425, WSDB 300, 301, 400

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.

In modifying the structure of its program core and elective options in its Major and Minor in Interdisciplinary Studies in Sexuality, the **Simone De Beauvoir Institute and Women's Studies** is adding flexibility to its course offerings to provide their students with a better path to program completion. New courses are added to the core listing and courses that were not previously taken as elective courses may now be applied as core courses in the majors.

The Institute is also revising the course descriptions of SSDB 275 *Introduction to Sexuality Research* and SSDB 426 *Practicum* and introducing a new course, SSDB 425 *Ethics in Community Engagement* to better prepare students for applied work in the field. SSDB 275 incorporates teaching research methodologies in sexuality research while the new course SSDB 425 will provide formal training, all aimed to better prepare students for work in the field under the SSDB 426 *Practicum* and any higher-level courses. Also updated is the description and title of SSDB 390 *Sexuality Theory in Historical Perspectives* (previously *Sexuality Theory Before Stonewall*) to allow for a broader range of historical theories.

The Institute is expanding on its Women's Studies course offering in introducing three new courses, WSDB 300 *Feminist Perspectives on Human Rights*, WSDB 301 *Canada, Colonization and Law* and WSDB 400 *Gender Justice in Canadian Law and Policy* that have all been offered previously under 398 and 498 numbers with healthy enrolments.

Finally, the Institute's introductory text is updated to include the Major and Minor in Interdisciplinary Studies in Sexuality in the program listing and to also clarify that students who have completed nine credits in SSDB or WSDB courses are considered members of 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-14

Memo from Principal

Program change

Simone de Beauvoir Institute introductory text edit

Major in Interdisciplinary Studies in Sexuality

Minor in Interdisciplinary Studies in Sexuality

Course description change

SSDB 275 *Introduction to Sexuality Research*

Course title and description change

SSDB 390 *Sexuality Theory in Historical Perspectives*

New course

SSDB 425 *Ethics in Community Engagement*

WSDB 300 *Feminist Perspectives on Human Rights*

WSDB 301 *Canada, Colonization and Law*

WSDB 400 *Gender Justice in Canadian Law and Policy*

Prerequisite and course description change

SSDB 426 *Practicum*

Revised Internal Memorandum

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

From: Dr. Kimberley Manning, Principal, Simone de Beauvoir Institute, and Dr. Natalie Kouri-Towe, Program Director, Interdisciplinary Studies in Sexuality

Date: April 24, 2020

Revised: May 13, 2020 (revised to include summary of all curricular changes submitted from January-May 2020)

Revised: July 16, 2020 (revised following FCC recommendations for amendments)

Subject: Changes to Interdisciplinary Studies in Sexuality core and elective course list, addition of a new SSDB course, changes to course descriptions and update to existing courses in Sexuality Studies and Women's Studies

Please find attached the proposed changes for major and minor core and elective courses for the Interdisciplinary Studies in Sexuality program. Included is also a new course, *SSDB 425 Ethics in Community Engagement*; changes to the pre-requisites for an existing course, *SSDB 426 Practicum*; changes to the course descriptions for *SSDB 275: Introduction to Sexuality Research* and *SSDB 426: Practicum*; and changes to the course title and description for *SSDB 390: Sexuality Theory Before Stonewall*. These changes were approved by the Curriculum and Advisory Committee of the Interdisciplinary Studies in Sexuality program at three meetings: via email on January 15, 2020 and approved in the minutes of our January 20, 2020 meeting; April 9, 2020; and via email on May 8, 2020. These changes were also approved by the Coordinating Committee of the Simone de Beauvoir Institute (the governing body of the SdBI) on January 15, 2020; April 15, 2020; and May 13, 2020.

To meet the interdisciplinary needs of the major and increasing student demand for courses, the following changes aim to streamline our curriculum to help establish foundational learning, skill building, and preparation for advanced study, while adding flexibility to program completion. These changes ensure core foundational learning alongside a wider selection of opportunities for students to select their own interests in interdisciplinary courses.

The proposed curricular changes involve reorganizing the selection of options in both the core and elective lists for the major and minor, and adding some additional courses to these lists, to encourage student-driven interdisciplinarity and add flexibility to the program, while maintaining core and foundational learning. The summary and rationale on the next pages explain how and why we have reorganized the core and elective list offerings, including a revised rationale for the suggested stages for program completion.

Additionally, we have made the Practicum optional rather than required. We have also added a prerequisite of “permission of the Institute” for the Practicum, so that we can evaluate students for placement and ensure that there are adequate opportunities for placements for all students admitted into the Practicum course. For our curriculum, Practicum should be understood as a form of Advanced Study in a new practice-based stream, with an alternate stream for students to pursue research and advanced coursework in upper year SSDB courses. Students will still be able to take advanced SSDB courses as electives, regardless of which stream they select. The new course, *SSDB 425 Ethics in Community Engagement*, will serve as a preparatory course for *SSDB 426 Practicum*. This new course will be of interest to students both within and outside of the Practicum-stream interested in community engagement, and will help prepare students for Practicum placement, which will in turn offer support to both students and host organizations. Following our first semester of Practicum placements, we realized there will be limitations on running a required Practicum for all majors with over 70 majors in the first year of the program alone. Therefore, we propose to make Practicum optional, rather than required. This will help ensure placement opportunities for students and long-term sustainability to the program, as well as student capacity to complete their degrees.

Further, the changes to course descriptions for SSDB 275, SSDB 390 and SSDB 426 will help ensure accuracy in the curriculum for the major. In the move to the Simone de Beauvoir Institute (this course was previously offered in FoFA as FASS 291), *SSDB 275: Introduction to Sexuality Research* now provides foundational methods learning for majors in the sexuality program. The change to the course title and description for *SSDB 390: Sexuality Theory before Stonewall* will help expand faculty complements for teaching this course and will allow the course to focus more on historical approaches to theories of sexuality rather than specific theories/theorists. Changes to SSDB 426 reflect a more accurate description of the Practicum, since there is no Program Consultation Committee to supervise these placements.

By adding flexibility to the major in both the core and elective offerings and clarifying course descriptions, we will ensure students will be able to take courses of interest and availability to ensure timely degree completion, especially in anticipation of continued growth of the program. This is accomplished by adding new course options to the core list offerings and adding the option to use core courses not already taken as elective courses for program majors.

Please also find attached amended course descriptions for three Women’s Studies courses successfully taught twice: *Feminist Perspectives on Human Rights* (300); *Canada, Colonization and Law* (301); *Gender Justice in Canadian Law and Policy* (400). The Women’s Studies Curriculum Committee approved the course descriptions on April 29 and the Simone de Beauvoir Coordinating Committee approved the course descriptions on May 12, 2020. These courses will be given as part of the Institute’s yearly allotment.

Lastly, we have added students who have taken 9-credits of SSDB courses and majors and minors in the Interdisciplinary Studies in Sexuality program to the membership of the Simone de Beauvoir Institute.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kimberley Manning". The signature is fluid and cursive, with the first name being the most prominent.

Dr. Kimberley Manning,
Principal, Simone de Beauvoir Institute

PROGRAM CHANGE: Calendar edit

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program:
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>SIMONE DE BEAUVOIR INSTITUTE Founded in 1978 to promote the understanding of the historical and contemporary situation of women in society, the Simone de Beauvoir Institute of Concordia University helps women to discover and develop their potential, both by its academic base in Women's Studies and by its co-curricular activities. We are honoured that Simone de Beauvoir authorized us to use her name, and expressed great interest in being informed of our activities. All students registered in the Specialization, Major, Minor, or Certificate in Women's Studies are members of the Institute. Other undergraduate students are welcome to become members if they undertake to complete nine credits of WSDB courses. The co-curricular life of the Institute is extremely important, and all members are expected to contribute to our activities. Exciting opportunities are available to organize workshops, colloquia, and debates on subjects that interest the members, as well as to collaborate with women's organizations outside the University on research projects and other joint ventures.</p>	<p>SIMONE DE BEAUVOIR INSTITUTE Founded in 1978 to promote the understanding of the historical and contemporary situation of women in society, the Simone de Beauvoir Institute of Concordia University helps women to discover and develop their potential, both by its academic base in Women's Studies and by its co-curricular activities. We are honoured that Simone de Beauvoir authorized us to use her name, and expressed great interest in being informed of our activities. All students registered in the Specialization, Major, Minor, or Certificate in Women's Studies or the Major or Minor in Interdisciplinary Studies in Sexuality are members of the Institute. Other undergraduate students are welcome to become members if they undertake to complete nine credits of WSDB or SSDB courses. The co-curricular life of the Institute is extremely important, and all members are expected to contribute to our activities. Exciting opportunities are available to organize workshops, colloquia, and debates on subjects that interest the members, as well as to collaborate with women's organizations outside the University on research projects and other joint ventures.</p>
<p>Rationale: With the addition of the new Major in Interdisciplinary Studies in Sexuality (MISS) program that is housed within the Simone de Beauvoir Institute, this change would enable students in the MISS to also be recognized as Members of the Simone de Beauvoir Institute.</p>	
<p>Resource Implications: None.</p>	

PROGRAM CHANGE: BA Major in Interdisciplinary Studies in Sexuality

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Major in Interdisciplinary Studies in Sexuality
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>42 BA Major in Interdisciplinary Studies in Sexuality Stage I 15 AHSC 312³; SSDB 220³, SSDB 270/FFAR 290/SOCI 290⁶, SSDB 275³ Stage II 9 FASS 392³; ANTH 375/SOCI 375³; SSDB 390³ Stage III 6 SSDB 426³, 492³ 3 Credits chosen from SSDB 428³, 493³ 6 Credits chosen from BIOL 200³; ENGL 393³; FASS 293³; FMST 391³, 392³, 393³; HIST 346³; RELI 380³; SSDB 428³, 493³; WSDB 383³, 384³ 3 Credits in courses in sexuality chosen in consultation with the program coordinator</p>	<p>42 BA Major in Interdisciplinary Studies in Sexuality 18 Credits from the Interdisciplinary Studies in Sexuality Core 6 Credits chosen from the following streams: Interdisciplinary Studies in Sexuality Stream I Practicum Interdisciplinary Studies in Sexuality Stream II Advanced Coursework 6 Credits chosen from AHSC 312³; ANTH 375/SOCI 375³; FASS 293³, WSDB 383³, 384³, 385³, 386³ 3 Credits chosen from SSDB 425³, 428³, 492³, 493³ 9 Credits chosen from AHSC 312³; ANTH 375/SOCI 375³; BIOL 200³; ENGL 393³; FASS 293³; FMST 391³, 392³, 393³; HIST 346³; RELI 380³; SSDB 425³, 428³, 492³, 493³; WSDB 383³, 384³, 385³, 386³ or other appropriate courses approved by the institute. 18 Interdisciplinary Studies in Sexuality Core 12 SSDB 220³, SSDB 270/FFAR 290/SOCI 290⁶, SSDB 275³ 6 FASS 392³; SSDB 390³ 6 Interdisciplinary Studies in Sexuality Stream I: Practicum 6 SSDB 425³, 426³ 6 Interdisciplinary Studies in Sexuality Stream II: Advanced Coursework 6 Credits chosen from SSDB 428³, 492³, 493³</p>

Rationale:
 The presentation of the proposed text reflected above represents the new calendar style.
 These changes will help ensure students can complete their degree requirements, facilitate reserved seats in core course offerings outside the unit, and streamline the major's

curriculum. These changes to the core and elective course increase flexibility in the major. Summary of changes include rearranging the placement of credits in the core and elective lists and increasing options for taking courses as part of their major core and elective courses, creating a new "Interdisciplinary Core Courses" complement of core courses, and two new streams for Advanced Study at the final stage of the major in Stage III. Stream I includes Practicum and a new prerequisite course; Stream II includes the choice of 6 credits among 3 advanced courses. There is no change to the total distribution of credits in core and elective courses.

AHSC 312 and ANTH/SOCI 375 have been moved in the Core Course offerings to a new section called "Interdisciplinary Core Courses".

Resource Implications:

None.

PROGRAM CHANGE: Minor in Interdisciplinary Studies in Sexuality

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Interdisciplinary Studies in Sexuality
Degree: BA
Calendar Section/Graduate Page Number: 31.560

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>27 Minor in Interdisciplinary Studies in Sexuality 12 Credits chosen from FASS 392³; ANTH 375/SOCI 375³; SSDB 220³, SSDB 270/FFAR 290/SOCI 290⁶, SSDB 275 15 credits on sexuality and sexual orientation chosen from AHSC 312³; BIOL 200³; ENGL 393³; FASS 293³; FMST 391³, 392³, 393³; HIST 346³; RELI 380³; SSDB 390³, 492³, 493³; WSDB 383³, 384³ or other appropriate courses approved by the program coordinator</p>	<p>27 Minor in Interdisciplinary Studies in Sexuality 9 SSDB 220³; SSDB 270/FFAR 290/SOCI 290⁶ 3 Credits chosen from FASS 392³; SSDB 390³ 15 Credits chosen from AHSC 312³; ANTH 375/SOCI 375³; BIOL 200³; ENGL 393³; FASS 293³, 392³; FMST 391³, 392³, 393³; HIST 346³; RELI 380³; SSDB 275³, 390³, 425³, 492³, 493³; WSDB 383³, 384³, 385³, 386³ or other appropriate courses approved by the institute</p>
<p>Rationale: The elective courses have been rearranged into two categories: Nine credits of required courses and three credits selected between two intermediate theory courses. SSDB 275 is moved from the required to the elective course offerings as it is a research methods requirement for majors and students should take their research methods training in their major program. SSDB 275 is now an optional elective course for minors. No change is made to the total number of core course credit requirements for majors.</p> <p>The language is also updated for clarification. New SSDB and WSDB courses are added to the electives list as is ANTH 375/SOCI 375 since this course is not required for sexuality minors. There has been no change to the total number of elective course credit requirements for majors.</p>	
<p>Resource Implications: None.</p>	

COURSE CHANGE: SSDB 275 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

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 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>SSDB 275 <i>Introduction to Sexuality Research</i> (3 credits) This course surveys approaches to research in sexuality within the humanities, the arts, and the social sciences. Basic concepts of sexual identity, values, conduct, representation, and politics are addressed through such topical concerns as pornography and censorship, and the debate between biological and socio-cultural models of sexuality. The relation between theories and research methods is discussed in the context of classical and current research and creative activity. <i>NOTE: Students who have received credit for FASS 291 or INTE 275 may not take this course for credit.</i></p>	<p>SSDB 275 <i>Introduction to Sexuality Research</i> (3 credits) This course surveys <u>interdisciplinary</u> approaches to research in sexuality within the humanities, arts and social sciences. <u>The course considers different research methodologies in sexuality research, with opportunities to apply multiple methods.</u> <i>NOTE: Students who have received credit for FASS 291 or INTE 275 may not take this course for credit.</i></p>
<p>Rationale: This course has moved from FoFA to FAS and is now focused on teaching research methods that will prepare students to conduct their Practicum course and Independent Study courses in their upper years.</p>	
<p>Resource Implications: N/A</p>	
<p>Other Programs within which course is listed: N/A</p>	

COURSE CHANGE: SSDB 390 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Major, Minor, Interdisciplinary Studies in Sexuality
Degree: BA
Calendar Section/Graduate Page Number: 31.560

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>SSDB 390 <i>Sexuality Theory Before Stonewall</i> (3 credits) Prerequisite: 30 university credits; SSDB 220 or SSDB 275; or permission of the Institute. An historical study of theories of sexuality before the 1969 Stonewall riots and recent feminist and intersectional analysis of sexuality, this course may include selections from among the following: Lucretius, Plato, Augustine, Shakespeare, Locke, Sade, Darwin, Freud, Kraft Ebing, Hirschfold, Lévi-Strauss, De Beauvoir, Mead, and Kinsey.</p>	<p>SSDB 390 <i>Sexuality Theory <u>in Historical Perspectives</u></i> (3 credits) Prerequisite: 30 university credits; SSDB 220 or SSDB 275; or permission of the Institute. <u>This course introduces students to theoretical thinking on sexuality in historical perspectives, prior to the 1980s. This course may focus on ideas about sexuality within a specific period or area in history to investigate how sexuality was conceptualized, understood, and treated. The course takes both disciplinary and interdisciplinary approaches to consider how theoretical frameworks on sexuality are embedded in social and colonial relations. The course prepares students to understand how modern ideas of sexuality have been shaped by knowledge that is historically constituted.</u></p>
<p>Rationale: The original title and description of this course is too specific in terms of the selection of theorists covered, and does not allow for a wider range of historical theories to be taught under the subject heading. The change in title and description will allow for a wider range of faculty teaching the course, as currently only one Concordia faculty member is capable of teaching to the specific subject matter of the current course description.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SSDB 425 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Major, 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 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>SSDB 425 <i>Ethics in Community Engagement</i> (3 credits) Prerequisite: 30 university credits, enrolment in the Major in Interdisciplinary Studies in Sexuality. 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. <i>NOTE: Students who have received credit for this topic under SSDB 493 may not take this course for credit.</i></p>
<p>Rationale: Students seeking the Practicum option will be placed in challenging community organizations, working on sensitive topics relating to sexuality. Without formal training to prepare students for the Practicum, there is a high risk of the Practicum experience being challenging for both students and the host organizations. Rethinking Practicum as an advanced skill, we are proposing a new course that will bridge the current SSDB 275: Introduction to Sexuality Research with SSDB 426: Practicum through a course that trains students on community engagement and practice-based ethics. This course will be a preparatory course for students interested in the Practicum option. Further, this course will be of interest to students in the SSDB and other programs who are interested in applied and experiential learning through community engagement, and will complement the community-engaged focus of the programs' curriculum. This course will be offered in Fall 2020 for the first time under the slot course "SSDB 493"; however, this course will permanently be offered because it is being added to the core courses for the Practicum stream for students in the major.</p>	
<p>Resource Implications: None. This course will be offered as part of the Institute's allotted course offering.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: SSDB 426 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Major, 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 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>SSDB 426 <i>Practicum</i> (3 credits) Prerequisite: 60 university credits; enrolment in the Major in Interdisciplinary Studies in Sexuality; and permission of the Institute. This course offers a 100-hour field experience over the course of one semester. The course involves a fieldwork project undertaken under the supervision of a member of the Program Consultation Committee in Interdisciplinary Studies in Sexuality.</p>	<p>SSDB 426 <i>Practicum</i> (3 credits) Prerequisite: SSDB 425; 60 university credits; enrolment in the Major in Interdisciplinary Studies in Sexuality; and permission of the Institute. This course offers a 100-hour field experience over the course of one semester. The course involves a fieldwork project.</p>
<p>Rationale: Students must complete SSDB 425 <i>Ethics in Community Engagement</i> before enrolling in SSDB 426 <i>Practicum</i>, as this is a preparatory course that will help students develop skills and planning to succeed in their Practicum. The prerequisite now clarifies this.</p> <p>The Practicum is not being supervised by a Program Consultation Committee. Information about supervision and assessment of the practicum is provided to students in the practicum checklist, request form, agreement form, and assessment forms attached to this dossier as supporting documents.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: WSDB 300 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Women's 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 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>WSDB 300 <i>Feminist Perspectives on Human Rights</i> (3 credits) Prerequisite: 15 credits including WSDB 290, 291, 292; or permission of the Institute. During the late twentieth century, human rights became a dominant frame for thinking about social justice. This course questions the role of human rights in struggles for justice, and it examines and critiques practical forms of human rights activism. Primary texts are studied and scholarship from women's studies, history, political science, and anthropology. <i>NOTE: Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.</i></p>

Rationale:
This course has previously been offered as a WSDB 398 Selected Topics course and was offered in:
Winter 2019: 28/30
Winter 2020: 30/30

The prerequisite of 15 credits including WSDB 290 (Introduction to Historical Perspectives in Women's Studies), WSDB 291 (Introduction to Contemporary Concerns in Women's Studies), WSDB 292 (Feminisms and Research Methods) ensures that students have a sufficient background in Women's Studies. 300-level courses are generally open only to students who have successfully completed at least 15 credits, which include WSDB 290, 291 and 292. Students who do not have these prerequisites may also register with permission of the Institute.

Resource Implications:
None. This course will be offered as part of the Institute's allotted course offering.

Other Programs within which course is listed:

N/A

COURSE CHANGE: WSDB 301 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone de Beauvoir Institute and Women's Studies
Program: Women's 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 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>WSDB 301 <i>Canada, Colonization and Law</i> (3 credits) Prerequisite: 15 credits including WSDB 290, 291, 292; or permission of the Institute. Spanning federal, provincial, and international processes, this course explores the legal, political, and social bases for Canada's account of itself as a sovereign country existing on Indigenous territories. The course considers the role of ideas about gender, race, and marriage in settler expansion and Indigenous dispossession. Students will study primary texts and scholarship from women's studies, Indigenous studies, history, political science, and law. <i>NOTE: Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.</i></p>
<p>Rationale: This course has previously been offered as a WSDB 398 Selected Topcs course and was offered in: Fall 2018: 26/30 Fall 2019: 26/30</p> <p>The prerequisite of 15 credits including WSDB 290 (Introduction to Historical Perspectives in Women's Studies), WSDB 291 (Introduction to Contemporary Concerns in Women's Studies), WSDB 292 (Feminisms and Research Methods) ensures that students have a sufficient background in Women's Studies. 300-level courses are generally open only to students who have successfully completed at least 15 credits, which include WSDB 290, 291 and 292. Students who do not have these prerequisites may also register with permission of the Institute.</p>	
<p>Resource Implications: None. This course will be offered as part of the Institute's allotted course offering.</p>	
<p>Other Programs within which course is listed: N/A</p>	

COURSE CHANGE: WSDB 400 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: Arts and Science
Department: Simone De Beauvoir Institute and Women's Studies
Program: Women's 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 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>WSDB 400 <i>Gender Justice in Canadian Law and Policy</i> (3 credits) Prerequisite: 30 credits including WSDB 290, 291, 292 and 380; or permission of the Institute. This course examines the relationship between law and feminist thought and action in the 20th and 21st centuries. The course confronts the reality that the law underpins a world shot through with injustice, yet those seeking justice often turn to law to remedy that injustice. The course explores how structures of domination underpin the law and how law creates and perpetuates structures of domination. Students will read statutes and legal cases and scholarship from law, political science, women's studies, and history. <i>NOTE: Students who have received credit for this topic under a WSDB 498 number may not take this course for credit.</i></p>
<p>Rationale: This course was previously offered as a WSDB 498 Seminar in Women's Studies course and was offered in: Winter 2019: 18/25 Winter 2020: 13/25</p> <p>This is an advanced seminar. The prerequisite of 30 credits including WSDB 290 (Introduction to Historical Perspectives in Women's Studies), WSDB 291 (Introduction to Contemporary Concerns in Women's Studies), WSDB 292 (Feminisms and Research Methods) and WSDB 380 (Feminist Thought I) is added to ensure that students have a sufficient background in Women's Studies. 400-level courses are generally open only to students who have successfully completed at least 30 credits, which include WSDB 290, 291, 292 and 380. Students who do not have these prerequisites may also register with permission of the Institute.</p>	
<p>Resource Implications: None. This course will be offered as part of the Institute's allotted course offering.</p>	
<p>Other Programs within which course is listed: N/A</p>	

WSDB 398/2 – Selected Topics in WSDB – Canada, Colonization, and Law

(WSBD 300)

Tuesdays, 2:45 – 5:30, MB S2.465

Dr. Genevieve R. Painter

genevieve.painter@concordia.ca

2170 Bishop, Room 303

Office hours: TBD

This course explores the legal, political, and social bases for Canada's account of itself as a sovereign country, with a focus on the 19th and 20th centuries. It investigates provincial and federal policies to create and consolidate ideas of national identity and the ways these policies rest on gendered, racialized, and colonial ideologies. The course also covers Canada's claims to territory, its framing of nature as a site of resource extraction, and the role of ideas about gender, race, and marriage in settler expansion and Indigenous dispossession. It considers the relationship between Canada, Indigenous nations, and the United Kingdom and British Empire, through the lens of treaty and through the framework offered by the Canadian constitution.¹

Required Texts

- There is no textbook for this class. All materials will be distributed through Moodle or in class. Please pay careful attention, as changes may be made to readings throughout the semester.

Reference Texts

These reference texts may be helpful resources. Students are not required to purchase them.

- University of Chicago. *The Chicago Manual of Style*, 17th edn. Chicago, Ill: University of Chicago Press, 2017
- William Strunk, Jr. and E.B. White, *The Elements of Style*
- Vowel, Chelsea. *Indigenous writes: a guide to First Nations, Métis & Inuit issues in Canada* (2017).
- Monchalin, Lisa. *The colonial problem: an indigenous perspective on crime and injustice in Canada* (Toronto: University of Toronto Press, 2016).

Learning Objectives

This course will equip you to:

- Understand elements of the legal, political, and social relationship between the Canadian state and Indigenous nations and between settlers and Indigenous people.
- Examine and apply theories about settler colonialism.
- Explore the role of gender, race, and sexuality in the founding and perpetuation of the Canadian state
- Improve your skills in thinking, speaking, and writing critically about history

Readings

This is an upper-level college course. The readings are intended to challenge you. Different types of readings will teach you different ways of reading: some texts will need to be read closely and deliberately, while others should be skimmed. You should plan on spending approximately four hours preparing for every class session. A page count is provided per class session to help

¹ I acknowledge the contributions of syllabi by Kirsten Anker, Adam Gaudry, Daniel Rueck, and Gavin Taylor in my design of this course.

you budget your time. You are not expected to master every detail of every reading. You are expected to grapple with moving effectively through a volume of reading, presented at different levels of writing complexity.

Attendance

- This course is planned as a collaborative and participatory learning space. You must come to class to learn from one another. Attendance will affect your participation grade.
- Late arrival and early departure are disruptive. Do not arrive late and do not pack your bags early. The class period includes one short break. Do not return late from break.
- You have **two** unexcused absences for the semester; these absences will not have any impact on your final grade. You do not need to email me if you are going to be absent.
- After your second absence, any additional absence will reduce your final grade. This applies to **absences for any reason** (religious holiday, illness, alarm clock malfunction, personal emergency). I suggest saving your absences for when you need them.
- After your third absence, you must meet with me to explain and resolve the problem.
- Attendance is counted as of week 3 of the semester.

Accommodations

- If for reasons of physical or mental health or pregnancy, you need an accommodation for the course, please let me know within the first two weeks of the semester, or as soon as you become aware of the need for accommodation.
- If you are registered with the Access Centre for Students with Disabilities (ACSD), please verify that you or they contact me with notification of the required accommodations.
- If you are for any reason uncomfortable speaking in class, please feel free to come to my office hours and we can work together to develop a strategy for your participation.
- If you have an unexpected care obligation during one of our class sessions (for example, the impossibility of finding childcare on a school closure day), you may bring the person under your care with you to class.
- If you are graduating this semester, you must email me to ensure we adjust your deadlines so your grades are submitted on time.
- If you are having trouble with a deadline or any other aspect of an assignment, please come see me as soon as possible and we will find a solution.

Assessment

The course will be assessed through the following activities and assignments. **Further instructions will be provided.** Those instructions take precedence over the following. Students are responsible for keeping track of their individual due dates. Unless otherwise indicated, all work should be submitted in class, double-spaced, stapled, with one-inch margins. You may submit all work in either English or French.

1) Participation

You must participate in class to learn from this course. There are many ways to participate, including speaking in class, speaking in group work, active listening, thorough preparation of readings, and thoughtful responses to informal writing prompts. Please come to class prepared to discuss the assigned readings and bring your readings to class. Please refer to the attendance policy above.

2) Reading Groups and Reading Portfolio

As members of a reading group, students will complete weekly short assignments related to the course readings. Groups will be assigned during the second week of the semester. Your weekly assignments will be submitted in hard copy at the end of class. You are permitted two ‘passes’ on these assignments. You may not make up these assignments in the event of your absence from class. Further guidelines will be circulated.

3) Essay

Each student will write a short essay drawing on one reading from the course syllabus and some primary research. Students will be asked to indicate their preferences for a week. The assignment includes a peer review process. Further guidelines will be circulated.

4) Final Research Project

Students will complete a research project about the Special Joint Committee on the Constitution of Canada, the Parliamentary hearings held during the early 1980s. The assignment will involve some primary research and analysis based on materials in the course syllabus. A mandatory methods workshop at the library will form part of the assignment. The final project will be due on **Wednesday 29 April 2020.**

5) Entry Essay

Students will submit a short ‘entry essay’ during the first day of class and submit it in **Week 3.**

6) Exit Essay

Students will write an exit reflection essay, due by email on **Wednesday 29 April 2020.**

Grades in the course will be calculated as follows:

15%	Attendance and Participation
20%	Reading Portfolio
30%	Essay
20%	Research Project
15%	Entry and Exit Essay

Academic Honesty

- I follow Concordia University’s policy on plagiarism. Please familiarize yourself with the policy here: <http://www.concordia.ca/students/academic-integrity/plagiarism.html>
- Broadly understood, plagiarism is the presentation of another’s words or ideas as one’s own without attributing the proper source. Plagiarism includes copying material from books and journals, as well as taking material from the Internet. Plagiarism also includes privately purchasing or obtaining papers from others, which one then presents as one’s own. Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited within the text. You can use ideas and information from other authors without directly quoting from them, but you must acknowledge them in your citations.
- An important part of avoiding accidental plagiarism is carefully and consistently citing any ideas or quotations that are borrowed from other authors. You must use a consistent, clear citation, and recognizable system in your written work.

WSDB 398/4 – Selected Topics in WSDB – Feminist Perspectives on Human Rights

(WSDB 301)

Wednesdays, 10:15 – 13:00, H-562

Dr. Genevieve R. Painter

genevieve.painter@concordia.ca

2170 Bishop, Room 303

Office hours: Wednesday afternoons

During the late twentieth century, human rights became a dominant frame for thinking about social justice. The ascendance of human rights generated particular forms and materials of activism, such as advocacy briefings, fact-finding reports, indicators and targets, awareness-raising campaigns, and legal pleadings. This course will question received wisdom about the role of human rights in struggles for justice, and it will critique the practical forms of human rights activism. We will study primary texts and historical, political, and anthropological readings about human rights discourse and practice. We will consider case studies, including on gender and racial equality, self-determination, war crimes, and sexuality.¹

Required Texts

- All materials will be distributed through Moodle or in class.
- Most treaties and other official documents referenced in the syllabus can be found here: <http://hrlibrary.umn.edu/>
- Please pay attention to Moodle announcements for changes to reading assignments throughout the semester.

Reference Texts

These reference texts may be helpful resources. Students are not required to purchase them.

- *The Chicago Manual of Style*, 17th edn. Chicago, Ill: University of Chicago Press, 2017
- William Strunk, Jr. and E.B. White, *The Elements of Style*

Learning Objectives

This course will equip you to:

- Read and critically engage with a variety of primary and secondary sources about human rights, including identifying an author's point of view and main argument and assessing its credibility and persuasiveness
- Understand the broad outlines of the scholarly literature on feminist perspectives on human rights
- Improve your skills in thinking, speaking, and writing critically about history, politics, law, and feminist thought

Readings

This is an upper-level college course. The readings are intended to challenge you. Different types of readings will teach you different ways of reading: some texts will need to be read closely and deliberately, while others should be skimmed. For example, while scholarly articles may need to be read closely, the text of a human rights treaty could be skimmed. You should plan on spending approximately four hours preparing for every class session. You are not expected to

¹ I acknowledge the contributions of Emily Bruce, Andrew Deak, Stefan Ludwig-Hoffmann, Tina Piper, Tobias Smith, and Emily Kidd White to the design of this course.

master every detail of every reading. You are expected to grapple with moving effectively through a volume of reading, presented at different levels of writing complexity.

Attendance

- This course is planned as a collaborative and participatory learning space. You must come to class to learn from one another. Attendance will affect your participation grade.
- Late arrival and early departure are disruptive. Do not arrive late and do not pack your bags early. The class period includes one short break. Do not return late from break.
- You have **two** unexcused absences for the semester; these absences will not have any impact on your final grade. You do not need to email me if you are going to be absent.
- After your second absence, any additional absence will reduce your final grade. This applies to **absences for any reason** (religious holiday, illness, alarm clock malfunction, personal emergency). I suggest saving your absences for when you need them.
- After your third absence, you must meet with me to explain and resolve the problem.
- I take attendance by assigning reflection or feedback exercises during class. To be counted as present, you must submit something for these exercises. Be sure to write your name and the date.
- Attendance is counted as of week 3 of the semester.

Accommodations

- If for reasons of physical or mental health or pregnancy, you need an accommodation for the course, please let me know within the first two weeks of the semester, or as soon as you become aware of the need for accommodation.
- If you are registered through the Access Centre for Students with Disabilities (ACSD), please verify that they contact me with notification of the required accommodations.
- If you are for any reason uncomfortable speaking in class, please feel free to come to my office hours and we can work together to develop a strategy for your participation.
- If you have an unexpected care obligation during one of our class sessions (for example, the impossibility of finding child care on a school closure day), you may bring the person under your care with you to class.
- If you are graduating this semester, you must email me to ensure we adjust your deadlines so your grades are submitted on time.
- If you are having trouble with a deadline or any other aspect of an assignment, please come see me as soon as possible and we will find a solution.

Assessment

The course will be assessed through the following activities and assignments. Further instructions will be provided, and those instructions take precedence over the following. Students are responsible for keeping track of their individual due dates. Unless otherwise indicated, all work should be submitted in class, double-spaced, stapled, with one-inch margins.

1) Attendance and Participation

There are many ways to participate, including speaking in class, speaking in group work, active listening, thorough preparation of readings, and thoughtful responses to informal writing exercises. Please come to class prepared to discuss the assigned readings and bring your readings to class. Please refer to the attendance policy above.

2) Reading Groups and Reading Portfolio

As members of a reading group, students will complete weekly short assignments related to the course readings. Groups will be assigned during the second week of the semester. Your weekly assignments will be submitted in hard copy at the end of class. You are permitted two ‘passes’ on these assignments. You may **not** make up these assignments in the event of your absence from class. Further guidelines will be circulated.

3) Tweet Summaries

Students will prepare a 280-character summary of the thesis statement of two course readings. One summary will be due on **week 3**. The other summary will be due on a date to be assigned by the professor. Hand this assignment in **by email**. Further guidelines will be circulated.

4) Essay & Peer Review

Each student will write a short essay drawing on one reading from the course syllabus and some primary research. Students will be asked to indicate their preferences for a week. The assignment includes a peer review process. Further guidelines will be circulated.

5) Entry and Exit Reflection Essays

Students will draft an ‘entry reflection’ and submit it in Week 2. Students will write an ‘exit reflection’ about an aspect of the course to be handed in on **12 December 2019**.

15%	Attendance and Participation
20%	Reading Portfolio
30%	Essay
10%	Peer Review of Essay
10%	Tweet Summaries (2)
5%	Entry Reflection
10%	Exit Reflection

Classroom Code of Conduct – to be collectively agreed and read into this syllabus

Academic Honesty

- I follow Concordia University’s policy on plagiarism. Please familiarize yourself with the policy here: <http://www.concordia.ca/students/academic-integrity/plagiarism.html>
- Plagiarism is the presentation of another’s words or ideas as one’s own without attributing the proper source. Plagiarism includes copying material from books and journals, as well as taking material from the Internet. Plagiarism also includes privately purchasing or obtaining papers from others, which one then presents as one’s own. Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited within the text. You can use ideas and information from other authors without directly quoting from them, but you must acknowledge them in your citations.
- An important part of avoiding accidental plagiarism is carefully and consistently citing any ideas or quotations that are borrowed from other authors. You must use a consistent, clear citation, and recognizable system in your written work.

WSDB 498/4 – Seminar in Women's Studies: Gender Justice in Canadian Law and Policy

(WSDB 400)

Thursdays, 8:45 – 11:30, FG B030
Dr. Genevieve R. Painter
genevieve.painter@concordia.ca
2170 Bishop, Room 303
Office hours: Thursdays, generally 1 – 3 pm

This course is about the relationship between law and feminist thought and action in the 20th and 21st centuries. The law underpins a world shot through with injustice. Yet, those seeking justice – acting as individuals or as social movements – often turn to law for a remedy to injustice. Drawing on Audre Lorde, this course explores whether the master's tools can dismantle the master's house. The course will explore how structures of domination underpin the law and how law creates and perpetuates structures of domination, including patriarchy, white supremacy, economic exploitation, heteronormativity, and other forms of privilege.¹

Required Texts

- All materials will be distributed through Moodle or in class.
- Please pay attention to Moodle announcements for changes to reading assignments throughout the semester.

Reference Texts

These reference texts may be helpful resources. Students are not required to purchase them.

- Fairlie, John and Sworden, John, *A Brief Introduction to Law in Canada* (Emond, 2017).
- University of Chicago. *The Chicago Manual of Style*
- William Strunk, Jr. and E.B. White, *The Elements of Style*

Learning Objectives

This course will equip you to:

- Read and critically engage with a variety of primary and secondary sources about gender and the law, including identifying an author's point of view and main argument and assessing its credibility and persuasiveness
- Acquire skills in reading and summarizing case law
- Acquire critical thinking skills regarding statutes and laws.
- Grasp the broad outlines of the scholarly literature on feminist perspectives on the law
- Improve your skills in thinking, speaking, and writing critically about history, politics, law, and feminist thought

Readings

This is an upper-level college course. The readings are intended to challenge you. Different types of readings will teach you different ways of reading: some texts will need to be read closely and deliberately, while others should be skimmed. For example, while scholarly articles may need to be read closely, a statute could be skimmed. You should plan on spending approximately four hours preparing for every class session. The course requires about 50 pages of reading a week. You are not expected to master every detail of every reading. You are

¹ I acknowledge the contributions and inspiration of Kathy Abrams, Mai Taha, Lara Karaian, Adelle Blackett, Heidi Matthews, Mark Antaki, and Emily Kidd White to the design of this course.

expected to grapple with moving effectively through a volume of reading, presented at different levels of writing complexity.

Attendance

- This course is planned as a collaborative and participatory learning space. You must come to class to learn from one another. Attendance will affect your participation grade.
- Late arrival and early departure are disruptive. Do not arrive late and do not pack your bags early. The class period includes one short break. Do not return late from break.
- You have **two** unexcused absences for the semester; these absences will not have any impact on your final grade. You do not need to email me if you are going to be absent.
- After your second absence, any additional absence will reduce your final grade. This applies to **absences for any reason** (religious holiday, illness, alarm clock malfunction, personal emergency). I suggest saving your absences for when you need them.
- After your third absence, you must meet with me to explain and resolve the problem.
- Attendance is counted as of week 3 of the semester.
- I take attendance by assigning informal writing, reflection, or feedback exercises during class. These exercises must be completed in your class notebook. You must hand in this notebook with an entry for that day to be counted as present. Be sure to write the date.

Accommodations

- If for reasons of physical or mental health or pregnancy, you need an accommodation for the course, please let me know within the first two weeks of the semester, or as soon as you become aware of the need for accommodation.
- If you are registered with the Access Centre for Students with Disabilities (ACSD), please verify that you or they contact me with notification of the required accommodations.
- If you are for any reason uncomfortable speaking in class, please feel free to come to my office hours and we can work together to develop a strategy for your participation.
- If you have an unexpected care obligation during one of our class sessions (for example, the impossibility of finding childcare on a school closure day), you may bring the person under your care with you to class.
- If you are graduating this semester, you must email me to ensure we adjust your deadlines so your grades are submitted on time.
- If you are having trouble with a deadline or any other aspect of an assignment, please come see me as soon as possible and we will find a solution.

Assessment

The course will be assessed through the following activities and assignments. **Further instructions will be provided.** Those instructions take precedence over the following. Students are responsible for keeping track of their individual due dates. Unless otherwise indicated, all work should be submitted in class, double-spaced, stapled, with one-inch margins. You may submit all work in either English or French.

1) Attendance and Participation

There are many ways to participate, including speaking in class, speaking in group work, active listening, thorough preparation of readings, and thoughtful responses to informal writing exercises. Please come to class prepared to discuss the assigned readings and bring your readings to class. Please refer to the attendance policy above.

2) In-class Writing

During class time, I will ask you to complete a variety of writing exercises, ranging from personal reflections, reading responses, feedback, and questions. Informal writing is graded along a check, check plus, check minus scale, where check approximates “B,” check plus “A,” and check minus “C”. If you miss class, there is no opportunity to make up these writing assignments.

3) Thesis Tweets, Presentation, and Peer Review

Students will prepare a 280-character summary of the thesis statement of three course readings selected by me. One summary will be due by **noon on 29 January**. The other summary will be due on dates to be assigned by the professor. During class, students will share their draft tweet with a discussion group and present the reading’s main ideas. A peer reviewer will provide feedback on the first draft of their tweet. Please submit these assignments **by email**.

4) Case Comment

Each student will write a short essay about one of the cases assigned over the course of the semester. Students will be asked to indicate their preferences for a week / topic.

5) Guest Lecture Response Paper

A guest lecture will take place in week 10. Students will write a short response paper to the lecture to be submitted in class on **Week 11**.

6) Entry Essay

Students will submit a short ‘entry essay’ during the first day of class and submit it in **Week 3**.

7) Exit Essay

Students will write an exit reflection essay, due by email on **Friday 24 April 2020**.

15%	Attendance and Participation
15%	In-class writing
15%	3 Thesis Tweets
30%	Case Comment
10%	Guest Lecture Response Paper
15%	Entry and Exit Essay

Classroom Code of Conduct – to be collectively agreed and read into this syllabus

Academic Honesty

- I follow Concordia University’s policy on plagiarism. Please familiarize yourself with the policy here: <http://www.concordia.ca/students/academic-integrity/plagiarism.html>
- Plagiarism is the presentation of another’s words or ideas as one’s own without attributing the proper source. Plagiarism includes copying material from books and journals, as well as taking material from the Internet. Plagiarism also includes privately purchasing or obtaining papers from others, which one then presents as one’s own. Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited within the text. You can use ideas and information from other authors without directly quoting from them, but you must acknowledge them in your citations.
- An important part of avoiding accidental plagiarism is carefully and consistently citing any ideas or quotations that are borrowed from other authors. You must use a consistent, clear citation, and recognizable system in your written work.

Syllabus
SSDB 425: Ethics in Community Engagement

Simone de Beauvoir Institute
Concordia University

Professor: Dr. Natalie Kouri-Towe
Email: natalie.kouri-towe@concordia.ca
Office: S-MU 401-3
Office Hours: Scheduled by appointment
Phone: 514.848.2424 x 5856

Calendar Course Description

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 will prepare students to enter into the Practicum experience.

Course Objectives

- Examine the ethical debates and considerations of community engaged learning from the context of gender, sexuality, queer and feminist theory and practice.
- Practice self-reflexive skills that are applicable inside and outside the classroom for ethical engagement in community and applied learning environments.
- Identify and explain the ethical considerations of different models of organizing in a community setting.
- Develop transferrable skills that can be applied in a community setting.

Texts

All course readings are available online on course reserves
Students should expect to read approx. 40-50 pages per week.

Assignments

Participation		20%
Reading & Practice Logs	30%	
Ethics Presentation		20%
Community Engagement Project Proposal		30%
Total		100%

Participation (20%)

Purpose: *Build active participation skills; develop self-reflexive skills; experiment in adapting strategies for tackling challenges in participation.*

Active participation will be assessed through contributions to feedback on Ethics Presentations, engagement in class participation and/or discussion forum.

Reading and Practice Logs (30%)

10 logs x 3% = 30%

Purpose: *Identify central concepts in the readings; practice new skills; help prepare for class discussion.*
Students must complete a total of 10 reading & practice logs, completing 1 log per week with assigned readings or small assignments. This assignment must be completed online on Moodle prior to each class (due 1hr before class begins) and must note key and central concepts in the readings, cite passages of importance in the text, pose a question for clarification or for discussion, or share a completed exercise

Syllabus
SSDB 425: Ethics in Community Engagement

assigned for that week. There is no word limit, however entries should be at between 100-250 words (longer than 500 words is likely too much work spent on this assignment).

Due: Logs should be posted on Moodle no later than 1hr before class. Late submissions will not be accepted for this assignment unless prior approval has been granted by the professor.

Ethics Presentation (20%)

Purpose: *Compare, contrast, and analyze the ethical considerations of different forms of engagement on communities; generate student-led learning; prepare materials for peer-education.*

Selecting one form of community engagement from the list below, students will research, analyze, and present on the various methods, approaches, styles, and ethical considerations over using the technique in a community engaged setting. Students should prepare and distribute a list of “best practices” and/or “tools/tips” to the class that will be collected at the end of term as a “toolkit” generated by the students.

- Organizing webinars, panels, discussion forums, and other participant-driven events
- Best practices for accessible events
- Developing and delivering workshops
- Facilitation skills for meetings and events
- Fundraising
- For us/by us, allyship and solidarity
- Communication and conflict resolution
- Reports, infographics, and other forms of knowledge mobilization

Due: 1-2 presentations will be scheduled each week throughout the term.

Community Engagement Project Proposal (30%)

Purpose: *Develop original applied learning project for a community-engaged setting; apply ethical prompts and tools learned throughout the course.*

Each student will develop a proposal for a community engaged project, identifying a community organization, group, or other setting to develop a project with. Proposals must include an explanation of the proposed project, the benefit to the community, the potential ethical issues involved with the project, the risks associate with this project for community groups and/or the student, and an appendix of relevant additional materials such as budgets, posters, promotional materials, funding applications, etc.

Due: Last week of classes

PRACTICUM STUDENT CHECKLIST

COMPLETE PRIOR TO PRACTICUM SEMESTER	
STEP 1	<input type="checkbox"/> Complete pre-enrollment survey (provided by Program Coordinator)
	<input type="checkbox"/> Schedule meeting with Program Coordinator DATE:
	<input type="checkbox"/> Register for SSDB 426 on SIS for the semester you'll complete the Practicum
	<input type="checkbox"/> Select potential placements from Practicum opportunities or Submit your student-generated opportunity to the Program Coordinator (use the Practicum Placement Description Form)
STEP 2	Complete <i>Practicum Request Form</i> <input type="checkbox"/> signed by On-Site Supervisor <input type="checkbox"/> signed by Program Coordinator
	<input type="checkbox"/> Complete <i>Detailed Description</i> (1-2pages), including: duties, activities, and educational benefits
	Complete <i>Practicum Agreement Form</i> <input type="checkbox"/> signed by On-Site Supervisor <input type="checkbox"/> signed by Program Coordinator
	Submit the following forms to Program Coordinator min. 7 days prior to add/drop deadline (ideally to be completed semester prior to Practicum) <input type="checkbox"/> signed <i>Practicum Request Form</i> <input type="checkbox"/> signed <i>Practicum Agreement Form</i> <input type="checkbox"/> <i>Practicum Detailed Description</i> (1-2pages)
COMPLETE DURING THE PRACTICUM	
STEP 3	<input type="checkbox"/> Complete pre-Practicum training with the Program Coordinator and Program Director
	<input type="checkbox"/> Filled out weekly <i>Timesheets</i> <input type="checkbox"/> Signed by On-Site Supervisor
	<input type="checkbox"/> Schedule Mid-Term Assessment DATE: <input type="checkbox"/> Signed by On-Site Supervisor
	<input type="checkbox"/> Submit signed Mid-Term Assessment to Program Coordinator
COMPLETE AT THE END OF PRACTICUM	
STEP 4	<input type="checkbox"/> Ensure On-Site Supervisor submits <i>Final Evaluation</i> directly to the Program Coordinator (Deadline: 7 days after end of Practicum) DATE:
	<input type="checkbox"/> Ensure all <i>Timesheets</i> are signed by your On-Site Supervisor (Deadline: 7 days after end of Practicum) DATE:
	<input type="checkbox"/> Submit <i>Final Report</i> and signed <i>Timesheets</i> to the Practicum Director, with a copy submitted to the Program Coordinator (Deadline: 10 days after end of Practicum) DATE:

Form to be completed by student and signed by the Program Coordinator and then the On-Site Supervisor before submitting the final signed form to the Program Coordinator.

PRACTICUM REQUEST FORM

STUDENT INFORMATION			
Name of Student:			
Email Address:		Student ID #:	
Student Signature:		Telephone #:	
COURSE INFORMATION			
This is a request for registration in SSDB 426: Practicum for the following academic year:		20__ / 20__	
Start date for the practicum: (note that the start date needs to be on or after the official starting date of the semester during which the Practicum will take place)		__ / __ / __ DD / MM / YY	
End date for the completion of on-site practicum work: (note that the end date needs to be chosen keeping in mind that the Practicum Final Report is due no later than 10 days after the completion of the on-site work and that the Practicum Final Report should be submitted prior to the end of the semester's official exam period)		__ / __ / __ DD / MM / YY	
STUDENT REQUIREMENTS			
<i>All documents must be submitted to the Program Coordinator a minimum of 7 working days before the drop/add deadline of the semester within which you are requesting the practicum. Ideally, the following documents should be completed in the semester prior to enrollment in SSDB 426: Practicum.</i>			
<input type="checkbox"/>	Complete this form and have it signed by: <input type="checkbox"/> the Program Coordinator <input type="checkbox"/> your On-Site Supervisor		
<input type="checkbox"/>	A Detailed Description (1-2 pages) of the proposed practicum that includes: <ul style="list-style-type: none"> • the nature of the duties and activities the student will undertake, and • the learning objectives of the practicum 		
<input type="checkbox"/>	The Practicum Agreement Form, signed by <input type="checkbox"/> the Program Coordinator <input type="checkbox"/> your On-Site Supervisor		
PRACTICUM SITE INFORMATION			
Organization:			
On-Site Supervisor:			
Email Address:		Telephone #:	
APPROVALS			
On-Site Supervisor Signature:			DATE:
Program Coordinator Signature:			DATE:

Form to be completed by both the student and the On-Site Supervisor before submitting the final signed form to the Program Coordinator.

PRACTICUM AGREEMENT FORM

STUDENT INFORMATION							
Name of Student:							
Name of On-Site Supervisor:							
Name of Organization:							
Complete Address of Location: (where the Practicum will take place)							
DATES & SCHEDULE							
START DATE	__ / __ / __ DD / MM / YY	END DATE	__ / __ / __ DD / MM / YY	Weekly Schedule		Hours/Week:	
						# of Weeks:	
ACTIVITIES & DUTIES (to be completed by On-Site Supervisor)							
<p><i>The On-Site Supervisor should check all boxes that apply, and fill in relevant details as necessary, in conjunction with the student's availability and schedule.</i></p>							
<p><i>Training Provided by On-Site Supervisor and/or Practicum Organization</i></p>							
<input type="checkbox"/>	First-day orientation	Date (if applicable):					
<input type="checkbox"/>	Assessment of skills	Date (if applicable):					
<input type="checkbox"/>	Introduction to other staff	Date (if applicable):					
<input type="checkbox"/>	Scheduling and negotiation of duties and tasks	Date (if applicable):					
<input type="checkbox"/>	Demonstration of working procedures	Date (if applicable):					
<input type="checkbox"/>	Outlining expectations and objectives	Date (if applicable):					
<input type="checkbox"/>	Other:						
<p><i>Supervised Duties Provided by On-Site Supervisor Throughout Practicum</i></p>							
<input type="checkbox"/>	Holding meetings with the student	Scheduled meeting dates:					
<input type="checkbox"/>	Assigning daily tasks or duties						
<input type="checkbox"/>	Evaluating oral reports	Report due dates:					
<input type="checkbox"/>	Evaluating written reports	Report due dates:					
<input type="checkbox"/>	Including student in staff meetings	Scheduled meeting dates:					
<input type="checkbox"/>	Other:						
APPROVALS							
Student Signature:				DATE:			
On-Site Supervisor Signature:				DATE:			
Program Coordinator Signature:				DATE:			

PRACTICUM MID-TERM ASSESSMENT

STUDENT INFORMATION					
Name of Student:					
Name of On-Site Supervisor:					
Name of Organization:					
ON-SITE SUPERVISOR MID-TERM ASSESSMENT					
<i>To be completed by the On-Site Supervisor and sent to the Program Coordinator by</i>					DATE:
Hours completed to date:		Hours Remaining:			
Main tasks completed:					
Observation of strengths of student's performance:					
List area(s) for improvement for the remaining hours, with an example of how you will measure improvement: (e.g. Improve taking initiative, measured by initiating a project idea within the next month)					
1.	2.	3.	4.		
Select quality of Practicum performance overall:	Exceptional work <input type="checkbox"/>	Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Not meeting expectations <input type="checkbox"/>	Failing to complete <input type="checkbox"/>
Other comments:					
DISCUSSING ASSESSMENT WITH STUDENT					
<i>Once you have completed the mid-term assessment, please sit down with the student and discuss the results. Begin with the strengths of their performance and then highlight areas you'd like to see them improve upon over the coming weeks. Please have the student sign below once you have discussed your expectations and how you'll assess their performance and improvement over the coming weeks.</i>					
I confirm that I discussed the contents of this assessment with my Supervisor. I understand that any disagreements I might have with this assessment should be discussed with the Program Coordinator as soon as possible.					
Student Signature:					DATE:
APPROVALS					
On-Site Supervisor Signature:					DATE:
Program Coordinator Signature:					DATE:

PRACTICUM FINAL ASSESSMENT ON-SITE SUPERVISOR RECOMMENDATION

STUDENT INFORMATION					
Name of Student:					
Name of On-Site Supervisor:					
Name of Organization:					
ON-SITE SUPERVISOR FINAL ASSESSMENT					
<i>To be completed by the On-Site Supervisor and sent to the Program Coordinator by</i>					DATE:
Main tasks completed:					
Observation of strengths of student's performance:					
Did the student improve in the areas outlined in the <i>Mid-Term Assessment</i> ?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:		
Describe a major contribution the student made to your organization through the Practicum:					
Select overall quality of Practicum performance:	Exceptional work <input type="checkbox"/>	Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Not meeting expectations <input type="checkbox"/>	Failing to complete <input type="checkbox"/>
Would you recommend this student for work in a related area?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:
Would you consider working with this student again?			YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:
Other comments: <small>(Include details you'd like the Program Director to use for evaluating student performance)</small>					
APPROVALS					
On-Site Supervisor Signature:					DATE:
Program Coordinator Signature:					DATE:

Please submit this completed form to the Program Coordinator at the Simone de Beauvoir Institute, who will forward it to the Practicum Director: sexualityadvising@concordia.ca

PRACTICUM FINAL ASSESSMENT RUBRIC FOR FINAL GRADE

STUDENT INFORMATION	
Name of Student:	
Name of On-Site Supervisor:	
Name of Organization:	
PRACTICUM FINAL GRADE	
FINAL GRADE	/100
Comments:	

EVALUATION OF TIMESHEETS - 10%			
A+	10	Completed 100% of total hours	Comments:
A	9	Completed 90-99% of total hours	
A-	8	Completed 85-89% of total hours	
B	7	Completed 75-84% of the total hours	
C	6	Completed 65-74% of total hours	
D	5	Completed 50-64% of total hours	
F	0	Completed less than 50% of total hours	Grade: /10

EVALUATION OF ON-SITE SUPERVISOR MID-TERM ASSESSMENT - 10%			
A+	10	Exceptional and Outstanding Work	Comments:
A	9	Excellent and Beyond Expectations	
A-	8	Exceeded Expectations	
B	7	Met Expectations	
C	6	Not Meeting Expectations	
D	5	Risk of Failing to Meet Expectations	
F	0	Failing to Complete Practicum	Grade: /10

EVALUATION OF ON-SITE SUPERVISOR FINAL ASSESSMENT - 20%			
A+	19-20	Exceptional and Outstanding Work	Comments:
A	17-18	Excellent and Beyond Expectations	
A-	16	Exceeded Expectations	
B-B+	14-15	Met Expectations Well	
C-C+	12-13	Did Not Meet Expectations	
D-D+	10-11	Mostly Failed to Meet Expectations	
F	0	Failed to Complete Practicum	Grade: /20

EVALUATION OF PROGRAM COORDINATOR RECOMMENDATION - 10%			
A+	10	Exceptional and Outstanding Work	Comments:
A	9	Excellent and Beyond Expectations	
A-	8	Exceeded Expectations	
B	7	Met Expectations	
C	6	Did Not Meet Expectations	
D	5	Mostly Failed to Meet Expectations	
F	0	Failed to Complete Practicum	Grade: /10

FINAL REPORT ASSESSMENT BREAKDOWN

Explanation of how the final report is assessed based on the criteria in each category.

A+	10	Exceptional and Outstanding Work	<ul style="list-style-type: none"> • Writing is compelling, concise and free of all typos, grammatical and spelling errors • Developed sophisticated analysis and/or explanation • Made a compelling argument supported by evidence and/or examples
A	9	Excellent and Beyond Expectations	<ul style="list-style-type: none"> • Writing is clear, concise and free of all typos, grammatical and spelling errors • Developed a strong analysis and/or explanation • Made a compelling argument supported by evidence and/or examples
A-	8	Exceeded Expectations	<ul style="list-style-type: none"> • Writing is clear, concise and free of all typos, grammatical and spelling errors • Developed a strong analysis and/or explanation • Made a good argument supported by evidence and/or examples
B	7	Met Expectations	<ul style="list-style-type: none"> • Writing is clear and free of all typos, grammatical and spelling errors • Developed a clear analysis and/or explanation • Made a good argument supported by evidence and/or examples
C	6	Did Not Meet Expectations	<ul style="list-style-type: none"> • Writing needs more editing for typos, grammar and spelling • Developed some analysis but needs further explanation • Argument made needs more support using evidence and/or examples
D	5	Mostly Failed to Meet Expectations	<ul style="list-style-type: none"> • Writing needs editing for typos, grammar and spelling • Analysis and explanations need more development. • Argument made missing supporting evidence and/or examples
F	0	Failed to Complete Practicum	<ul style="list-style-type: none"> • Writing has not been edited and is difficult to read/understand • Missing an analysis or clear explanation • Arguments are outlined only as opinions with no connection to evidence and/or examples

Form to be completed by Program Coordinator and submitted to the Program Director for final assessment of student Practicum.

PRACTICUM FINAL ASSESSMENT COORDINATOR RECOMMENDATION

STUDENT INFORMATION					
Name of Student:					
Name of On-Site Supervisor:					
Name of Organization:					
PROGRAM COORDINATOR FINAL ASSESSMENT					
<i>To be completed by the Program Coordinator and submitted to the Program Director at the time of final assessment of the student Practicum.</i>					
Did the student complete the tasks and duties of their Practicum?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:		
Was the On-Site Supervisor's final assessment fair and accurate?					
Did the student improve in the areas outlined in the <i>Mid-Term Assessment</i> ?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:		
What contributions did the student make to the organization through the Practicum?					
Rate the student's overall performance in the Practicum:	Exceptional work <input type="checkbox"/>	Exceeds expectations <input type="checkbox"/>	Meets expectations <input type="checkbox"/>	Not meeting expectations <input type="checkbox"/>	Failing to complete <input type="checkbox"/>
Did the student leave a positive impact at the organization?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:		
Were there problems with the student's Practicum?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Explain:		
Other comments: (Include details you'd like the Program Director to use for evaluating student performance)					
APPROVALS					
Program Coordinator Signature:					DATE:

Please attach a copy of the On-Site Supervisor's Mid-Term Assessment to this form.

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: October 9, 2020

RE: Curriculum Dossier for the Mel Hoppenheim School of Cinema, CINE-27

As Dean of the Faculty of Fine Arts, I fully support the curriculum changes proposed in CINE-27. The dossier was reviewed and approved unanimously by the Fine Arts Faculty Council at its virtual meeting on October 9, 2020.

There are no resource implications.



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: September 15, 2020
Re: Curriculum dossier for the Mel Hoppenheim School of Cinema, CINE-27

The Faculty of Fine Arts Curriculum Committee has reviewed the CINE-27 curriculum dossier from the Mel Hoppenheim School of Cinema on September 4, 2020. After minor revisions, final approval was granted by email by the Committee members. We hereby submit this dossier for review by the Faculty Council on October 9, 2020.

This document proposes to adjust prerequisites for twelve 300-level Film Studies courses and one 400-level Film Animation course. These changes are made to solve registration issues that arose from calendar language errors and other minor mistakes made as part of the CINE-26 dossier (US-2019-6-D21).

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 Affairs
FROM: Jean-Claude Bustros, Chair, Department of Cinema
DATE: August 28, 2020
SUBJECT: **CINE-27** Cinema Curriculum Changes – incorrect prerequisites

The CINE-27 curriculum changes seek to correct typographical errors and confusing language about course requirements published in the 2020-21 course calendar. These errors arose from the submission of dossier CINE-26, approved by Senate in December 2019 (US-2019-6-D21), and they were only noticed when the 2020-21 calendar was published. Due to the COVID-19 shutdown, the proposed curriculum changes were exceptionally approved by the Department Curriculum Committee via email during the week of August 24, 2020.

Errors were made in the listing of prerequisites for several courses across two of Cinema's undergraduate programs (Film Animation and Film Studies). These errors have negatively impacted students' ability across all programs to register in a timely manner, and have created additional workload for faculty and especially staff. These essential corrections should be implemented in the 2021-22 academic calendar to avoid further confusion and difficulty with registration.

These corrections require no additional resources.

Thank you very much for your consideration.

Sincerely,



Jean-Claude Bustros
Chair, Mel Hoppenheim School of Cinema

COURSE CHANGE: FMST 319 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: March 2021

Faculty/School: Fine Arts
Department: Mel Hoppenheim School of Cinema
Program: BFA Major Film Studies
Degree:
Calendar Section/Graduate Page Number: 81.60.1

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>FMST 319 <i>The Moving Image and Society</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 204, 220; 18 credits in Film Studies; or written permission of the School of Cinema. This course explores the ways in which cinema and moving images shape ideologies of class, gender and race. Through a selection of key theoretical texts from cultural studies and related scholarly traditions, this course investigates the centrality of visual experience to everyday life. Through a selection of screenings and readings, students learn how the production and consumption of visual cultures intersect with issues of identity and historical consciousness. The aim of this course is to enable students to analyze different ideological aspects of film and the moving image.</p>	<p>FMST 319 <i>The Moving Image and Society</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 204, 220; or permission of the School of Cinema. This course explores the ways in which cinema and moving images shape ideologies of class, gender and race. Through a selection of key theoretical texts from cultural studies and related scholarly traditions, this course investigates the centrality of visual experience to everyday life. Through a selection of screenings and readings, students learn how the production and consumption of visual cultures intersect with issues of identity and historical consciousness. The aim of this course is to enable students to analyze different ideological aspects of film and the moving image.</p>
<p>Rationale: A typographical error was made in a previous curriculum change document (CINE-26) wherein the "or" was deleted before "18 credits in Film Studies", which made the requirement absolute. Seeing as students entering second year have not normally completed 18 credits in Film Studies, it prevented all second year students from registering from any course bearing this error. This upheaval prompted a reflection about the need for this prerequisite, which was meant to prevent non-major students from taking this course. This can be achieved through permission of the department and reserve capacity instead. Permissions are no longer given in writing.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: FMST 325 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: March 2021

Faculty/School: Fine Arts
Department: Mel Hoppenheim School of Cinema
Program: BFA Major Film Studies
Degree:
Calendar Section/Graduate Page Number: 81.60.1

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 2020/2021) calendar	Proposed Text
<p>FMST 325 <i>Studies in Film Acting and Performance</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; 18 credits in Film Studies; or written permission of the School of Cinema. An introduction to the critical study and analysis of film acting and performance. The course includes a survey of acting styles and practices. Performance styles are studied in relation to authorship, the film industry, stardom, scriptwriting, film technique, film genre, documentary and the other performing arts. The course helps students to become conversant with the multidimensional subject of acting for the screen.</p>	<p>FMST 325 <i>Studies in Film Acting and Performance</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; or permission of the School of Cinema. <u>This course offers an</u> introduction to the critical study and analysis of film acting and performance. <u>It</u> includes a survey of acting styles and practices. Performance styles are studied in relation to authorship, the film industry, stardom, scriptwriting, film technique, film genre, documentary and the other performing arts. The course helps students <u>learn</u> the multidimensional subject of acting for the screen.</p>
<p>Rationale: A typographical error was made in a previous curriculum change document (CINE-26) wherein the "or" was deleted before "18 credits in Film Studies", which made the requirement absolute. Seeing as students entering second year have not normally completed 18 credits in Film Studies, it prevented all second year students from registering from any course bearing this error. This upheaval prompted a reflection about the need for this prerequisite, which was meant to prevent non-major students from taking this course. This can be achieved through permission of the department and reserve capacity instead. Permissions are no longer given in writing.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: FMST 331 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: March 2021

Faculty/School: Fine Arts
Department: Mel Hoppenheim School of Cinema
Program: BFA Major Film Studies
Degree:
Calendar Section/Graduate Page Number: 81.60.1

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 2020/2021) calendar	Proposed Text
<p>FMST 331 <i>Film Directors</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; 18 credits in Film Studies; or written permission of the School of Cinema. This course provides a concentrated study of the work of selected major directors of narrative, documentary and experimental cinema. Concepts and theories of authorship are incorporated into close analysis of selected bodies of work. The films are considered in terms of thematic and stylistic consistency and variation as well as biographical, social, and political factors. <i>NOTE: Students who have received credit for FMST 321 may not take this course for credit.</i></p>	<p>FMST 331 <i>Film Directors</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; or permission of the School of Cinema. This course provides a concentrated study of the work of selected major directors of narrative, documentary and experimental cinema. Concepts and theories of authorship are incorporated into close analysis of selected bodies of work. The films are considered in terms of thematic and stylistic consistency and variation as well as biographical, social, and political factors. <i>NOTE: Students who have received credit for FMST 321 may not take this course for credit.</i></p>
<p>Rationale: A typographical error was made in a previous curriculum change document (CINE-26) wherein the "or" was deleted before "18 credits in Film Studies", which made the requirement absolute. Seeing as students entering second year have not normally completed 18 credits in Film Studies, it prevented all second year students from registering from any course bearing this error. This upheaval prompted a reflection about the need for this prerequisite, which was meant to prevent non-major students from taking this course. This can be achieved through permission of the department and reserve capacity instead. Permissions are no longer given in writing.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

COURSE CHANGE: FMST 332 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: March 2021

Faculty/School: Fine Arts
Department: Mel Hoppenheim School of Cinema
Program: BFA Major Film Studies
Degree:
Calendar Section/Graduate Page Number: 81.60.1

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>FMST 332 <i>Issues in Independent Cinema</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; 18 credits in Film Studies; or written permission of the School of Cinema. An intensive study of selected tendencies in cinema produced outside the mainstream of the film industry. Topics may include documentary, video art, experimental or narrative film, or particular convergences of these modes of film practice. Topics will vary according to the instructor's specialization.</p>	<p>FMST 332 <i>Issues in Independent Cinema</i> (3 credits) Prerequisite: Two of FMST 201, 202 or 203; FMST 220; or permission of the School of Cinema. This course involves intensive study of selected tendencies in cinema produced outside the mainstream of the film industry. Topics may include documentary, video art, experimental or narrative film, or particular convergences of these modes of film practice. Topics will vary according to the instructor's specialization.</p>
<p>Rationale: A typographical error was made in a previous curriculum change document (CINE-26) wherein the "or" was deleted before "18 credits in Film Studies", which made the requirement absolute. Seeing as students entering second year have not normally completed 18 credits in Film Studies, it prevented all second year students from registering from any course bearing this error. This upheaval prompted a reflection about the need for this prerequisite, which was meant to prevent non-major students from taking this course. This can be achieved through permission of the department and reserve capacity instead. Permissions are no longer given in writing.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: None.</p>	

Re: DCC - urgent dossier on the way

David Douglas <david.douglas@concordia.ca>

Thu 2020-08-27 8:03 AM

To: Ria Rombough <ria.rombough@concordia.ca>; Luca Caminati <luca.caminati@concordia.ca>; Shira Avni <shira.avni@concordia.ca>; Roy Cross <roy.cross@concordia.ca>

Cc: Jean-Claude Bustros <jean-claude.bustros@concordia.ca>

works for me,

thanks!

Dave

From: Ria Rombough <ria.rombough@concordia.ca>

Sent: Wednesday, August 26, 2020 11:41 AM

To: David Douglas <david.douglas@concordia.ca>; Luca Caminati <luca.caminati@concordia.ca>; Shira Avni <shira.avni@concordia.ca>; Roy Cross <roy.cross@concordia.ca>

Cc: Jean-Claude Bustros <jean-claude.bustros@concordia.ca>

Subject: Re: DCC - urgent dossier on the way

Hello again,

As explained earlier, here is CINE-27 for your review.

Provotrack is an extremely finicky and low-tech platform (what a combination), so please read carefully for any errors. Thanks to Shira for initiating the cover memo while I was off last week - I've already had that part reviewed by the Dean's Office and the favour a simplified version (in case you are surprised at how much it has changed!)

If you could have any comments/corrections back to me by tomorrow morning, that would be ideal - in case we need to do another round of approval following any changes.

Thanks everyone!

Ria

From: Ria Rombough

Sent: August 26, 2020 9:44 AM

To: David Douglas <david.douglas@concordia.ca>; Luca Caminati <luca.caminati@concordia.ca>; Shira Avni <shira.avni@concordia.ca>; Roy Cross <roy.cross@concordia.ca>

Cc: Jean-Claude Bustros <jean-claude.bustros@concordia.ca>

Subject: DCC - urgent dossier on the way

Hello DCC,

This is a heads up that later today I'll be sending you a relatively small dossier that needs your attention right away, as we have to submit it to the Dean's Office by Friday morning (the FCC meets next week).

I apologise for the quick turnaround. Before I left for a break last week, it had appeared that we would have a purely editorial Track A dossier to pass, which means it doesn't have to go through all of the committee steps. In the end, there are 2 changes that definitely require a Track B approval process, and some doubt has been cast on whether the other changes might be turned back from Track A as well, so it's safer to just put the whole thing through Track B.

CINE-27 is essentially a dossier to correct errors made in CINE-26, the dossier put forward last year to overhaul FMST's curriculum. As I said, they are mostly editorial (an 'or' was inconveniently dropped from several course prerequisite lists), but there were also some courses listed as prerequisites that are not actually so.

I don't imagine it will be necessary to meet as these changes are very straightforward, but I will need an email thread with each member's assent to append to the dossier to go forward.

I'm working right now on the Provotrack sheets, and will get the whole package to you as soon as I can today.

Thanks for your (upcoming) attention to this!

Ria Rombough

Administrator

Mel Hoppenheim School of Cinema

Concordia University

1250 Guy Street, FB 3-19

Montreal, Quebec, H3H 2T4

Tel: 514-848-2424 x 4667

<http://www.concordia.ca/finearts/cinema.html>

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Re: DCC - urgent dossier on the wayJean-Claude Bustros <jean-claude.bustros@concordia.ca>

Wed 2020-08-26 5:08 PM

To: Roy Cross <roy.cross@concordia.ca>**Cc:** Ria Rombough <ria.rombough@concordia.ca>; David Douglas <david.douglas@concordia.ca>; Luca Caminati <luca.caminati@concordia.ca>; Shira Avni <shira.avni@concordia.ca>

All good

JC

Jean-Claude Bustros

Associate Professor

Chair

Mel Hoppenheim School of Cinema

jean-claude.bustros@concordia.ca

514-848-2424 ext. 4798

On Aug 26, 2020, at 4:23 PM, Roy Cross <roy.cross@concordia.ca> wrote:

Looks good.

From: Ria Rombough <ria.rombough@concordia.ca>

Date: Wednesday, August 26, 2020 at 11:41 AM**To:** David Douglas <david.douglas@concordia.ca>, LUCA CAMINATI <luca.caminati@concordia.ca>, Shira Avni <shira.avni@concordia.ca>, Roy Cross <roy.cross@concordia.ca>**Cc:** Jean-Claude Bustros <jean-claude.bustros@concordia.ca>**Subject:** Re: DCC - urgent dossier on the way

Hello again,

As explained earlier, here is CINE-27 for your review.

Provotrack is an extremely finicky and low-tech platform (what a combination), so please read carefully for any errors. Thanks to Shira for initiating the cover memo while I was off last week - I've already had that part reviewed by the Dean's Office and the favour a simplified version (in case you are surprised at how much it has changed!)

If you could have any comments/corrections back to me by tomorrow morning, that would be ideal - in case we need to do another round of approval following any changes.

Thanks everyone!

Ria

From: Ria Rombough

Sent: August 26, 2020 9:44 AM

To: David Douglas <david.douglas@concordia.ca>; Luca Caminati <luca.caminati@concordia.ca>; Shira Avni <shira.avni@concordia.ca>; Roy Cross <roy.cross@concordia.ca>

Cc: Jean-Claude Bustros <jean-claude.bustros@concordia.ca>

Subject: DCC - urgent dossier on the way

Hello DCC,

This is a heads up that later today I'll be sending you a relatively small dossier that needs your attention right away, as we have to submit it to the Dean's Office by Friday morning (the FCC meets next week).

I apologise for the quick turnaround. Before I left for a break last week, it had appeared that we would have a purely editorial Track A dossier to pass, which means it doesn't have to go through all of the committee steps. In the end, there are 2 changes that definitely require a Track B approval process, and some doubt has been cast on whether the other changes might be turned back from Track A as well, so it's safer to just put the whole thing through Track B.

CINE-27 is essentially a dossier to correct errors made in CINE-26, the dossier put forward last year to overhaul FMST's curriculum. As I said, they are mostly editorial (an 'or' was inconveniently dropped from several course prerequisite lists), but there were also some courses listed as prerequisites that are not actually so.

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Re: DCC - urgent dossier on the way

Luca Caminati <luca.caminati@concordia.ca>

Wed 2020-08-26 2:31 PM

To: Shira Avni <shira.avni@concordia.ca>; Ria Rombough <ria.rombough@concordia.ca>; David Douglas <david.douglas@concordia.ca>; Roy Cross <roy.cross@concordia.ca>**Cc:** Jean-Claude Bustros <jean-claude.bustros@concordia.ca>

Good for me-

Thanks Ria

Luca

Luca Caminati

Professor, Film Studies

Mel Hoppenheim School of Cinema

Concordia University, Montreal

From: Shira Avni <shira.avni@concordia.ca>**Date:** Wednesday, August 26, 2020 at 1:32 PM**To:** Ria Rombough <ria.rombough@concordia.ca>, David Douglas <david.douglas@concordia.ca>, Luca Caminati <luca.caminati@concordia.ca>, Roy Cross <roy.cross@concordia.ca>**Cc:** Jean-Claude Bustros <jean-claude.bustros@concordia.ca>**Subject:** Re: DCC - urgent dossier on the way

Looks great, Ria, thank you so much.

Shira Avni

Associate Professor, Film Animation

Mel Hoppenheim School of Cinema

Concordia University

Website: <http://cinema.concordia.ca/people/film-animation-faculty/avni-shira.php>

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Tiohtiá:ke/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.

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To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

Cc: Julie Johnston, University Curriculum Advisor

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: October 15, 2020

Subject: **Proposal for a C.Edge Co-op Option in JMSB (COMM-57)**

The John Molson School of Business proposes the C.Edge Co-op Option in the Bachelor of Commerce Program. This option consists of a one-semester co-op placement, in addition to the three-semester work placement already offered. Students will complete at least 45 credits of academic courses before they can go on an internship. It will not be available to students who are in the three-semester work placement Co-op; but when students have to withdraw from the co-op program after completing one or two work terms, they can be transferred by the Institute of Cooperative Education to the C.Edge option and obtain the C.Edge recognition with no additional fees to the student. There are no resource implications, as the C.Edge is managed through the Institute of Co-operative Education.

The JMSB Faculty Council approved this proposal on October 9, 2020.

I respectfully request that the proposed changes be presented to the next 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 Programs,
Chair of the Faculty Academic Programs Committee, JMSB

Date: September 25th, 2020

Subject: Proposal for a C.Edge Co-op Option in JMSB (COMM-57)

The proposed C. Edge is a one-semester Co-op placement option. It is a new possibility in the Co-op Program instead of the three-semester work placement. To be able to add this option, students are required to complete two years of academic classes before they can begin their work term.

C.Edge is not for students registered in the regular three-semester work placement option, but if they are unable to complete the total work terms they can apply to have this option on their record.

The JMSB Faculty Academic Programs Committee unanimously approved these changes on September 18th, 2020.

I kindly request you to submit this dossier during the next meeting of the JMSB Faculty Council.

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: August 26, 2020

SUBJECT: Proposal for a C.Edge Co-op Option in JMSB

Please find attached a proposal for a C.Edge Co-op option in JMSB. The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposals on August 14, 2020.

I respectfully request that the Faculty Academic Programs Committee approve the request so that it can be submitted to the faculty council.

Thank you.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Undergraduate Curriculum Committee

FROM: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

DATE: July 23, 2020

SUBJECT: Proposal for a C.Edge Co-op Option in JMSB

Please find attached a proposal for a C.Edge Co-op option in JMSB.

I respectfully request that the Undergraduate Curriculum Committee approve the proposal so that it can be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

C.Edge Coop Option in JMSB

1. Background and summary of C.Edge

The C.Edge Philosophy follows that of the Coop which is:

Co-operative education is a structured educational strategy integrating academic studies with learning through program-relevant work experiences. It provides progressive experiences in integrating theory and practice, giving students the opportunity to transfer knowledge and skills between work and classroom settings. (from the Concordia University Undergraduate Calendar)

C.Edge is a one semester Coop placement as an addition to the 3-semester work placement in the Coop Program. Placement will be after the student has completed 2 years of academic classes. It is not available to students who are in the 3 semester work placement Co-op, but it can be used as recognition for students who have completed one or two placements in the 3 semester work placement Co-op but for any reason have to leave Co-op.

1.1. Work-term

For the work term, students are registered in their work experience courses. As with the co-op option, students are considered full-time students at the University during their work terms.

Students in the C.Edge option will complete one work term which runs between 12 and 17 consecutive weeks within an academic semester. Work during this period is full-time, and students are paid by the employer at competitive rates. Following completion of the work term, students will be required to return to the University to complete the remaining courses for their undergraduate degree. It is not possible to guarantee that all students wishing to participate in C.Edge work term will be able to do so as places in this program will be limited to respect the Department's capacity to manage them and the Institute's capacity to place them.

1.2. Work-term report

For the work term, all students must complete a work-term report reviewed and graded by the co-op academic director. Students must also submit an Employer's Evaluation completed by their job-site supervisor. Work experience courses are assigned no academic credits, and students receive a grade of pass or fail.

The work-term evaluation consists of two components:

1. the student's work-term performance is evaluated by the employer;
2. the work-term report is evaluated by the co-op academic director or his/her delegates.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

1.3. Reflective Learning courses

Like co-op students, all C.Edge students are enrolled in Reflective Learning courses concurrently with their work term. They are each 3-credit extension courses connected to the work term and are above and beyond the credit requirements of the student's academic program. The credits earned from the Reflective Learning courses are not transferable, nor are they included in the assessment of full- or part-time status. They are graded on a pass/fail basis.

1.4. Fees

Students should note that a fee exists to cover in part the costs particular to the C.Edge option. The C.Edge fees are about half the cost charged for the Coop program and are identical to the fees in all the other one-internship options available at the Institute. The fees are not refundable. However, should a student withdraw from C.Edge, no future fees will be charged. The payment of the fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit [concordia.ca/admissions/tuition-fees/fee-payment-deadlines](https://www.concordia.ca/admissions/tuition-fees/fee-payment-deadlines).

The payment of the fee is spread over a number of terms (fall, winter, and summer semesters). The number of terms and the level of the fee depend on the student's year of entry and completion of the program. Please refer to the Institute website ([concordia.ca/academics/co-op/students/fees](https://www.concordia.ca/academics/co-op/students/fees)) for detailed fee information. As of July 2020, the fee for the C.Edge program is $\$191.50 \times 4 = \766 .

Detailed information about the C.Edge option is available from the website of Institute for Co-operative Education <https://www.concordia.ca/academics/co-op/programs/career-edge.html>

2. Advantages of C.Edge

- It exposes more students to hands-on experience in the real world of work.
- Students majoring in Economics and Management can benefit from real work experience since the regular Co-op program is currently unavailable to these students.

3. Considerations

- We will need to monitor if the quality of students and job placements of the 3 semester work placement Co-op will not be sacrificed by the introduction of C.Edge.

- Ideally, the ICE should be able to supply good quality jobs to enhance experience for student and reputation of JMSB

4. Entrance requirements

- Admission decisions on C.Edge applications will be made once a year in the Winter term and the students admitted in the fall and winter admission rounds will be invited for their applications.
- The minimum CRC score for Finance and Accounting will be 30. For the other programs, the minimum CRC score will be 28. It will be a competitive process, i.e., having the minimum requirement would not grant students automatic admission to C.Edge, because there will be quotas per Department.
- The minimum requirement for staying in the C.Edge program will be to maintain the CGPA of 2.5 although some departments may have a higher requirement than this minimum requirement.

5. Consultation process

The JMSB Co-op program director (Prof. Barbara Shapiro) had individual meetings with all of the Department Chairs in April 2019.

Then, the Director of the Co-op program (Dr. Claude Martel) and Mr. Tristan Khaner presented the C.Edge program to the Department Chairs on January 8, 2020 and received their feedback. The Department of Management was interested in the C.Edge option the most because the regular Co-op option was unavailable to the students majoring in management.

All the Department Chairs agreed to make the program available in the Undergraduate Calendar so that the C.Edge program can be offered to their students at any time they want without going through the calendar change approval process.

The Associate Dean, Academic and Student Affairs, Undergraduate Programs presented the plan for the C.Edge program to the Dean and received her strong support.

PROGRAM CHANGE: Introduction of a one-semester Co-op placement option

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Accountancy, Finance, Management, Marketing, Supply Chain & Technology M.
Program: Co-operative Education in JMSB
Degree: Bachelor of/ Baccalaureat in Commerce
Calendar Section/Graduate Page Number: 61.25

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>61.25 PROGRAMS WITH THE INSTITUTE FOR CO-OPERATIVE EDUCATION</p> <p>The Institute for Co-operative Education offers a number of work-integrated learning opportunities to students in the John Molson School of Business. Work-integrated learning is a model of experiential learning that bridges the academic program and the world of work. It provides students with the opportunity to combine study with paid work terms in their chosen fields, bringing a wealth of benefits to both students and their employers.</p> <p>Co-operative Education Format The co-op format is available in the following majors:</p> <ul style="list-style-type: none"> • Accountancy • Business Technology Management • Finance • Human Resource Management • International Business • Marketing • Supply Chain Operations Management <p>The academic content is identical to that of the regular BComm program with three work terms interspersed with six study terms. However, in order to continue their studies in the co-operative format in the John Molson School of Business, or to graduate with a BComm degree as members of the Institute for Co-operative Education, students must satisfy the following conditions:</p> <ul style="list-style-type: none"> • maintain a cumulative grade point average (CGPA) of at least 2.70 in their program; • be assigned a grade of pass for each of the three work-term experiences; 	<p>61.25 PROGRAMS WITH THE INSTITUTE FOR CO-OPERATIVE EDUCATION</p> <p>The Institute for Co-operative Education offers a number of work-integrated learning opportunities to students in the John Molson School of Business. Work-integrated learning is a model of experiential learning that bridges the academic program and the world of work. It provides students with the opportunity to combine study with paid work terms in their chosen fields, bringing a wealth of benefits to both students and their employers.</p> <p>Co-operative Education Format The co-op format is available in the following majors:</p> <ul style="list-style-type: none"> • Accountancy • Business Technology Management • Finance • Human Resource Management • International Business • Marketing • Supply Chain Operations Management <p>The academic content is identical to that of the regular BComm program with three work terms interspersed with six study terms. However, in order to continue their studies in the co-operative format in the John Molson School of Business, or to graduate with a BComm degree as members of the Institute for Co-operative Education, students must satisfy the following conditions:</p> <ul style="list-style-type: none"> • maintain a cumulative grade point average (CGPA) of at least 2.70 in their program; • be assigned a grade of pass for each of the three work-term experiences;

- remain in the designated work-study sequence. Any deviations must have prior approval by the Director of the Institute for Co-operative Education or delegate in consultation with the academic director of the student's co-op program.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

Accelerated Career Experience Option

A limited number of students in the BAdmin or BComm programs are permitted to supplement their studies with the Accelerated Career Experience option.

Admission Requirements

Students may apply to this option if they meet the following criteria:

1. must have a minimum cumulative grade point average (CGPA) of 2.70;
2. must have completed at least 24 credits in their degree before applying;
3. must have at least 15 credits remaining after the completion of the Accelerated Career Experience work term.

The academic content is identical to that of the regular program with the addition of one 12- or 16-month work term. However, in order to continue their studies in the Accelerated Career Experience option in the John Molson School of Business, students must satisfy the following conditions:

- maintain a CGPA of at least 2.70 in their program;
- be assigned a grade of pass for the work term.

Please refer to §24 of this Calendar for a full description of the Accelerated Career Experience option.

- remain in the designated work-study sequence. Any deviations must have prior approval by the Director of the Institute for Co-operative Education or delegate in consultation with the academic director of the student's co-op program.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

C.Edge (Career Edge) Option

The C.Edge option is available in the following programs in the BComm and BAdmin degrees:

- Accountancy
- Business Technology Management
- Economics
- Finance
- Human Resource Management
- International Business
- Management
- Marketing
- Supply Chain Operations Management

The academic content is identical to that of the regular program with the addition of a four-month internship. However, in order to enrol in the C.Edge option in the John Molson School of Business, students must satisfy the requirements set by the individual department and the Institute for Co-operative Education. Students may have the C.Edge option recorded on their official transcript and student record, provided they successfully complete the Internship and Reflective Learning course associated with the option.

Please refer to §24 of this Calendar for a full description of the C.Edge format and requirements.

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Admission Requirements

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1. must have a minimum cumulative grade point average (CGPA) of 2.70;
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- maintain a CGPA of at least 2.70 in their program;
- be assigned a grade of pass for the work term.

Please refer to §24 of this Calendar for a full description of the Accelerated Career Experience option.

Rationale:

The C.Edge program is consistent with Concordia's strategic plan by providing more experiential learning opportunities for JMSB students. It is not available to students who are in the three-semester work placement Co-op, but it can be used as recognition for students who have completed one or two placements in the three-semester work placement Co-op but for any reason have to leave Co-op. Therefore, the impact of the C.Edge program on enrollment of the three-semester Co-op program would not be significant. Through the C.Edge program, more students will be exposed to hands-on experience in the real world of work. Both Economics and Management major students can benefit from the C.Edge program since neither of these majors has a regular Co-op option.

Resource Implications:

The Institute of Co-operative Education is maintaining close partnerships with companies and organizations and confident that it can supply enough number of job opportunities for the C.Edge students. The work-term reports will have to be read by the Academic Directors. The management department currently does not have the Academic Director and, therefore, will need to nominate an Academic Director.

Montreal, October 30, 2020

To: **Dr. Sandra Betton, Chair, Faculty Academic Programs Committee**
Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs, Undergraduate Programs

Object: **Letter of support for the creation of an internship program (Career Edge) for the John Molson School of Business**

Dear Dr. Betton and Dr. Lim,

It is with great pleasure that I write this letter to support for the proposed internship program (Career Edge) for the John Molson School of Business.

Following multiple discussions, we support the addition of this one-term internship program.

This program would begin a limited number of students and could gradually grow as the demand for students and employers grows.

The Institute for Co-operative Education will coordinate with the John Molson School of Business to promote and manage these internships to achieve the experiential goals of the Faculty.

Please feel free to contact me if you have any questions.

Regards,



Claude Martel, Ph. D.
Director of Institute for Co-operative Education
Concordia University
1550 De Maisonneuve west, suite 430



To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

Cc: Julie Johnston, University Curriculum Advisor

From: Anne-Marie Croteau, Dean, John Molson School of Business

Date: October 16, 2020

Subject: Proposal to change the Pre-requisites of Courses in the Honours Management Program (COMM-58)

This proposal streamlines the pre-requisites of MANA390, Honours Seminar in Management I, and MANA 490 Honours Seminar in Management II. The change will ensure students learn research skills required for their project, how to make their research findings more appealing to their target audience and to communicate effectively. The same instructors will continue teaching these courses; thus, there are no resource implications.

JMSB Faculty Council unanimously approved this dossier on October 9, 2020.

I respectfully request that the proposed changes be presented to the next 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 Programs,
Chair of the Faculty Academic Programs Committee, JMSB

Date: September 25th, 2020

Subject: Proposal to change the Pre-requisites of Courses in the Honours Management Program
(COMM-58)

Instructors in the Honours in the Management Program felt that it would be beneficial for students to align the two Honours courses, MANA 390 and MANA 490. Students will learn how to use research skills for their own individual project, make research findings more relevant to a target audience and to disseminate results to practitioners. This proposal adjusts pre-requisites and course descriptions to respond to this need.

The JMSB Faculty Academic Programs Committee unanimously approved these changes on September 18th, 2020.

I kindly request you to submit this proposal during the next meeting of the JMSB Faculty Council.

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: August 26, 2020

SUBJECT: Request to Change Pre-requisites of Courses in Honours in Management

The Department of Management would like to change the pre-requisites for courses in Honours in Management. The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposals on August 14, 2020.

I respectfully request that the Faculty Academic Programs Committee approve the request so that it can be submitted to the faculty council.

Thank you.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Undergraduate Curriculum Committee

FROM: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

DATE: August 3, 2020

SUBJECT: Request to Change Pre-requisites of Courses in Honours in Management

The Department of Management would like to change the pre-requisites for courses in Honours in Management.

I respectfully request that the Undergraduate Curriculum Committee approve the request so that it can be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

FROM: Dr. Jisun Yu, Chair, Department of Management

DATE: April 27, 2020

SUBJECT: Request to Change Pre-requisites of Courses in Honours in Management

Please find attached the curriculum change request forms for MANA 390 and MANA 490, which are the two courses for the Honours in Management program. These curriculum request forms were approved unanimously by the department members at the Department Meeting held on April 24, 2020.

I would appreciate it if you could forward this proposal to the respective committees for discussion and approval.

Thank you.

COURSE CHANGE: MANA 390 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Management
Program: Honours in Management
Degree: Bachelor of/ Baccalaureat in Commerce
Calendar Section/Graduate Page Number: 61.90

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 2020/2021) calendar	Proposed Text
<p>MANA 390 Honours Seminar in Management I (3 credits) Prerequisite: Enrolment in the Honours in Management program; COMM 315; COMM 320 previously or concurrently; MANA 341, 343, 362. This course provides students with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. Emphasis is placed on the relevance of current management research findings to managers or employees in business organizations, institutions or industries. Students select a topic related to their area of interest and collect interview or archival data in collaboration with faculty supervisors, or managers in local for-profit and non-profit organizations. Students complete an individual report and give an oral presentation at the end of the term</p>	<p>MANA 390 Honours Seminar in Management I (3 credits) Prerequisite: Enrolment in the Honours in Management program; <u>completion of at least two 300-level MANA courses</u>; COMM 315; MANA 341 <u>and MANA 420 previously or concurrently</u>. This course provides students with an opportunity to carry out an in-depth investigation of a selected business problem in small business management, communication within and beyond the workplace, or related fields. <u>In this applied learning experience, students select a topic related to their area of interest, design and complete an individual research project</u> in collaboration with faculty supervisors, or managers in for-profit and/or non-profit organizations. Students give a <u>poster</u> presentation at the end of the term</p>
<p>Rationale:</p> <ol style="list-style-type: none"> 1. Since the student’s research project is not exclusively related to entrepreneurship, the pre-/co- requisite of COMM 320 is no longer necessary. Also, after running the program for one year, the instructors found that students’ research topic areas are broad within the broad theme of management. Therefore, rather than specifying the two particular courses, MANA 343 (Negotiation and Conflict Resolution) and MANA 362 (Human Resource Management) as pre-/co- requisites, asking any two 300-level MANA courses would be more beneficial for student learning. Therefore, we proposed dropping MANA 343 and MANA 362 2. After running the Honours program for one year, instructors felt that it would be more beneficial to students’ learning if MANA 390 and MANA 490 – the two Honours courses – are more tightly aligned. In the revised plan, MANA 390 is designed for students to learn and use research skills in a project of their own, and MANA 490 is designed for students to learn how they make research findings more relevant to a target audience and disseminate research results to practitioners. 3. In the revised plan, as students are required to design and complete an individual research project in this course, the co-requisite of MANA 420 (Management Research for Decision Making) is included. MANA 420 is a research methodology course for undergraduate students in the Management and Human Resources Management program. 	

Resource Implications:

No change.

Other Programs within which course is listed:

None

also found that the knowledge that students learn from the courses, MANA 478 (Entrepreneurial Company Law) and MANA 481 (Introduction to Management Consulting) is not essential for this course.

Resource Implications:

No change.

Other Programs within which course is listed:

None



To: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning
Cc: Julie Johnston, University Curriculum Advisor
From: Anne-Marie Croteau, Dean, John Molson School of Business
Date: October 16, 2020
Subject: Proposed changes to SCOM 498, Supply Chain Project (COMM-59)

SCOM 498, Supply Chain Project, is a capstone course. The proposed change in its pre-requisites and course description ensures students acquire the necessary knowledge to succeed in it. There are no resource implications.

JMSB Faculty Council unanimously approved this dossier on October 9, 2020.

I kindly request that the proposed changes be presented to the next 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 Programs,
Chair of the Faculty Academic Programs Committee, JMSB

Date: September 25th, 2020

Subject: Proposed changes to SCOM 498, Supply Chain Project (COMM-59)

The change of pre-requisites and course description this proposal presents will ensure students have all the knowledge they need to succeed in SCOM 498, Supply Chain Project.

The JMSB Faculty Academic Programs Committee approved these changes on September 18th, 2020.

I respectfully request to submit this proposal during the next meeting of the JMSB Faculty Council.

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: August 26, 2020

SUBJECT: Request to Change Pre-requisites of SCOM 498 (Supply Chain Project)

The Department of Supply Chain and Business Technology Management would like to change the pre-requisites of SCOM 498. The Undergraduate Curriculum Committee (UCC) has evaluated and approved the proposals on August 14, 2020.

I respectfully request that the Faculty Academic Programs Committee approve the request so that it can be submitted to the faculty council.

Thank you.

**INTERNAL MEMORANDUM
CONCORDIA UNIVERSITY
JOHN MOLSON SCHOOL OF BUSINESS**

TO: Undergraduate Curriculum Committee

FROM: Dr. Jooseop Lim, Associate Dean, Academic and Student Affairs,
Undergraduate Programs

DATE: August 3, 2020

SUBJECT: Request to Change Pre-requisites of SCOM 498 (Supply Chain Project)

The Department of Supply Chain and Business Technology Management would like to change the pre-requisites of SCOM 498.

I respectfully request that the Undergraduate Curriculum Committee approve the request so that it can be submitted to the next Faculty Academic Programs Committee meeting.

Thank you.



Internal Memorandum

To: Jooseop Lim, Associate Dean, Undergraduate Programs

From: Rustam Vahidov, Interim Chair of Supply Chain and Business Technology
Management Department

Date: June 16th, 2020

Subject: Proposed changes to SCOM 498: "Supply Chain Project"

Dear Dr. Lim,

We have approved the changes to the course SCOM 498: "Supply Chain Project" proposed by the Supply Chain Operations Management group and supported by the Department Curriculum Committee at the Department meeting held on June 2nd, 2020. The change concerns the pre-requisites and aims to ensure that students taking this capstone course have accumulated all the necessary knowledge to succeed in the course. I am submitting this request for the consideration by the UCC.

Regards,

Rustam Vahidov

COURSE CHANGE: SCOM 498 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: September 2021

Faculty/School: John Molson School of Business
Department: Supply Chain and Business Technology Management
Program: Major in Suply Chain Operations Management
Degree: Bachelor of/ Baccalaureat in Commerce
Calendar Section/Graduate Page Number: 61.50

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 2020/2021) calendar	Proposed Text
<p>SCOM 498 <i>Supply Chain Project</i> (3 credits) Prerequisite: SCOM 372 or DESC 372 or SCOM 374 or DESC 374 previously or concurrently. This course involves a project carried out in a real-life setting. Guest speakers from industry are invited to present supply chain issues in practice. Various tools and techniques of supply chain operations management are used in identifying and analyzing supply chain problems. Improvements and solutions are designed along with appropriate performance metrics. <i>NOTE: Students who have received credit for DESC 498 may not take this course for credit.</i></p>	<p>SCOM 498 <i>Supply Chain Project</i> (3 credits) Prerequisite: SCOM 372 <u>and at least six credits from SCOM 363, SCOM 374, BSTA 450.</u> This course involves a project carried out in a real-life setting. Guest speakers from industry are invited to present supply chain issues in practice. Various tools and techniques of supply chain operations management are used in identifying and analyzing supply chain problems. Improvements and solutions are designed along with appropriate performance metrics. <i>NOTE: Students who have received credit for DESC 498 may not take this course for credit.</i></p>
<p>Rationale: The SCOM 498 is a capstone project course that is intended to be taken as one of the last courses just before graduation. All the knowledge acquired in the previous courses in the SCOM major need to be analyzed, synthesized and, when appropriate, used in the real life project conducted in this course. The current prerequisite and co-requisite structure is largely inadequate to prepare a student for a capstone project course. The proposed prerequisite ensures that the four relevant courses (SCOM 361 (implicitly, since it is a prerequisite to SCOM 372), SCOM 372 and two of the SCOM 363, SCOM 374 and BSTA 450 courses) in the major are successfully completed before registering for the SCOM 498 course. The proposed structure also offers students some flexibility through providing an option to satisfy the prerequisite requirements.</p>	
<p>Resource Implications: None</p>	
<p>Other Programs within which course is listed: None</p>	

SCHOOL OF GRADUATE STUDIES

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: September 22, 2020

**SUBJECT: GRADUATE CURRICULUM CHANGES (ECON-33)
(CALENDAR – 2020/2021)
DEPARTMENT OF ECONOMICS
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The Department of Economics is proposing a number of changes and deletions to courses in the MA in Economics, as well as the addition of two new courses.

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: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-
President, Academic Affairs



INTERNAL MEMORANDUM

TO: Dr Bradley Nelson
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum Committee

FROM: Dr André Roy, Dean, Faculty of Arts and Science
Chair, Arts and Science Faculty Council

DATE: June 3, 2020

SUBJECT: Graduate Calendar Curriculum Changes
Department of Economics
ECON-33
MA in Economics; deletion of ECON 620, 621, 703; changes to
ECON 613, 662, 695; new courses ECON 696, 705

The following proposal was reviewed and approved at the Arts and Science Faculty Council meeting of May 15, 2020. We request that this proposal be considered at the next Graduate Curriculum Committee meeting.

The **Department of Economics** proposes to modify the MA degree from a research paper program to a thesis-based program. This will permit the course to adhere to the FRQ research funding guidelines for graduate students, with the thesis valued at 18 credits, with increased research methodology while keeping a strong thesis emphasis. Adjusting to these standards was recommended by the School of Graduate Studies to ensure that our MA students are still eligible for funding opportunities. The fact that the course changes credit value requires a course number change. Consequently, the course ECON 703 Master's Research Paper (21 credits), is now removed, with the credit value and title adapted to the new course, ECON 705 Master's Thesis (18 credits).

Faculty members and students expressed a need for an economic-specific research methods course to help students prepare for their MA thesis. The new ECON 696 *Research Methodology in Economics* addresses this concern and will allow students in the MA to exchange ideas with their peers. This course formalizes the research component that was in place, but informally supervised.

The coop text under the MA is corrected to accurately reflect the standard number of terms that internships may span (one or two terms rather than three). This is in line with current coop standards.

ECON 620 and 621 (Development Planning I and II) are removed as these courses have not been offered in over 20 years. Existing courses such as ECON 622 Economic Development, ECON 623 Growth and Development, and ECON 624 Topics in Economic Development sufficiently cover the scope within this field.

ECON 662 sees a title change from International Monetary Economics to International Finance and the description is updated for clarity in what is currently taught. The department has communicated with the Department of Finance in the John Molson School of Business to ensure that there is no overlap between this course and their offering under this title FINA 470 International Finance.

The note under ECON 695 Seminar in a Special Topic is updated for accuracy.

Finally, the prerequisite under ECON 613 Microeconomics II no longer requires that students take ECON 614 Game Theory. With the recent increase in lecture time for ECON 612, it is now possible for game theory to be covered directly within ECON 612 and ECON 613, eliminating the need for the ECON 614 prerequisite. ECON 614 will continue to be offered as an elective course for those interested in this area of study.

Thank you for your consideration of this proposal for which there are no additional resource implications. ECON 696 Research Methodology in Economics will be offered under the department's regular course allocation.

Reference documents:
FCC 2019.6_ECON-33
ASFC-2020-4M-F

Department of Economics

ECON-33

Memo from Chair

Program change

MA in Economics

Prerequisite Change

ECON 613 Microeconomics II

Course deleted

ECON 620 Development Planning I

ECON 621 Development Planning II

ECON 703 Master's Research Paper (21 credits)

Course title and description change

ECON 662 International Finance

Course description change and exclusion note added

ECON 695 Seminar in a Special Topic

New course

ECON 696 Research Methodology in Economics

ECON 705 Master's Thesis (18 credits)

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: April 14, 2020 (*original sent January 24, 2020*)
 Re: ECON-33 Revisions to graduate course descriptions and program changes to the Graduate Calendar

In response to the recommendations from the School of Graduate Studies and the information obtained through the academic programs appraisal process, the Department of Economics' assembly reviewed and unanimously supported the proposed changes to our graduate offerings. The approval was obtained at the November 27, 2019 regular meeting based on the recommendation of the Graduate Program Committee. Deletion of ECON 620 and 621 was approved by the Graduate Program Committee on January 22, 2020, and via email by the Departmental Council on January 23, 2020. This revision of our original memo follows from comments received by the Faculty Curriculum Committee (FCC) on April 7, 2020.

The department is proposing an update to its MA in Economics program, from a research paper to a thesis requirement. While the department is proposing this change, the core program remains the same, with identical core courses and electives on offer for both MA and PhD students as the current program. Students will benefit from the addition of a compulsory research methodology course, which in the past was provided by supervisors in an informal way. The changes are summarized in this table:

Program changes	
1. MA thesis	Modification to degree requirements
2. Economics Co-operative Program	Program description
3. Requirements for the degree	Course requirements description
4. Courses: course categories	Removal of course categories, 600-level courses
Prerequisite change	
5. ECON 613	Removal of ECON 614 as a prerequisite
Course deletions	
6. ECON 620 and 621	
7. ECON 703	Replaced with ECON 705
Course title and description change	
8. ECON 662	
New courses	
9. ECON 696	Addition of a new course under Research, theses and examinations
10. ECON 705	Addition of a new course, MA thesis

The justification for each change is as follows:

1. MA Thesis

We propose to modify the current MA from a research paper program to a thesis-based program given the recent Fonds de Recherche du Québec – Société et Culture’s (FRQSC) changes to graduate programs. According to the new standards, there needs to be a minimum of 18 credits for a MA thesis, an evaluation by an examination committee with one external member, and the evaluation process must comply with a University-wide standard. Adjusting to these standards was recommended by the School of Graduate Studies to ensure that our MA students are still eligible for funding opportunities.

The Department decided to remove the research paper option for now. The Graduate Program Committee will discuss ways to reintegrate a course-based option, perhaps linked to our commitment to experiential learning, in the coming year. There is no additional resource implications linked to the change from a research paper to a thesis, since MA research paper supervision was already considered for possible course remission according to the Faculty’s workload policy.

2. Admission requirements: The Economics Co-Operative Program

The description change to the Economics Co-Operative Program was made to match the department’s offerings. Indeed, the MA Co-Op program does not require students to complete three internships, but a single one, which may span one to two terms.

3. Requirements for the degree

The addition of a new mandatory course, ECON 696 (see #9), is proposed in order to provide sufficient theoretical and methodological grounding to students before they embark on their thesis work. The information about the content of the research paper has been removed, as the department will only offer a thesis option. We also noticed that the field of specialization requirement has been deleted from this section as part of the formatting changes undertaken recently by the School of Graduate Studies. The Department is requesting that the Field of specialization requirement be restored in this section, as students must be aware of it when making their course selection.

4. Courses: course categories

The listings of course categories as numbered ranges were removed to facilitate the addition of new courses in the future. However, the courses remain organized by field of specialization, as choosing one remains a requirement for the degree.

5. ECON 613 prerequisite change

ECON 614 Game Theory was made a prerequisite for ECON 613 Microeconomics II during a period when lecture time at the graduate level was only 2 hours per week. This fact made it difficult to cover Game Theory appropriately within the ECON 612/613 Microeconomics I & II sequence for PhD students. As of the 2019-20 academic year, weekly lecture time has been increased by 30 minutes, thereby adding one more hour of weekly lecture time to the ECON 612 and 613 sequence. This additional lecture time now makes it possible to cover the fundamentals of Game Theory appropriately within this sequence. This change lessens the burden on our PhD students who had to take ECON 613 during the summer term while preparing for Comprehensive Exams. ECON 614

will be offered as an elective course for students who seek a deeper understanding of Game Theory, maintaining the ECON 612 prerequisite.

6. ECON 620 and 621 deletion

The courses ECON 620 Development Planning I and ECON 621 Development Planning II have not been offered in the last 20 years, and there are no plans to offer any of them again as the department has shifted its focus away from economic planning. Three other courses are offered to MA and PhD students looking for content in economic development, including a special topics course on Economic Development.

7. ECON 703 deletion

The Research Paper that MA students were required to take prior to this curriculum change must be modified to a thesis. Therefore, it is necessary to delete this course to replace it with ECON 705 (see below).

8. ECON 662 course title and description

The current title, International Monetary Economics, does not accurately reflect the content that is taught in this course. In order to provide this clarity, as well as more flexibility to the faculty members teaching the course, it is proposed to change the title to 'International Finance' and to include updated examples in the course description. The updated topics has been included in the Fall 2019 iteration of the course: the course outline is attached to this dossier. The Department of Finance already offers a course titled 'International Finance' (FINA 470): however, the Department of Economics considers that there is no concern for an overlap between ECON 662 and FINA 470, as the former is only available to MA and PhD students in Economics, while only Finance undergraduate students may register to FINA 470. The Department of Economics has advised the Department of Finance and the John Molson School of Business of this change, and provided a course description. The email exchange is attached to this memo as a supporting document.

9. ECON 696 new course – Research Methodology in Economics

This goal of this new course is to provide students with a solid background in economics-specific research methods, data gathering, and data analysis, as well as clearly explain what students need to achieve in order to prepare for the MA thesis. Its introduction as a required course addresses the consensus among faculty members that students are not sufficiently prepared to undertake independent research. This will also allow for the MA cohort to know one another and to hear about the research ideas of their peers, as well as provide an additional opportunity for the Graduate Program Director to follow-up with students. PhD students may also be encouraged to take ECON 696 as an elective, based on their supervisor's or the Graduate Program Director's assessment of their preparation to conduct independent research.

There are no additional resource implications: this course will be offered as part of the Department's annual allotment. The MA program course requirements will then consist of four required courses and five electives. The addition of ECON 696 (3 credits) means that the new Thesis course ECON 705 must be set at 18 credits, while the ECON 703 Master's Research Paper (deleted in this dossier) was set at 21 credits.

10. ECON 705 new course and description

Following the modification of the MA to a thesis-based program (see #1), it was required to provide a course number and description for the new Master's Thesis course.

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 662 course outline, Fall 2019
- ECON 696 draft course outline
- Email exchange with the Department of Finance and John Molson School of Business

PROGRAM CHANGE: MA in Economics

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>Economics MA</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> An honours degree in economics from a recognized university, or the equivalent, with a cumulative GPA of 3.00. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p>An applicant may be required to take up to 12 prerequisite undergraduate credits in addition to, but as part of, the regular graduate program. Some applicants may be required to pass a qualifying program, as a condition for entry into the regular MA program.</p> <p>The Economics Co-operative Program is offered to those enrolled in an MA Program in Economics. The academic content of the Co-operative Program is identical to that of the regular program, but three Study Terms are interspersed with two Work Terms. Students are supervised personally and must meet requirements specified by the Faculty of Arts and Science, the School of Graduate Studies and the Institute for Co-operative Education. As employment opportunities primarily exist in the Canadian public sector, the program is presently restricted to Canadian citizens.</p> <p>Degree Requirements</p> <p>Fully-qualified candidates are required to complete a minimum of 45 credits.</p> <p>9 credits – Required Courses</p>	<p>Economics MA</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> An honours degree in economics from a recognized university, or the equivalent, with a cumulative GPA of 3.00. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p>Some applicants may be required to pass a qualifying program, as a condition for entry into the regular MA program.</p> <p>The Economics Co-operative Program is offered to those enrolled in an MA Program in Economics. The academic content of the Co-operative Program is identical to that of the regular program, <u>except that students complete one internship which spans one or two terms.</u> Students are supervised personally and must meet requirements specified by the Faculty of Arts and Science, the School of Graduate Studies and the Institute for Co-operative Education.</p> <p>Degree Requirements</p> <p>Fully-qualified candidates are required to complete a minimum of 45 credits.</p> <p>12 credits – Required Courses</p>

ECON 612 - Microeconomics I (3 credits)
ECON 615 - Macroeconomics I (3 credits)
ECON 680 - Econometric Theory I (3 credits)

15 credits – Chosen from

Five ~~3-credit~~ courses selected in consultation with the Graduate Program Director.

~~21 credits – Research Paper~~

~~ECON 703 – Master's Research Paper (21 credits)~~

Academic Regulations

1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

2. Residence. The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.

3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

4. Graduation Requirement. In order to graduate, a student must have a cumulative GPA of at least 2.70.

Courses

~~Graduate courses offered by the Department of Economics fall into the following categories:~~

~~ECON 610-619 Economic Theory
ECON 620-629 Economic Development and Planning
ECON 640-645 Financial Economics
ECON 656-658 Public Economics
ECON 660-669 International Economics
ECON 670-674 Industrial Economics
ECON 675-679 Labour Economics
ECON 680-689 Econometrics
ECON 690-693 Mathematical Economics~~

Elective Courses

ECON 612 - Microeconomics I (3 credits)
ECON 615 - Macroeconomics I (3 credits)
ECON 680 - Econometric Theory I (3 credits)
[ECON 696 - Research Methodology in Economics \(3 credits\)](#)

15 credits – Chosen from

Five courses selected in consultation with the Graduate Program Director.

[Each MA student is required to complete one field of specialization by successfully completing two courses from the sequences offered in any of the following areas: Econometrics; Economic Growth and Development; Financial Economics; Industrial Economics; International Economics; Labour Economics; Macroeconomics; Microeconomics; Public Economics.](#)

18 credits – Master's Thesis

[ECON 705 - Master's Thesis \(18 credits\)](#)

Academic Regulations

1. Academic Standing. Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.

2. Residence. The minimum residence requirement is one year (3 terms) of full-time study, or the equivalent in part-time study.

3. Time Limit. Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.

4. Graduation Requirement. In order to graduate, a student must have a cumulative GPA of at least 2.70.

Courses

Elective Courses

A selection from the following courses will be offered each year. Information about the particular offerings in a given year is available from the Department. All courses are one-term, 3 credit courses.

Economic Theory

ECON 612 Microeconomics I

Prerequisite: ECON 501 and 525; or equivalent.

This course is devoted to modern consumer and producer theories. Consumer theory is presented first, and at some length, due to its inherent importance, as well as the overlap between the methods and results in this area and in producer theory. Producer theory is dealt with next. In this section of the course, the similarities and differences between these two important building blocks of modern microeconomics are emphasized.

ECON 613 Microeconomics II

Prerequisites: ECON 612 and 614.

This course covers a number of topics in microeconomic theory. Main topics include general equilibrium theory and welfare economics, topics in the theory of information, contracts and principal-agent problems, and selected topics in game theory.

ECON 614 Game Theory

Prerequisite: ECON 612.

This course offers an in-depth coverage of some important topics in mostly non-cooperative but also cooperative game theory. Although formal reasoning, precise definitions and proofs are part of the course, emphasis is placed on the importance and use of the various concepts in economics. Main topics include Nash equilibrium and subgame perfection, correlated equilibria, rationalizability, zero sum games, repeated games, (perfect) Bayesian Nash equilibrium, core Shapley value, bargaining problems, and stable sets.

ECON 615 Macroeconomics I

Prerequisites: ECON 503 and 525; or equivalent.

The objective of this course is to introduce students to advanced theories and mathematical tools for rigorous analysis of various macroeconomic issues. Topics covered include consumption, investment, inflation and economic growth theories including Solow, Ramsey-Cass-Koopmans, and endogenous growth models.

ECON 616 Macroeconomics II

Prerequisite: ECON 615.

This course studies various issues in macroeconomic theory within a dynamic general equilibrium framework. Topics covered vary from year to year. However, the first part of the course is usually an initiation into useful techniques such as dynamic programming and the numerical methods.

ECON 618 Monetary Economics

Prerequisite: ECON 615.

This course includes the theory of money, monetary policy, payment systems, and banking. Among the available models, there will be a particular focus on the New Keynesian model as a framework to analyze monetary policy. Alternative models of money, such as search-theoretic models, are also studied.

A selection from the following courses will be offered each year. Information about the particular offerings in a given year is available from the Department. All courses are one-term, 3 credit courses [unless otherwise indicated](#).

Economic Theory

ECON 612 Microeconomics I

Prerequisite: ECON 501 and 525; or equivalent.

This course is devoted to modern consumer and producer theories. Consumer theory is presented first, and at some length, due to its inherent importance, as well as the overlap between the methods and results in this area and in producer theory. Producer theory is dealt with next. In this section of the course, the similarities and differences between these two important building blocks of modern microeconomics are emphasized.

ECON 613 Microeconomics II (4 credits)

Prerequisites: ECON 612.

This course covers a number of topics in microeconomic theory. Main topics include general equilibrium theory and welfare economics, topics in the theory of information, contracts and principal-agent problems, and selected topics in game theory.

ECON 614 Game Theory

Prerequisite: ECON 612.

This course offers an in-depth coverage of some important topics in mostly non-cooperative but also cooperative game theory. Although formal reasoning, precise definitions and proofs are part of the course, emphasis is placed on the importance and use of the various concepts in economics. Main topics include Nash equilibrium and subgame perfection, correlated equilibria, rationalizability, zero sum games, repeated games, (perfect) Bayesian Nash equilibrium, core Shapley value, bargaining problems, and stable sets.

ECON 615 Macroeconomics I

Prerequisites: ECON 503 and 525; or equivalent.

The objective of this course is to introduce students to advanced theories and mathematical tools for rigorous analysis of various macroeconomic issues. Topics covered include consumption, investment, inflation and economic growth theories including Solow, Ramsey-Cass-Koopmans, and endogenous growth models.

ECON 616 Macroeconomics II

Prerequisite: ECON 615.

This course studies various issues in macroeconomic theory within a dynamic general equilibrium framework. Topics covered vary from year to year. However, the first part of the course is usually an initiation into useful techniques such as dynamic programming and the numerical methods.

ECON 618 Monetary Economics

Prerequisite: ECON 615.

This course includes the theory of money, monetary policy, payment systems, and banking. Among the available models, there will be a particular focus on the New Keynesian model as a framework to analyze monetary policy. Alternative models of money, such as search-theoretic models, are also studied.

ECON 619 Political Economy

Prerequisites: ECON 614 and 615.

This course studies how conflicts of interest are resolved through political institutions in democratic countries. In the first half of the course, tools and models that are useful in the analysis of voting and elections, bargaining in legislatures, and special interest politics are studied. In the second half, these tools are applied to examine: (1) how macroeconomic policies are made through the political process; (2) why inefficient policies may be chosen in the end; and (3) how constitutions (indirectly) shape public policy and consequently the economic outcomes of nations.

Economic Development ~~and Planning~~~~**ECON 620 Development Planning I**~~~~*Prerequisites:* ECON 501, 503 and ECON 525; or equivalent.~~~~This course deals with the main consistency models used in development planning. Aggregate macro models, extensions of two-gap models and multisectoral consistency models are studied in detail. On the basis of case studies, special attention is given to the building of such models, to their limitations for policy users and to their possible improvement in the case of limited statistical information.~~~~**ECON 621 Development Planning II**~~~~*Prerequisites:* ECON 501, 503 and 525; or equivalent.~~~~The main purpose of this course is the study of aggregate and disaggregate optimization models applied to development planning. The theoretical discussions are complemented with the use of these models to study different policy issues.~~**ECON 622 Economic Development**

Prerequisites: ECON 501, 503 and 525; or equivalent.

Modern theories of economic development are presented. Topics include microeconomic reform and transition in developing economies, income inequality and enterprise and, foreign investment and technology flows as a means to development. In addition, analytical techniques used in the study of structure and functioning of developing economies are presented.

ECON 623 Growth and Development

Prerequisites: ECON 501, 503 and 525; or equivalent.

This course examines a series of models that are relevant to the study of economic growth and development. These two issues are studied from a macroeconomic perspective; that is, emphasis is placed on highly stylized models characterized by rational decision making within a dynamic environment.

ECON 624 Topics in Economic Development

Prerequisites: ECON 501, 503 and 525; or equivalent.

Why are some countries poor and others rich? What can account for cross-country differences in fertility and mortality rates? In gender gaps, civil war, and school attainment? Why did the industrial revolution start in Europe? Why did Europe colonize the rest of the world, rather than the other way around? Why are some former colonies (e.g., U.S., Canada) so much richer than others (e.g., India and Zimbabwe)? This course presents research which addresses these issues. While emphasis is on theoretical research where overlapping-generations models are used to generate multiple steady-

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state equilibria, empirical work is also examined.

Financial Economics

ECON 642 Financial Economics I

Prerequisites: ECON 501, 503 and 525; or equivalent.

This course is the first of a two course sequence in financial economics, and is intended to provide an introduction to contemporary theoretical and empirical modeling in financial markets. The course provides a foundation for more advanced work in financial economics while allowing students without an exceptionally strong mathematical background to become familiar with the discipline. Theoretical topics include measures of risk aversion, stochastic dominance, individual portfolio choice under uncertainty, the capital asset pricing model (CAPM), and the arbitrage pricing theory (APT). Empirical topics include tests of CAPM and the APT, the efficient markets hypothesis, performance evaluation, and event test methodology.

ECON 643 Financial Economics II

Prerequisites: ECON 642 and 680.

This course is the second of a two course sequence in financial economics, and is intended to provide an introduction to several advanced topics in theoretical and empirical financial economics. Theoretical topics include the valuation of state contingent securities, dynamic asset pricing, and continuous time methods. Empirical topics include the time-series properties of returns, traditional structural estimation of asset pricing models of maximum-likelihood (ML) and the generalized method-of-moments (GMM), calibration and simulation, variance bounds tests, and an introduction to empirical methods for continuous time models.

Public Economics

ECON 656 Public Finance: Expenditure

Prerequisites: ECON 501 and 525; or equivalent.

This course deals with welfare economics and the role of the government in supplying goods. The principal topics are the optimal supply of public goods, voting mechanisms and models of preference revelation, consumer's surplus, externalities in production and consumption, optimal pricing models, the theory of clubs, inequality, cost-benefit analysis, federalism and federal-provincial relations in Canada.

ECON 657 Public Finance: Taxation

Prerequisites: ECON 501 525; or equivalent.

This course analyzes both the descriptive and normative effects of alternative taxation policies on economic behaviour. In the descriptive part it deals with work-leisure choice, saving decisions and the incidence of the corporation income tax. The normative part deals with the optimality issues of income and commodity taxation. Emphasis is given to both analytical and policy considerations.

ECON 658 Environmental Economics

Prerequisites: ECON 501, 525; or equivalent.

This course deals with the inter-relationship between economics and the physical environment. The objective is to depict the problem of environmental quality as an economic problem. The course focuses on the use of concepts and instruments derived from public finance for the resolution of environmental issues. Numerous case studies are

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discussed.

International Economics

ECON 661 International Trade

Prerequisites: ECON 501, 525; or equivalent.

This course provides a systematic treatment of neo-classical international trade theory, including the theory of comparative advantage, the theory and practice of commercial policy, trade and welfare, and customs union theory. The course emphasizes the interaction of trade theory with policy questions.

ECON 662 International ~~Monetary Economics~~

Prerequisites: ECON 501, 503 and 525; or equivalent.

~~This course deals with the specific issues resulting from balance of payments and exchange rates adjustments for open economies. Topics covered in this field include monetary and fiscal policies for external and internal balance, the international transmission of disturbances and adjustments mechanisms, the current account, international capital flows, the foreign exchange markets and the international monetary system.~~

Industrial Economics

ECON 673 Industrial Organization

Prerequisites: ECON 501, 525; or equivalent.

This course surveys economic models of industrial behaviour. Topics covered include theories of oligopoly, effects of potential entry, product differentiation, advertising, technological change, vertical integration, monopoly and merger issues.

ECON 674 Economics of Regulation

Prerequisites: ECON 501, 525; or equivalent.

This course examines economic theories of regulation as applied to monopolized and competitive industries, together with their policy implications. Topics covered include natural monopoly, contestable markets, effects of "traditional" regulation (such as rate of return and Ramsey pricing), together with an examination of recent theories of optimal regulation under asymmetric information. Topics in the regulation of industries include minimum quality standards, licensing, and predatory business practices.

Labour Economics

ECON 677 Labour Economics I

Prerequisites: ECON 501, 525; or equivalent.

This course covers selected topics in the field of labour economics. The focus of the course is on microeconomic analyses and issues. The emphasis is on the application of some of the ideas from the theories of information, uncertainty, and incentives to the understanding of labour markets and institutions. Topics covered include wage and wage differentials, discrimination, human capital, life-cycle models of labour markets, effects of asymmetric information, self-enforcing implicit contracts, efficiency wage models, principal-agent problems, team production and tournaments.

ECON 678 Labour Economics II

discussed.

International Economics

ECON 661 International Trade

Prerequisites: ECON 501, 525; or equivalent.

This course provides a systematic treatment of neo-classical international trade theory, including the theory of comparative advantage, the theory and practice of commercial policy, trade and welfare, and customs union theory. The course emphasizes the interaction of trade theory with policy questions.

ECON 662 International **Finance**

Prerequisites: ECON 501, 503 and 525; or equivalent.

[Selected topics in international finance or open economy macroeconomics are analyzed with modern dynamic general equilibrium models. These include deviations from the law of one price and from purchasing power parity, pricing to market, exchange rate determination, the international transmission of business cycles, the international financial system and crises, sovereign debt and default, global trade imbalances, currency unions \(like the European Monetary Union\), customs unions \(like the European Union\), and optimal monetary and fiscal policy in an open economy setting.](#)

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ECON 678 Labour Economics II

Prerequisites: ECON 612 and ECON 680.

The main objective of this course is to examine a relatively small number of topics in modern labour economics and, ultimately, their empirical and econometric application. The topics covered include static and dynamic models of labour supply, dynamic models of job search and job matching, econometric analysis of labour market transition data, unemployment insurance, and unemployment theories.

Econometrics

ECON 680 Econometric Theory I

Prerequisites: ECON 521 and 525; or equivalent.

The general aim of this course is to discuss some of the fundamental methods of econometrics and their theoretical justification. The course begins with a mathematical and statistical review and moves on to a thorough discussion of the general theory of least squares (including instrumental variables) and maximum-likelihood, their justification and associated tests of significance. Applications include linear, single-equation and simultaneous equations models, some non-linear models, and specification analysis. Students are expected to undertake various exercises, including computer-based applications.

ECON 681 Econometric Theory II

Prerequisite: ECON 680.

This course covers advanced topics in estimation and inference in non-linear econometric models including asymptotic theory, generalized method of moments, quasi-maximum likelihood, simulation based methods, non-parametric and semiparametric estimation, bootstrap methods and robust estimators.

ECON 682 Applied Econometrics: Time-Series

Prerequisite: ECON 680.

This course provides an introduction to statistical techniques for analyzing time-series data. Topics include Box-Jenkins methodology, spectral analysis, forecasting, tests for unit roots, multivariate time-series analysis: vector autoregressions, causality, co-integration, and nonlinear time-series models such as ARCH models.

ECON 683 Applied Econometrics: Microeconometrics

Prerequisites: ECON 680 or equivalent, and one successfully completed graduate level course in econometrics, or permission of the instructor.

This course provides an introduction to statistical techniques and practical aspects of microeconomic analysis. Topics include binary response models, censored and truncated regression models, analysis of categorical survey data, instrumental variables, treatment effects, panel data models with fixed and random effects, analysis of transition data, estimation by simulation, and estimation of dynamic programming models.

Mathematical Economics

ECON 690 Mathematical Economics

Research, Theses, and Preliminary Examinations

ECON 694 Reading Courses in Economics

With the permission of the Graduate Studies Committee a supervised reading course in a

Prerequisites: ECON 612 and ECON 680.

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Mathematical Economics

ECON 690 Mathematical Economics

Research, Theses, and Preliminary Examinations

ECON 694 Reading Courses in Economics

With the permission of the Graduate Studies Committee a supervised reading course in a

specialized area in which no course is offered by the Department.

ECON 695 Seminar in a Special Topic

Recent Special Topics have included: ~~ECON 695C~~: Monetary Economics; ~~ECON 695D~~: Game Theory; ~~ECON 695E~~: Workshop in Advanced Economic Theory; ~~ECON 695G~~: Applied Industrial Organization; ~~ECON 695H~~: Empirical Trade; ~~ECON 695J~~: Political Economics; ~~ECON 695K~~: Natural Resources and Environmental Economics Workshop.

~~ECON 703 Master's Research Paper (21 credits)~~

Cognate Courses

In addition, graduate students in economics may be permitted to register for a limited number of courses offered in the MSc program in the John Molson School of Business. In all such cases, prior permission of the Department of Economics and the John Molson School of Business is required.

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ECON 695 Seminar in a Special Topic

Recent Special Topics have included: Monetary Economics; Game Theory; Workshop in Advanced Economic Theory; Applied Industrial Organization; Empirical Trade; Political Economics; Natural Resources and Environmental Economics Workshop.

Note: This course may be taken more than one time for credit, provided the subject matter is different each time.

ECON 696 Research Methodology in Economics

This course introduces students to the approach followed by economists to conduct scientific research and produce knowledge. Students learn how to formulate a pertinent research question, how to perform a critical evaluation of the relevant literature, how to determine the appropriate methodology to answer this question, and how to communicate findings effectively. The course also examines common pitfalls in data gathering and data analysis.

ECON 705 Master's Thesis (18 credits)

A thesis demonstrates a student's ability to carry out original independent research in Economics. The topic of the thesis must be approved by the Graduate Program Director and a full-time member of the Department who is prepared to act as a supervisor. The thesis is examined in accordance with the guidelines outlined in the Thesis Regulations section of this calendar.

Cognate Courses

In addition, graduate students in economics may be permitted to register for a limited number of courses offered in the MSc program in the John Molson School of Business. In all such cases, prior permission of the Department of Economics and the John Molson School of Business is required.

Rationale:

We propose to modify the current MA from a research paper program to a thesis-based program given the recent Fonds de Recherche du Québec – Société et Culture's (FRQSC) changes to graduate programs. According to the new standards, there needs to be a minimum of 18 credits for a MA thesis, an evaluation by an examination committee with one external member, and the evaluation process must comply with a University-wide standard. Adjusting to these standards was recommended by the School of Graduate Studies to ensure that our MA students are still eligible for funding opportunities. Students will be able to access guidelines for the Thesis on the Department of Economics website at the following link: <https://www.concordia.ca/artsci/economics/students/advising>.

We are requesting that the following changes appear in the Summer 2021 calendar. Efforts will be made to publicize the new option to students who will be applying to the program for entry in September 2020 and beyond.

Co-op program

The description change to the Economics Co-Operative Program was made to reflect accurately the department's offerings. The MA Co-Op program does not require students to complete three internships, but a single one, which may span one to two terms. This information is already posted on the Department's website, which is why we are requesting this change for the next calendar print.

Furthermore, the program is not restricted to Canadian citizens, as employment opportunities outside of the public sector have been made available to international students.

Degree requirements

The addition of a new mandatory course in the list, ECON 696, is proposed in order to provide sufficient theoretical and methodological grounding to students before they embark on their thesis work. The information about the content of the research paper has been removed, as the department will only offer a thesis option. We also noticed that the field of specialization requirement has been deleted from this section as part of the formatting changes undertaken recently by the School of Graduate Studies. The Department is requesting that the Field of specialization requirement be restored in this section, as students must be aware of it when making their course selection.

Courses

The listings of course categories as numbered ranges were removed to facilitate the addition of new courses in the future. However, the courses remain organized by field of specialization, as choosing one remains a requirement for the degree.

The rationales for the update to ECON 614 and 662, the addition of ECON 696 and 705, and the deletion of ECON 620 and 621 are described further in this dossier.

Resource Implications:

There is no additional resource implications linked to the change from a research paper to a thesis, as MA research paper supervision was already considered for possible course remission according to the Faculty's workload policy.

COURSE CHANGE: ECON 620 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

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>ECON-620-Development-Planning-I Prerequisites: ECON-501, 503 and ECON-525; or equivalent. This course deals with the main consistency models used in development planning. Aggregate macro-models, extensions of two-gap models and multisectoral consistency models are studied in detail. On the basis of case studies, special attention is given to the building of such models, to their limitations for policy users and to their possible improvement in the case of limited statistical information.</p>	
<p>Rationale: The course ECON 620 Development Planning I has not been offered in the last 20 years, and there are no plans to offer it again as the department has shifted its focus away from economic planning. Three other courses are offered to MA and PhD students looking for content in economic development, including a special topics course on Economic Development.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: This course was also available as an elective for PhD Economics students.</p>	

COURSE CHANGE: ECON 695 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

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

Present Text (from 2020/2021) calendar	Proposed Text
<p>ECON 695 Seminar in a Special Topic Recent Special Topics have included: ECON-695C: Monetary Economics; ECON-695D: Game Theory; ECON-695E: Workshop in Advanced Economic Theory; ECON-695G: Applied Industrial Organization; ECON-695H: Empirical Trade; ECON-695J: Political Economics; ECON-695K: Natural Resources and Environmental Economics Workshop.</p>	<p>ECON 695 Seminar in a Special Topic Recent Special Topics have included: Monetary Economics; Game Theory; Workshop in Advanced Economic Theory; Applied Industrial Organization; Empirical Trade; Political Economics; Natural Resources and Environmental Economics Workshop. <u>Note: This course may be taken more than one time for credit, provided the subject matter is different each time.</u></p>
<p>Rationale: Listing course numbers with a letter reference is outdated. An exclusion note is added to replace the outdated references within the course description.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: Students in the PhD in Economics may take this course as an elective.</p>	

COURSE CHANGE: ECON 696 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

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>ECON 696 Research Methodology in Economics This course introduces students to the approach followed by economists to conduct scientific research and produce knowledge. Students learn how to formulate a pertinent research question, how to perform a critical evaluation of the relevant literature, how to determine the appropriate methodology to answer this question, and how to communicate findings effectively. The course also examines common pitfalls in data gathering and data analysis.</p>
<p>Rationale: This goal of this new course is to provide students with a solid background in economics-specific research methods, data gathering, and data analysis, as well as clearly explain what students need to achieve in order to prepare for the MA thesis. Its introduction as a required course addresses the consensus among faculty members that students are not sufficiently prepared to undertake independent research. This will also allow for the MA cohort to know one another and to hear about the research ideas of their peers, as well as provide an additional opportunity for the Graduate Program Director to follow-up with students. PhD students may also be encouraged to take ECON 696 as an elective, based on their supervisor's or the Graduate Program Director's assessment of their preparation to conduct independent research.</p>	
<p>Resource Implications: There are no additional resource implications: this course will be offered as part of the Department's annual allotment The MA program course requirements will then consist of four required courses and five electives. The addition of ECON 696 (3 credits) means that the new Thesis course ECON 705 must be set at 18 credits, while the ECON 703 Master's Research Paper (deleted in this dossier) was set at 21 credits.</p>	
<p>Other Programs within which course is listed: Economics PhD students will be permitted to take the course as an elective, based on their supervisor's or the Graduate Program Director's assessment of their preparation to conduct independent research.</p>	

COURSE CHANGE: ECON 703 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

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
ECON 703 Master's Research Paper (21 credits)	
Rationale: The Research Paper that MA students were required to take prior to this curriculum change must be modified to a thesis. Therefore, it is necessary to delete this course to replace it with ECON 705 (see below).	
Resource Implications: None.	
Other Programs within which course is listed: None.	

COURSE CHANGE: ECON 705 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Economics
Program: MA in Economics
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

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 705 Master's Thesis (18 credits)</u> <u>A thesis demonstrates a student's ability to carry out original independent research in Economics. The topic of the thesis must be approved by the Graduate Program Director and a full-time member of the Department who is prepared to act as a supervisor. The thesis is examined in accordance with the guidelines outlined in the Thesis Regulations section of this calendar.</u></p>
<p>Rationale: Following the modification of the MA to a thesis-based program (see Program Change section of this dossier), it was required to provide a course number and description for the new Master's Thesis course.</p>	
<p>Resource Implications: There is no additional resource implications linked to the change from a research paper to a thesis, since MA research paper supervision was already considered for possible course remission according to the Faculty's workload policy.</p>	
<p>Other Programs within which course is listed: None.</p>	

From: Christian Sigouin <christian.sigouin@concordia.ca>
Sent: Monday, October 19, 2020 10:56 AM
To: Nicole Freeman <nicole.freeman@concordia.ca>
Subject: RE: ECON-33 (APC)

Hi Nicole,

Here is my reply to the APC's comments:

1. "It was noted at APC that International Monetary Economics and International Finance are in fact quite different fields of study." These names are actually used interchangeably in economics: For example, in Giancarlo Gandolfo's textbook (one of the leading textbooks in the field, International Finance and Open-Economy Macroeconomics), international finance is described as "International finance, also called international monetary economics, (...) is often identified with open-economy macroeconomics or international macroeconomics because it deals with the monetary and macroeconomic relations between countries", p. 4. We prefer "international finance" to the old name "international monetary economics" because it signals that the course is not limited to traditional "monetary" issues but also encompass topics such as debt and currency crises.
2. **Course content:** The field of international finance deals with problems arising from balance of payment disequilibria and the adjustment mechanisms or policies aimed at correcting those. The old and the new descriptions are along these lines but the new description is more specific: i) It clarifies the theoretical framework used (dynamic general equilibrium models) to indicate that the course is centered around recent developments in this field; ii) it lists topics covered more precisely. For example, the old definition lists "exchange rates adjustments" as a topic. The new definition lists "... the law of one price and from purchasing power parity, pricing to market, ..." which are different aspects of exchange rate adjustments. Both definitions mention covering the transmission of international disturbances, monetary and fiscal policies in an international context, etc... To us, the old definition is too general for students to understand what the course actually covers. By enumerating issues related to the topics listed in the old description, the new description is simply more informative and likely to increase enrolments in this course.
3. I would also like to note that we contacted those in charge the Msc finance. They do not seem to have a course specifically dedicated to international finance. The course FINA 470 is an undergraduate course. Moreover, ECON 662 does not cover mechanisms for managing exchange rate and international financial risks (forward contracts, options, futures, etc....). There is thus no overlap with MSCA 625 – Seminar in options & futures.

Also, I noticed that the new definition may have "... the law or one price..." it should be "of one price".

Christian

Christian Sigouin
Associate Professor,
Graduate Program Director,
Academic Director for the Economics Co-op program,
Department of Economics,
Concordia University

ECON662: International Monetary Economics

Fall 2019

Instructor

Name: Paul Gomme, Professor
Office: H1155-27
Phone: 514-848-2424 extension 3934
email: paul.gomme@concordia.ca
Office hours: Thursdays 1:30-2:30

Objectives

The main objectives for this course are:

1. To learn about models of: open economy macroeconomics and international finance.
2. To learn how to use these models to study the effects of various shocks and the effects of government policy.
3. To learn how to read and understand economics papers, including articles published in professional journals and working papers.
4. To learn about the tools used in economic research.

Grading

Grading scheme: Term paper

10% In-class participation and assignments
90% Term paper

The paper will be organized around a common theme (common to all writing a paper), but with individual components. The paper will use either Dynare or econometric software to work with a specific model. The intent is that a more complete paper will serve as an MA paper, or start of a PhD chapter.

Grading scheme: Exams

10% In-class participation and assignments
25% Midterm Exam: October 17 (in class)
65% Final Exam

Optional:

With my permission, students may substitute for part of their grade an in-class presentation of a paper.

Academic Honesty

Students are expected to familiarize themselves with Concordia's policies on academic honesty:

- [Academic Integrity](#)
- [Academic Integrity: Code](#)
- [Plagiarism](#)
- [Citations](#)
- [Research Ethics](#)
- [Counselling & Psychological Services](#)

Background Reading

- [Williamson \(2013\)](#)
- [McCandless \(2008\)](#)
- [Andolfatto, Macroeconomic Theory and Practice \(2nd Edition\)](#)
- [Online lecture notes](#)
- [Math for Economists](#)
- [MIT Open Courseware](#)
- [Openstax \(opensource texts\)](#)
- [BC Campus \(open source texts\)](#)
- [ECampusOntario \(open source texts\)](#)
- [Lyrys \(open source texts\)](#)
- [Youtube: Mathematical Economics](#)
- [Youtube: Calculus](#)

Facts and Basic Concepts

Backus, David K. and Patrick J. Kehoe (1992). "International Evidence on the Historical Properties of Business Cycles". *The American Economic Review* 82 (4), pp. 864–888.

Schmitt-Grohé, Stephanie, Martin Uríbe, and Michael Woodford (2015). *International Macroeconomics*. Columbia University: Unpublished.

Uríbe, Martin and Stephanie Schmitt-Grohé (2017). *Open Economy Macroeconomics*. Princeton University Press.

Puzzles

- Backus, David K. and Gregor W. Smith (1993). “Consumption and Real Exchange Rates in Dynamic Economics with Non-traded Goods”. *Journal of International Economics* 35, pp. 297–316.
- Baxter, Marianne and Alan C. Stockman (1989). “Business Cycles and the Exchange-rate Regime: Some International Evidence”. *Journal of Monetary Economics* 23 (3), pp. 377–400.
- Feldstein, Martin and Charles Horioka (1980). “Domestic Saving and International Capital Flows”. *The Economic Journal* 90 (358), pp. 314–329.
- French, Kenneth R. and James M. Poterba (1991). “Investor Diversification and International Equity Markets”. *The American Economic Review* 81 (2), pp. 222–226.
- McCallum, John (1995). “National Borders Matter: Canada-U.S. Regional Trade Patterns”. *The American Economic Review* 85 (3), pp. 615–623.
- Rogoff, Kenneth (1996). “The Purchasing Power Parity Puzzle”. *Journal of Economic Literature* 34 (2), pp. 647–668.

Models: Facts

- Backus, David K., Patrick J. Kehoe, and Finn E. Kydland (1992). “International Real Business Cycles”. *The Journal of Political Economy* 100 (4), pp. 745–775.
- Backus, David K., Patrick J. Kehoe, and Finn E. Kydland (1993). “International Business Cycles: Theory vs. Evidence”. *Federal Reserve Bank of Minneapolis Quarterly Review*, pp. 14–29.
- Backus, David K., Patrick J. Kehoe, and Finn E. Kydland (1994). “Dynamics of the Trade Balance and the Terms of Trade: The J-Curve?” *The American Economic Review* 84 (1), pp. 84–.
- Baxter, Marianne and Mario J. Crucini (1993). “Explaining Savings-Investment Correlations”. *The American Economic Review* 93 (3), pp. 416–.
- Kollmann, Robert (1995). “Consumption, Real Exchange Rates and the Structure of International Asset Markets”. *Journal of International Money and Finance* 14 (2), pp. 191–211.
- Mendoza, Enrique G. (1991). “Real Business Cycles in a Small Open Economy”. *American Economic Review* 81 (4), pp. 797–818.
- Stockman, Alan C. and Linda L. Tesar (1991). “Tastes and Technology in a Two-country Model of the Business Cycle: Explaining International Comovements”. mimeo, University of Rochester/University of California, Santa Barbara.
- Tesar, Linda L. (1991). “Savings, Investment and International Capital Flows”. *Journal of International Economics* 31 (1/2), pp. 55–78.
- Tesar, Linda L. (1993). “International Risk-sharing and Non-traded Goods”. *Journal of International Economics* 35 (1/2), pp. 69–89.

Models: Policy

- Auray, Stéphane, Aurélien Eyquem, and Paul Gomme (2016). “A Tale of Tax Policies in Open Economies”. *International Economic Review* 57 (4), pp. 1299–1333.
- Auray, Stéphane, Aurélien Eyquem, and Paul Gomme (2018). “Ramsey-optimal Tax Reforms and Real Exchange Rate Dynamics”. *Journal of International Economics* 115, pp. 159–169.
- Benigno, Pierpaolo (2004). “Optimal Monetary Policy in a Currency Area”. *Journal of International Economics* 63 (2), pp. 293–320.

- Gali, Jordi and Tommaso Monacelli (2005). “Monetary Policy and Exchange Rate Volatility in a Small Open Economy”. *Review of Economic Studies* 72 (3), pp. 707–734.
- Gali, Jordi and Tommaso Monacelli (2008). “Optimal Monetary and Fiscal Policy in a Currency Union”. *Journal of International Economics* 76 (1), pp. 116–132.
- Klein, Paul and Gustavo Ventura (2019). “Taxation, Expenditures and the Irish Miracle”.
- Mendoza, Enrique G. and Linda L. Tesar (1998). “The International Ramifications of Tax Reforms: Supply-Side Economics in a Global Economy”. *American Economic Review* 88 (1), pp. 226–245.
- Mendoza, Enrique G. and Linda L. Tesar (2005). “Why Hasn’t Tax Competition Triggered a Race to the Bottom? Some Quantitative Lessons From the EU”. *Journal of Monetary Economics* 52 (1), pp. 163–204.
- Mendoza, Enrique G., Linda L. Tesar, and Jing Zhang (2014). “Saving Europe?: The Unpleasant Arithmetic of Fiscal Austerity in Integrated Economies”. NBER Working Paper 20200. National Bureau of Economic Research.

Course outline (draft)
ECON 696 – Research Methodology in Economics

Description

This course introduces students to the approach followed by economists to conduct scientific research and produce knowledge. Students will learn how to formulate a pertinent research question, how to perform a critical evaluation of the relevant literature, how to determine the appropriate methodology to answer this question, and how to communicate findings effectively. The course will also examine common pitfalls in data gathering and data analysis.

Learning Objectives and course content

The main goal of this course is to equip students with the tools required to undertake independent research in Economics. It is meant to serve as a springboard for writing a MA research paper, a MA thesis, or even a PhD thesis. Following this course, students should be able to

- Identify and propose well-defined research questions in Economics.
- Provide a critical appraisal of the literature relevant to a research question.
- Identify the contribution and innovation of research.
- Identify and avoid ethical issues in research.
- Conceptualize the appropriate methodology / theoretical framework to address a research question.
- Understand and identify common issues in empirical work (i.e. causality, endogeneity, data sources / gathering, etc...)
- Analyze and interpret results.
- Organize and present research results in a variety of formats to cater to the target audience.
- Communicate findings effectively and properly organize a research paper.

Readings

The course will rely on a number of scientific journal articles to exemplify the different steps involved in a research project. These will be made available in class. Useful references for the course are:

- Neugeboren, Robert (2005). *The student's guide to writing Economics*, Routledge, New York, NY.
- Greenlaw, Steven (2006). *Doing Economics: A Guide to Understanding and Carrying out Economic Research*, Houghton Mifflin, Boston, MA.
- Creedy, John (2008), *Research Without Tears: From the First Ideas to Published Output*, Edward Elgar, Cheltenham, UK.

Evaluation

This course take a hands-on approach to learning. It breaks down a research project into a set of deliverable objectives that students will have to achieve through a number of weekly assignments (including written work, short presentations, critical peer-reviews, etc...). Ultimately, students will have to write a “skeletal” research paper which could serve as a springboard for their future research.

- Continuous assessment (weekly assignments): 70%
- Draft research paper: 30%

From: [GPD Economics](#)
To: [Emilie Martel](#)
Subject: Fwd: ECON 662 Calendar change
Date: Thursday, January 23, 2020 10:42:38 AM

Response from jmsb

From: Kathleen Boies <kathleen.boies@concordia.ca>
Sent: Thursday, January 23, 2020 10:40:39 AM
To: GPD Economics <gpd.econ@concordia.ca>; Nilanjan Basu <nilanjan.basu@concordia.ca>
Subject: RE: ECON 662 Calendar change

Hi Christian,

Thank you for keeping us in the loop. The course seems indeed quite relevant and we will keep it in mind as we are moving through our curriculum review for the MSc Finance.

Best,
Kathleen

Kathleen Boies, Ph.D., CHRP
Associate Dean, Research and Research Programs
Concordia University Research Chair in Leadership Development
Professor, Department of Management
John Molson School of Business, Concordia University
(514) 848-2424 ext. 2902

From: GPD Economics <gpd.econ@concordia.ca>
Sent: Tuesday, January 21, 2020 3:58 PM
To: Nilanjan Basu <nilanjan.basu@concordia.ca>; Kathleen Boies <kathleen.boies@concordia.ca>
Subject: ECON 662 Calendar change

Hello Nilanjan and Kathleen,

I am writing to inform you that we are in the process of making a calendar change for ECON 662 – International Monetary Economics to reflect the actual content of this course. This might be of interest to your students. We are updating the title to International Finance and making its description more precise. The modified calendar entry will be as follows:

ECON 662 – International Finance

Prerequisites: ECON 501, 503 and 525; or equivalent.

Selected topics in international finance or open economy macroeconomics are analyzed within modern dynamic general equilibrium models. These include deviations from the law of one price and from purchasing power parity, pricing to market, exchange rate determination, the international transmission of business cycles, the international financial

system and crises, sovereign debt and default, global trade imbalances, currency unions (like the European Monetary Union), customs unions (like the European Union), and optimal monetary and fiscal policy in an open economy setting.

If you have any comments or questions, please do not hesitate to contact me.

Sincerely,

Christian

Christian Sigouin
Associate Professor,
Graduate Program Director,
Academic Director for Co-op & PREX programs,
Department of Economics,
Concordia University

Office hours: <https://econcpd.as.me>

SCHOOL OF GRADUATE STUDIES

MEMO TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Brad Nelson, Associate Dean, Academic Programs and Development
School of Graduate Studies

DATE: October 16, 2020

**SUBJECT: GRADUATE CURRICULUM CHANGES (RELI-60)
(CALENDAR – 2020/2021)
DEPARTMENT OF RELIGIONS AND CULTURES
FACULTY OF ARTS AND SCIENCE**

The Graduate Curriculum Committee (GCC) reviewed the curriculum changes approved by the Arts and Science Faculty Council.

The Department of Religions and Cultures is proposing to modify the *Guided Research Project* in favour of a *Guided Research Paper* in order to adhere to the directives of the Ministère de l'Éducation et de l'Enseignement Supérieur. Occurrences of this terminology have been updated throughout the calendar entry in addition to several minor housekeeping changes.

The GCC approved the proposed curriculum changes as is. I therefore recommend that the Academic Programs Committee approve and recommend to Senate the above-mentioned curriculum changes in their final form.



cc: R. Courtemanche, Associate Dean, Academic Programs, Faculty of Arts and Science
J. Johnston, University Curriculum Administrator, Office of the Provost and Vice-
President, Academic Affairs

INTERNAL MEMORANDUM

TO: Dr. Bradley Nelson
Associate Dean, School of Graduate Studies
Chair, Graduate Curriculum 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 25, 2020

SUBJECT: Graduate Calendar Curriculum Changes
Department of Religions and Cultures (RELI-60)

The following proposal was presented under ASFC-2020-4M-J and approved at the Arts and Science Faculty Council meeting of September 25, 2020. We request that this proposal be reviewed at the next Graduate Curriculum Committee meeting.

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 10, 2020

SUBJECT: Graduate Calendar Curriculum Changes
Department of Religions and Cultures
RELI-60
Title change to MA in Judaic Studies and MA in Religions and Cultures
relative to MEES comments (further to RELI-43)

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.

In its MA programs, further to directives by the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES), the **Department of Religions and Cultures** is modifying the program titles of their Guided Research *Project*, renamed Guided Research *Paper*. This reverses changes that were initially approved under US-2019-1-D15 (RELI-43) in February 2019 that saw the Guided Research Paper changed to Guided Research Project (MA in Religions and Cultures and MA in Judaic Studies). According to guidelines set out by the MEES, the original title changes would affect the MA candidates' capacity to receive external funding from the Fonds de Recherche du Québec - Société et Culture (FRQSC). In June 2020, the FRQSC confirmed that the MAs would not be considered as research-based programs under these titles. The Department of Religions and Cultures is now revisiting the program titles to fix the incongruity between the MEES-approved elements and what was originally passed at Senate.

To quote: "FRQSC recently announced that research-creation programs would now be available for funding. The awards office followed up with them to inquire whether your MAs Guided Research Project would be eligible and they confirmed that they would **not** be eligible. This confirms the need to implement a thesis if the programs are to be eligible for FRQSC funding" (email from Gina Beltran, School of Graduate Studies).

Subsequently, the Ministère, on June 4, 2020, approved the two MAs conditional to the title changes – all mentions to "Guided Research **Project**" are now replaced by "Guided Research **Paper**". Some text and headings have also been modified, as recommended by the School of Graduate Studies, to better streamline calendar text.

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

Reference documents:
FCC 2019.7_RELI-60

Department of Religions and Cultures

RELI-60

Memo from Chair

Program change

MA Judaic Studies

MA Religions and Cultures



FACULTY OF ARTS AND SCIENCE

Department of Religions and Cultures

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

FROM: Dr. Carly Daniel-Hughes, Chair
Department of Religions and Cultures

DATE: June 10, 2020 (revised June 25, 2020)

RE: **Curriculum Changes to the MA in Religions and Cultures and MA in Judaic Studies**

This memo provides context for a calendar revision to our four MA in Religions and Cultures and MA in Judaic Studies programs. These modifications reflect requirements necessary to simplify calendar language to be consistent with how the MA programs were presented to the Ministry of Education.

Following the Departmental Appraisal undertaken in 2016, our Department has engaged in a major review of the MA in Religions and Cultures and MA in Judaic Studies. We convened a review committee comprised of four faculty members and the Chair and undertook a thorough analysis of the programs between April and August 2017. This work elicited four major areas of focus: (1) reducing time to completion; (2) creating streamlined MAs to attract top students, thereby, increasing the future viability of the MA programs; (3) updating the curriculum to reflect the department's understanding of religion as a constituent of culture more generally; and (4) designing curriculum that would prepare the next generation of students.

In two Departmental meetings, the graduate program review committee presented their recommendations for a revised MA in Religions and Cultures and Judaic Studies degrees. On December 8, 2017, the Department voted to approve the modified MA in Religions and Cultures and MA in Judaic Studies (see attached chart).

Changes to the MA programs were presented for curricular review as RELI-43 and finally approved by Senate in January 2019. These modifications were minor, reflecting the structure of the program and not content or learning goals.

When the dossier appeared before BCI and MEES, however, the minor nature of these modifications was less clear. In ensuing discussions with these bodies, our programs were ultimately understood to be minor modifications. We enclose the letter from MEES dated June 4, 2020 with this dossier to demonstrate this fact. Further details can be supplied by Gina Beltran.

We are proposing the following slight calendar modifications to the 2020 calendar text to ensure that it matches exactly the programs as presented to the Ministry and approved by them. To this end, we have changed the Guided Research Project Option to the Guided Research Paper Option

(GRP). We have also removed the three forms of the GRP and described it simply as a research paper. In discussions with MEES, it became clear that this shift implied a more radical change to the programs. In fact, students in the GRP Option produce research papers. Naming the different forms that a GRP might take proves unnecessary. Moreover, students wishing to complete final projects that are non-traditional, that is not “chapter-based,” have the possibility to move into the Thesis Option. The Graduate Calendar Thesis guidelines for the University (see “Research Creation Theses” in the Thesis Preparation Guide, School of Graduate Studies) already allows for such projects.

Finally, we have also removed discussion of internal Department processes, as this is inconsistent with calendar text.

These slight changes were required by the School of Graduate Studies, as told to our Graduate Committee via email in May, 2020. (Communications from Gina Beltran and Brad Nelson). They were consequently approved by the Graduate Studies Committee of the department on May 11, 2020 in a Zoom meeting.

Programs in 2017 Calendar	Programs in 2019 Calendar	Programs in 2021 Calendar
MA in Religions and Cultures, Guided Research Paper Option	MA in Religions and Cultures, Guided Research Project Option	MA in Religions and Cultures, Guided Research Paper Option
<i>45 Credits:</i> 6 cr. RELI 609 and 610 21 cr. 7 elective courses 3 cr. RELI 604 Guided Research Paper Proposal 15 cr. RELI 680 Guided Research Paper	<i>45 Credits:</i> 3 cr. RELI 6001 15 cr. 5 elective courses 3 cr. RELI 6020 Guided Research Project 24 cr. RELI 6021 Guided Research Project	<i>45 Credits:</i> 3 cr. RELI 6001 15 cr. 5 elective courses 3 cr. RELI 6020 Guided Research Paper Proposal 24 cr. RELI 6021 Guided Research Paper
MA in Religions and Cultures, Thesis Option	MA in Religions and Cultures, Thesis Option	MA in Religions and Cultures, Thesis Option
<i>45 credits:</i> 6 cr. RELI 609 and 610 15 cr. 5 elective courses 3 cr. RELI 655 Thesis proposal 21 cr. RELI 685 Thesis	<i>45 credits:</i> 3 cr. RELI 6001 9 cr. 3 elective courses 3 cr. RELI 6030 Thesis Proposal 30 cr. RELI 6031 Thesis	<i>45 credits:</i> 3 cr. RELI 6001 9 cr. 3 elective courses 3 cr. RELI 6030 Thesis Proposal 30 cr. RELI 6031 Thesis
MA in Judaic Studies, Guided Research Paper Option	MA in Judaic Studies, Guided Research Project Option	MA in Judaic Studies, Guided Research Paper Option
<i>45 credits:</i> 6 cr. RELI 609 and 610 21 cr. 7 elective courses 3 cr. RELI 604 Guided Research Paper Proposal 15 cr. RELI 680 Guided Research Paper	<i>45 credits:</i> 3 cr. RELI 6001 15 cr. 5 elective courses 3 cr. RELI 6040 Guided Research Project 24 cr. RELI 6041 Guided Research Project	<i>45 credits:</i> 3 cr. RELI 6001 15 cr. 5 elective courses 3 cr. RELI 6040 Guided Research Paper Proposal 24 cr. RELI 6041 Guided Research Paper
MA in Judaic Studies, Thesis Option	MA in Religions and Cultures, Thesis Option	MA in Religions and Cultures, Thesis Option
<i>45 credits:</i> 6 cr. RELI 609 and 610 12 cr. 4 elective courses 3 cr. RELI 655 Thesis Proposal 24 cr. RELI 695 Thesis	<i>45 credits:</i> 3 cr. RELI 6001 9 cr. 3 elective courses 3 cr. RELI 6050 Thesis Proposal 30 cr. RELI 6051 Thesis	<i>45 credits:</i> 3 cr. RELI 6001 9 cr. 3 elective courses 3 cr. RELI 6050 Thesis Proposal 30 cr. RELI 6051 Thesis

Carly Daniel-Hughes

PROGRAM CHANGE: MA in Judaic Studies

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA in Judaic Studies
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p>Judaic Studies MA</p> <p>Students apply to the guided research project (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • BA or equivalent with high standing in Judaic Studies, Religious Studies, or a discipline in the Social Sciences, Humanities, or Fine Arts. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p>Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a "B+" to be considered for admission to the graduate program.</p>	<p>Judaic Studies MA</p> <p>Students apply to the guided research <u>paper</u> (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • BA or equivalent with high standing in Judaic Studies, Religious Studies, or a discipline in the Social Sciences, Humanities, or Fine Arts. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p><u>Qualifying program.</u> Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a B+ to be considered for admission to the graduate program.</p> <p>Transfer Credits. See Transfer Credits in Graduate Admissions section.</p>

Transfer Credits. See Transfer Credits in Graduate Admissions section.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

MA (Judaic Studies) with Guided Research ~~Project~~ Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits)

15 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

~~Selected in consultation with the Graduate Program Director.~~ Normally students may not take more than two 3-credit courses outside the Department. ~~With the permission of the Graduate Program Director, up~~ to six credits may be taken from courses offered by other departments or other universities.

3 credits – Guided Research ~~Project~~ Proposal

RELI 6040 - Guided Research ~~Project~~ Proposal (3 credits)

24 credits – Guided Research ~~Project~~

RELI 6041 - Guided Research ~~Project~~ (24 credits)

MA (Judaic Studies) with Thesis Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits)

9 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

~~Selected in consultation with the Graduate Program Director.~~ Normally students may not take more than one 3-credit course outside the Department. ~~With the permission of the Graduate Program Director, up~~ to three credits may be taken from courses offered by other departments or other universities.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

MA (Judaic Studies) with Guided Research Paper Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits)

15 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

Normally students may not take more than two 3-credit courses outside the Department. Up to six credits may be taken from courses offered by other departments or other universities.

3 credits – Guided Research Paper Proposal

RELI 6040 - Guided Research Paper Proposal (3 credits)

24 credits – Guided Research Paper

RELI 6041 - Guided Research Paper (24 credits)

MA (Judaic Studies) with Thesis Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits)

9 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

Normally students may not take more than one 3-credit course outside the Department. Up to three credits may be taken from courses offered by other departments or other universities.

3 credits – Thesis Proposal

3 credits – Thesis Proposal

RELI 6050 - Thesis Proposal (3 credits)

30 credits – Thesis

RELI 6051 - Thesis (30 credits)

~~**Program Options.** All students enter in the guided research project option, and later have the opportunity to apply for the thesis option.~~

Language Requirement. Normally, students acquire knowledge of Hebrew or another Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency in that language. ~~Specific requirements are established in consultation with the Graduate Program Director.~~ Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.

~~**Guided Research Project Proposal.** RELI 6040 (3 credits). Students must submit a guided research project proposal on a topic chosen in consultation with the GRP supervisor and the proposal must be approved by the Graduate Program Director.~~

~~**Guided Research Project.** RELI 6041 (24 credits). This may take one of three forms:~~

- ~~1. **Substantial Academic Research Paper.** Students complete a major research paper (normally in their third or fourth term) under the supervision of a faculty member, in which they develop themes or subjects engaged in coursework.~~
- ~~2. **An Artistic Production.** These projects entail creating art or an artistic performance that reflects fluency with the rituals, practices, and cultures of particular communities that the student has studied. Projects can address and respond to issues facing these communities.~~
- ~~3. **A Technical Project.** Projects in this area focus on the acquisition and demonstration of technical skills related to the study of religions and cultures.~~

~~**Thesis Proposal.** RELI 6050 (3 credits). Students must submit a thesis proposal on a topic chosen in consultation with the thesis supervisor and the proposal must be approved by the Department's Graduate Studies committee.~~

~~**Thesis.** RELI 6051 (30 credits) The thesis is a work of primary research that normally runs to 18,000-24,000 words (about 60-80 pages), exclusive of footnotes and bibliography. Students are expected to have the requisite language skills to undertake their proposed research. Prepared under the supervision of a faculty member, the thesis is defended orally before a committee comprised of the Graduate Program Director, the faculty~~

RELI 6050 - Thesis Proposal (3 credits)

30 credits – Thesis

RELI 6051 - Thesis (30 credits)

Language Requirement. Normally, students acquire knowledge of Hebrew or another Jewish language either before or during the program. In addition, if the candidates' research necessitates knowledge of another classical or modern language, the Graduate Studies Committee may require proficiency in that language. Students who intend to pursue graduate studies at the PhD level are especially encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.

~~supervisor, and one additional member of the Religions and Cultures faculty.~~

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is 3 terms of full-time study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have satisfied all degree requirements and have a cumulative GPA of at least 2.70.

Courses

Required Course

All students must take RELI 6001 Method and Theory in the Study of Religion (3 credits)

RELI 6001 Method and Theory in the Study of Religion

This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final ~~project~~.

Note: Students who have received credit for RELI 609 or 610 may not take this course for credit.

Electives

Candidates for the Master of Arts in Judaic Studies may select courses from those listed below as well as those offered by the Master of Arts program in Religions and Cultures. ~~Courses are selected in consultation with the Graduate Program Director.~~ Students in the guided research ~~project~~ option select five (5) elective courses and students in the thesis option select three (3) elective courses.

RELI 6012 Jewish Texts and Literature: Interpretation and Reception

This course analyzes the sacred texts of Judaism and its interpretation through the ages. It enables students to comprehend the historical contexts and transitions of text as shifts and adjustments prevail. Topics may also include contemporary literature and popular

Academic Regulations

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Courses

Required Course

All students must take RELI 6001 Method and Theory in the Study of Religion (3 credits)

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Note: Students who have received credit for RELI 609 or 610 may not take this course for credit.

Electives

Candidates for the Master of Arts in Judaic Studies may select courses from those listed below as well as those offered by the Master of Arts program in Religions and Cultures. Students in the guided research ~~project~~ option select five (5) elective courses and students in the thesis option select three (3) elective courses.

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This course analyzes the sacred texts of Judaism and its interpretation through the ages. It enables students to comprehend the historical contexts and transitions of text as shifts and adjustments prevail. Topics may also include contemporary literature and popular

transmissions of foundational texts into the present.

RELI 6013 Canadian Jewish Studies

This course covers the history, literature and ethnography of Canada's Jews. Exploring both the experiences and expressions of Canadian Jewry, the course examines lived religion and scarcely explored communal documents. Students are exposed to a variety of methodological approaches, such as literary criticism, ethnography and historiography.

RELI 6014 Jewish Philosophy and Ethics

This course examines Jewish philosophy in various historical periods. Topics may include ethics, metaphysics, cosmology, Jewish thought post-Holocaust, and reflections on the State of Israel. The course may focus on select Jewish thinkers or particular philosophical corpora.

RELI 6015 Material and Popular Culture in Judaism

This course explores the study of Jewish history and communities through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and popular culture allows for a nuanced understanding of the complexity and variety of Jewish cultures.

RELI 6017 Jewish Communities in Historical and Regional Contexts

This course examines Jewish communities in particular historical and cultural regions, notably the Middle East and Israel, North America, and Eastern Europe. It emphasizes how Jewish communities have interacted with outsiders, constructed intercommunal boundaries, responded to patterns of migration and immigration, and been shaped by changing social and political circumstances in these particular locations.

RELI 6018 Jewish Community Engagement

Prerequisite: Permission of the Graduate Program Director.

In this course, students work in a local Jewish community organization or institution in order to apply their training in religions and cultures to address real-world problem solving around religious tolerance, diversity, or issues of social justice. Examples include, working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots of Jewish communities, or organizations working with these, in regards to social issues, such as sustainability, racism and Islamophobia, anti-Judaism, disability, LGBTQ, or Indigenous rights.

Guided Research ~~Project~~ Option

RELI 6040 Guided Research ~~Project~~ Proposal (Judaic Studies) (3 credits)

The proposal for the guided research ~~project~~ (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's ~~project, whether a research paper, artistic or technical project~~. It outlines how the ~~project~~ is connected to a student's coursework, career or academic goals and the timeframe in which they complete the ~~project~~. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6041 Guided Research ~~Project~~ (Judaic Studies) (24 credits)

The guided research ~~project~~ (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third

transmissions of foundational texts into the present.

RELI 6013 Canadian Jewish Studies

This course covers the history, literature and ethnography of Canada's Jews. Exploring both the experiences and expressions of Canadian Jewry, the course examines lived religion and scarcely explored communal documents. Students are exposed to a variety of methodological approaches, such as literary criticism, ethnography and historiography.

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RELI 6041 Guided Research ~~Project~~ (Judaic Studies) (24 credits)

The guided research ~~project~~ (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third

or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which the student engaged in his or her coursework. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture.

Thesis Option

RELI 6050 Thesis Proposal (Judaic Studies) (3 credits)

The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research **project**, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6051 Thesis (Judaic Studies) (30 credits)

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply the approaches to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Yiddish or Hebrew.

or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which the student engaged in his or her coursework. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture.

Thesis Option

RELI 6050 Thesis Proposal (Judaic Studies) (3 credits)

The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research **paper**, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6051 Thesis (Judaic Studies) (30 credits)

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students in the MA in Judaic Studies write on an aspect of Jewish history or culture. Students also demonstrate facility with one or two methodological approaches studied in the course of their program and illustrate their capacity to apply the approaches to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Yiddish or Hebrew.

Rationale:

We are proposing the following slight calendar modifications to the 2020 calendar text to ensure that it matches exactly the programs as presented to the Ministry and approved by them. To this end, we have changed the Guided Research Project Option to the Guided Research Paper Option (GRP). We have also removed the three forms of the GRP and described it simply as a research paper. For more information please refer to the covering memo.

Resource Implications:

None.

PROGRAM CHANGE: MA in Religions and Cultures

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: Summer 2021

Faculty/School: Arts and Science
Department: Religions and Cultures
Program: MA in Religions and Cultures
Degree: MA
Calendar Section/Graduate Page Number: Summer 2020

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2020/2021) calendar	Proposed Text
<p style="text-align: center;">Religions and Cultures MA</p> <p>Students apply to the guided research project (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p> <p style="text-align: center;">Admission Requirements</p> <ul style="list-style-type: none"> • BA or equivalent with high standing in Religious Studies, Judaic Studies or a discipline in the Social Sciences, Humanities, or Fine Arts. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p>Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a "B+" to be considered for admission to the graduate program. Qualifying students must reapply to the MA program on completion of their qualifying program.</p>	<p style="text-align: center;">Religions and Cultures MA</p> <p>Students apply to the guided research paper (GRP) option. Once admitted to the program, students have the opportunity to transfer to the thesis option. To enter the thesis option students must complete 9 credits and normally achieve a minimum GPA of 3.70.</p> <p style="text-align: center;">Admission Requirements</p> <ul style="list-style-type: none"> • BA or equivalent with high standing in Religious Studies, Judaic Studies or a discipline in the Social Sciences, Humanities, or Fine Arts. <p>Proficiency in English. Applicants whose primary language is not English must demonstrate that their knowledge of English is sufficient to pursue graduate studies in their chosen field. Please refer to the Graduate Admission page for further information on the Language Proficiency requirements and exemptions.</p> <p>Qualifying program. Applicants with deficiencies in their undergraduate preparation may be required to take a qualifying program. Qualifying program students in the Department of Religions and Cultures must complete their program with a minimum GPA of 3.50 with no courses graded lower than a B+ to be considered for admission to the graduate program. Qualifying students must reapply to the MA program on completion of their qualifying program.</p>

Transfer Credits. See Transfer Credits in Graduate Admissions section.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

MA (Religions and Cultures) with Guided Research ~~Project~~ Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits).

15 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

~~Selected in consultation with the Graduate Program Director.~~ Normally students may not take more than two 3-credit courses outside the Department. ~~With the permission of the Graduate Program Director,~~ up to six credits may be taken from courses offered by other departments or other universities.

3 credits – Guided Research ~~Project~~ Proposal

RELI 6020 - Guided Research ~~Project~~-Proposal (Religions and Cultures) (3 credits)

24 credits – Guided Research ~~Project~~

RELI 6021 - Guided Research ~~Project~~ (Religions and Cultures) (24 credits)

MA (Religions and Cultures) with Thesis Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits).

9 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

~~Selected in consultation with the Graduate Program Director.~~ Normally students may not take more than one 3-credit course outside the Department. ~~With the permission of the Graduate Program Director,~~ up to three credits may be taken from courses offered by other departments or other universities.

Transfer Credits. See Transfer Credits in Graduate Admissions section.

Degree Requirements

Fully-qualified candidates are required to complete a minimum of 45 credits.

MA (Religions and Cultures) with Guided Research Paper Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits).

15 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

Normally students may not take more than two 3-credit courses outside the Department. Up to six credits may be taken from courses offered by other departments or other universities.

3 credits – Guided Research Paper Proposal

RELI 6020 - Guided Research Paper (Religions and Cultures) (3 credits)

24 credits – Guided Research Paper

RELI 6021 - Guided Research Paper (Religions and Cultures) (24 credits)

MA (Religions and Cultures) with Thesis Option

3 credits – Core Course

RELI 6001 - Method and Theory in the Study of Religion (3 credits).

9 credits – Elective Courses

RELI 6012-6018 Topics in Judaic Studies

RELI 6002-6008 Topics in Religions and Cultures

Normally students may not take more than one 3-credit course outside the Department. Up to three credits may be taken from courses offered by other departments or other universities.

3 credits – Thesis Proposal

3 credits – Thesis Proposal

RELI 6030 - Thesis Proposal (Religions and Cultures) (3 credits)

30 credits – Thesis

RELI 6031 - Thesis (Religions and Cultures) (30 credits)

~~**Program Options.** All students enter in the Guided Research Project option and later have the opportunity to apply for the Thesis option.~~

~~**Language Requirement.** Normally, students acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Specific requirements are established in consultation with the Graduate Program Director.~~ Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.

~~**Guided Research Project Proposal.** RELI 6020 (3 credits). Students must submit a guided research project (GRP) proposal on a topic chosen in consultation with the GRP supervisor and the proposal must be approved by the Graduate Program Director.~~

~~**Guided Research Project.** RELI 6021 (24 credits).
This may take one of three forms:~~

- ~~1. Substantial Academic Research Paper. Students complete a major research paper (normally in their third or fourth term) under the supervision of a faculty member, in which they develop themes or subjects engaged in coursework.~~
- ~~2. An Artistic Production. These projects entail creating art or an artistic performance that reflects fluency with the rituals, practices, and cultures of particular communities that the student has studied. Projects can address and respond to issues facing these communities.~~
- ~~3. A Technical Project. Projects in this area focus on the acquisition and demonstration of technical skills related to the study of religions and cultures.~~

~~**Thesis Proposal.** RELI 6030 (3 credits). Students must submit a thesis proposal on a topic chosen in consultation with the thesis supervisor and the proposal must be approved by the Department's Graduate Studies committee.~~

~~**Thesis.** RELI 6031 (30 credits). The thesis is a work of primary research that normally runs to 18,000-24,000 words (about 60-80 pages), exclusive of footnotes and bibliography. Students are expected to have the requisite language skills to undertake their proposed research. Prepared under the supervision of a faculty member, the thesis is defended orally before a committee comprised of the Graduate Program Director, the faculty supervisor, and one additional member of the Religions and Cultures faculty.~~

RELI 6030 - Thesis Proposal (Religions and Cultures) (3 credits)

30 credits – Thesis

RELI 6031 - Thesis (Religions and Cultures) (30 credits)

Language Requirement. Normally, students acquire knowledge of the classical and/or modern languages appropriate to their area of specialization. Students who intend to pursue graduate studies at the PhD level are also encouraged to gain proficiency in the language or languages of the primary sources relevant to their proposed research.

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
2. **Residence.** The minimum residence requirement is one year (3 terms) of full-time graduate study, or the equivalent in part-time study.
3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
4. **Graduation Requirement.** In order to graduate, students must have satisfied all degree requirements and have a cumulative GPA of 2.70.

Courses

Required Course

RELI 6001 Method and Theory in the Study of Religion

This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final ~~project~~.

Note: Students who have received credit for RELI 609 or 610 may not take this course for credit.

Electives

Candidates for the Master of Arts in Religions and Cultures may select courses from the courses listed below, as well as those offered by the Master of Arts program in Judaic Studies. ~~Courses are selected in consultation with the Graduate Program Director.~~ Students in the guided research ~~project~~ option select five (5) elective courses and students in the thesis option select three (3) elective courses.

RELI 6002 Texts, Literature, and Interpretation

This course analyzes literature or sacred writings in their historical context. It addresses contemporary literature and popular written media, or alternatively, focuses on foundational corpora of a community. Emphasis is placed on familiarizing students with literary and textual critical approaches to the materials under study.

RELI 6003 Ethnography and Lived Traditions

Academic Regulations

1. **Academic Standing.** Please refer to the Academic Standing section of the Calendar for a detailed review of the Academic Regulations.
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3. **Time Limit.** Please refer to the Academic Regulation page for further details regarding the Time Limit requirements.
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Courses

Required Course

RELI 6001 Method and Theory in the Study of Religion

This course provides students with an understanding of the major approaches to the academic study of religion. It introduces students to key theories of religion as a social and cultural phenomenon, as well as contemporary methodologies and the ways in which they colour, control, and reflect the representation of religious experience and expression. Students develop a critical theoretical orientation for their research and a familiarity with the skills that they apply in their coursework and final ~~project~~ [paper](#).

Note: Students who have received credit for RELI 609 or 610 may not take this course for credit.

Electives

Candidates for the Master of Arts in Religions and Cultures may select courses from the courses listed below, as well as those offered by the Master of Arts program in Judaic Studies. Students in the guided research ~~project~~ [paper](#) option select five (5) elective courses and students in the thesis option select three (3) elective courses.

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RELI 6003 Ethnography and Lived Traditions

This course familiarizes students with theoretical approaches drawn from anthropology and ethnography to the study of religions and cultures. It focuses primarily on contemporary forms of lived religion, and examines topics such as mission and conversion, ritual practice, sacred space and pilgrimage, constructions of public and private, and conceptions of the secular.

RELI 6004 Ethics, Philosophy, and Worldviews

This course examines ethical, philosophical, and natural scientific approaches to religious studies. Topics may include religious ethics, constructions of the sacred, the self and the body, cosmology and metaphysics, religion and the natural world as well as the evolutionary and cognitive study of religion.

RELI 6005 Material and Popular Culture

This course explores how the history of religions can be understood through material and popular culture. Topics may include the production and use of objects, images, ornament, iconography, epigraphy, and sacred space, art, film, and music. It considers how attention to material and/or popular culture can enhance the study of religious and cultural concepts and practices.

RELI 6006 Women, Gender, and Sexuality

This course familiarizes students with perspectives on gender and sexuality within particular cultural contexts and/or religious traditions. It also introduces students to theoretical approaches drawn from feminist, gender, and/or queer studies.

RELI 6007 Regional and Intercultural Studies

This course focuses on a particular historical and cultural region, for instance, Tibet/East Asia, South Asia, the Middle East, or North America. Its goal is to give students a nuanced and deeper understanding of an area of the world. Courses emphasize the coexistence and interdependence of traditions and communities over time, migration and immigration, responses to and conceptions of difference, and responses to changing social and political circumstances.

RELI 6008 Community Engagement

Prerequisite: Permission of the Graduate Program Director.

In this course, students work in a local community organization or institution in order to apply their training in religions and cultures to address real-world problems solving around religious tolerance, diversity, or issues of social justice. Examples include working on programming with Concordia's Multi-faith and Spirituality Centre; working as a religious educator inside or alongside a particular religious community; organizing and supporting grassroots efforts related to ethics and social justice, such as sustainability, racism and Islamophobia, disability, LGBTQ, or Indigenous rights.

Guided Research ~~Project~~ Option

RELI 6020 Guided Research ~~Project~~ Proposal (Religions and Cultures) (3 credits)

The proposal for the guided research ~~project~~ (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's ~~project, whether a research paper, artistic or technical project~~. It outlines how the ~~project~~ is connected to a student's coursework, career or academic goals and the timeframe in which they complete the ~~project~~. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

This course familiarizes students with theoretical approaches drawn from anthropology and ethnography to the study of religions and cultures. It focuses primarily on contemporary forms of lived religion, and examines topics such as mission and conversion, ritual practice, sacred space and pilgrimage, constructions of public and private, and conceptions of the secular.

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Guided Research Paper Option

RELI 6020 Guided Research Paper Proposal (Religions and Cultures) (3 credits)

The proposal for the guided research paper (GRP) is 2,500-3,000 words in length. The GRP proposal outlines the nature of the student's paper. It outlines how the paper is connected to a student's coursework, career or academic goals and the timeframe in which they complete the paper. It includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6021 Guided Research ~~Project~~ (Religions and Cultures) (24 credits)

The guided research ~~project~~ (GRP) is 11,000-12,500 words (about 40-50 pages) in length, exclusive of footnotes and bibliography. The GRP is usually undertaken in a student's third or fourth semester (after the completion of coursework). This research paper develops themes or subjects with which a student engaged in his or her course work.

Thesis Option

RELI 6030 Thesis Proposal (Religions and Cultures) (3 credits)

The proposal for the thesis is 2,500-3,000 words in length. A thesis proposal outlines the student's proposed research ~~project~~, locates their research in relation to existing scholarship, clarifies their methodology and research questions, and includes a bibliography of at least ten academic sources, and any primary materials (such as editions of critical texts), which the students use.

RELI 6031 Thesis (Religions and Cultures) (30 credits)

The thesis is 18,000-24,000 words (about 60-80 pages) in length, exclusive of footnotes and bibliography. The thesis provides an opportunity for the student to both demonstrate their historical and cultural knowledge and depth of understanding of a particular subject in the study of religions and cultures. Students also demonstrate facility with one or two methodological approaches studied in the course of their program, and illustrate their capacity to apply them to a particular problem or issue in religious studies. Thesis writers have the requisite language skills to undertake this more rigorous type of research, for instance, Sanskrit, Yiddish, Hebrew, Arabic, or Greek.

RELI 6021 Guided Research Paper (Religions and Cultures) (24 credits)

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Thesis Option

RELI 6030 Thesis Proposal (Religions and Cultures) (3 credits)

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Resource Implications:

None.

Nicole Freeman

From: Gina Beltran
Sent: Friday, June 5, 2020 12:50 PM
To: Carly Daniel-Hughes
Cc: Nicole Freeman
Subject: Calendar edits- MAs Religions and Cultures Department
Attachments: Judaic Studies MA.docx; Religions and Cultures MA.docx

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Carly,

I am following up on yesterday's email regarding the Ministry's approval of both MAs. Such wonderful news! As you know, the changes that were approved do not match the text that was approved by Senate and now sits on the Calendar, so the department will have to initiate a curriculum process to get a revised text approved.

To ease your workload, I have gone through both program entries and highlighted the changes that need to be made. You will find both marked-up texts attached (edits in red and my comments highlighted in yellow). Mainly, I have replaced all mentions to "Guided Research Project" with "Guided Research Paper" since this is what the Ministry approved. My other edits have to do with an internal process at SGS to streamline the Calendar text as we plan to move on to a new curriculum software. You will see that I have added a heading (Qualifying Program) and crossed out language that relates specifically to process (i.e. most references to the role of the GPD). We would like the Calendar to focus strictly on regulation and not on processes, which may be subject to change and do not require Senate approval.

Do know that these are recommendations and final decisions on the presented text rest entirely with the Department. The text will then need to go through the regular curriculum process to be approved by Senate. For this reason, I am copying Nicole Freeman, who is very knowledgeable of the process.

Congratulations again and please feel free to reach out if you have any questions.

Regards,

Gina

From: [Gina Beltran](#)
To: [Carly Daniel-Hughes](#); [Richard Courtemanche](#)
Cc: [Nicole Freeman](#); [Munit Merid](#); [Tina Montandon](#); [Lynda Clarke](#); [Naftali Cohn](#)
Subject: Re: Thoughts on RELI-60
Date: Tuesday, June 23, 2020 12:30:30 PM
Attachments: [FRQSC funding.pdf](#)

Hi Carly,

Attached is one more document for the dossier you are putting together.

FRQSC recently announced that research-creation programs would now be available for funding. The awards office followed up with them to inquire whether your MAs Guided Research Project would be eligible and they confirmed that they would **not** be eligible. This confirms the need to implement a thesis if the programs are to be eligible for FRQSC funding.

Best,

Gina

PAR COURRIEL

Québec, le 4 juin 2020

Madame Anne Whitelaw
Vice-rectrice aux affaires académiques par intérim
Université Concordia
1455, boulevard de Maisonneuve Ouest
Montréal (Québec) H3G 1M8

Objet : Demande de modification aux programmes de maîtrise ès arts en religions et cultures et de maîtrise ès arts en études judaïques de l'Université Concordia

Madame la Vice-Rectrice,

Le 12 février 2020, l'Université Concordia transmettait à la Direction générale des affaires universitaires et interordres une seconde demande de modification aux programmes de maîtrise ès arts en religions et cultures et de maîtrise ès arts en études judaïques. Celle-ci fait suite à la lettre du 10 janvier 2020 par laquelle le Ministère vous demandait de soumettre les modifications de programme souhaitées à la Commission d'évaluation des projets de programmes.

Selon les informations complémentaires reçues, nous considérons que les modifications proposées sont mineures. Le Ministère continuera donc d'assurer le financement de l'effectif étudiant de la maîtrise en religions et cultures ainsi que de la maîtrise en études judaïques.

Vous pouvez acheminer vos questions à l'adresse deru@education.gouv.qc.ca à M. Sébastien Lacroix, conseiller à la Direction de l'enseignement et de la recherche universitaires. Veuillez noter que notre prestation de travail s'effectue présentement en télétravail et que le courriel est le meilleur moyen pour nous joindre.

Je vous prie d'agréer, Madame la Vice-Rectrice, mes salutations distinguées.

Le directeur général,



Marc-André Thivierge

LIBRARY**REPORT TO SENATE
FROM THE
LIBRARY COMMITTEE**

(Senate Meeting – December 4, 2020)

1. Library Services under the Pandemic – Update

Dr. Beaudry informed the committee of library service adaptations that had to be made in order to continue to support our community during the COVID-19 pandemic. Since July, the Library has been offering contactless book pick-up as well as scan and e-delivery service for book chapters and journal articles. The interlibrary loan service resumed mid-August. A drop-in help/reference zoom service with librarians and library technicians is also now available to answer any questions. The chat reference service is very popular with the number of questions that have multiplied by five compared to pre-pandemic. The last service that was added was access to our study spaces and reading rooms. This service is available exclusively to Concordia students. We now have, on average, between 500 and 600 visits per day, versus last year's average of 9000 to 10 000 visits per day only at Webster.

Dr. Beaudry informed the members that we are going to expand the study space service. As of November 23, the new service hours will be from 09:00 AM to 09:00 PM, Monday to Thursday, and Friday, 09:00 AM to 05:00 PM, and on Saturday and Sunday afternoon from 12:00 PM to 05:00 PM. Communications will be done in the coming days to ensure that students are informed of this service, just in time for the exam periods.

Dr. Beaudry mentioned we have three study group rooms in the Webster library available for students with special needs or grad students who are doing their comprehensive exam or thesis defense, depending on the needs they have. We could easily accommodate 1000 students per day in our two libraries. If we see the numbers are increasing, we will open more floors at Webster. We will assess as the needs arise.

The last area is e-reserves and course materials. Our reserve rooms are closed due to the pandemic; therefore, the e-reserves service offers a reasonable alternative. E-books are used, as well as scanned book chapters or links to journal articles and many other types of materials. The Library ensures that we respect the copyright law by taking care of copyright clearance. Video streaming, for many disciplines, has exploded. The Library is increasing the number of streaming platforms we are subscribing to, when they correspond to our needs, or we acquire specific titles on DVD and migrate their content to our own streaming platform (Medial). Additional needs related to e-reserves and course materials represent an estimated additional budget of half a million for the current academic year.

Dr. Beaudry apprised the members that the library team puts all the energy it could to adapt to meet the community needs, while taking very seriously the public health directives.

2. Collections Update

Pat Riva, Associate University Librarian, Collection Services, provided an update on Collections.

The Library faces collecting challenges during COVID-19 stem from seeking to balance current immediate needs with the community's longer-term research needs. It is important to maintain journals to avoid a long-term holdings gap. Specially during the pandemic, ebooks are being favoured despite their greater cost per title. The need for streaming media for teaching, substituting for formats such as DVD, is growing exponentially, with 100% more titles requested in the first 10 months of 2020 than in the previous history of the university, and the usage of the Library's streaming media server, Medial, has been strong in the fall term. In addition to acquiring access to individual titles, the Library has added to its existing offering of subscription packages. In FY 2019/20 the Library spent just under \$7.7M on resources of all kinds. Some orders placed in February were held by suppliers and carried over into the current year, reducing the total expended on print books. A conservative projection of expenditures for FY 2020/21 is approx. \$7.165 M, drawing from special funds set aside for emergency expenses to fill the gap.

3. BCI Partnership

The BCI is the 'Bureau de coopération interuniversitaire' formerly known as CREPUQ. Within the BCI, the "sous-comité des bibliothèques, reporting to the "comité des affaires académiques" was created in 1967 to foster collaboration among Quebec academic libraries. There is a long history of collaboration in the Quebec academic library network to create together innovative services and support teaching, research and creation. Bringing together some of the financial and other resources of our network, we were able to optimize public money allocated to our libraries. For example, since 2000, we have been negotiating together the acquisition of library materials. Last year, different licenses were negotiated in collaboration for a total of \$14 M. Note that we also work in collaboration at the national level (with the Canadian Research Knowledge Network) with over \$130 M of acquisitions per year. Another service that was developed around 2005 is the interlibrary loan service with the acquisition of the Colombo platform.

A few years ago, the Quebec academic libraries identified three projects: Research Data Management (Dataverse), providing access to a geospatial data platform (GéoIndex developed by Université Laval) and a new shared Library Services Platform. We refer to this new cycle of projects as the "Partnership". The Partnership was able to secure a \$10.4 million grant from the Québec Ministry of Higher Education to implement these new services.

Strategic objectives were identified for the new Library Services Platform: develop a shared catalog and manage metadata cooperatively, establish a shared interface for users, implement a single user record, optimize and manage jointly negotiated library resources through our partnership. The new Library Services Platform is shared among all BCI partners. It is based in the cloud. After a lengthy process, WMS/WorldCat, from OCLC, was the selected platform. OCLC is a non-profit co-operative of libraries. WMS/WorldCat has 455 million records corresponding to titles and reflected in 2.8 billion holdings from all around the world.

The new search engine, Sofia, allows access to the Concordia collections and very easy expansion of search queries to other Québec and international collections.
(<https://concordiauniversity.on.worldcat.org/advancedsearch?databaseList>)

*Respectfully submitted,
Dr. Guylaine Beaudry
Vice-Provost, Digital Strategy and University Librarian
25 November 2020*

INTERNAL MEMORANDUM

TO: Sandra Gabriele, Vice-Provost, Innovation in Teaching and Learning

FROM: Anne Whitelaw, Interim Provost and Vice President, Academic

DATE: October 20, 2020

SUBJECT: Introduction of four new University Skills courses

The Office of the Provost is proposing a series of new 0-credit skills development and work-integrated learning (WIL) courses, as the shell for a set of workshop offerings to help students prepare for life after their time at Concordia. The course content has been developed in collaboration with Concordia's FutureReady program and the Future Skill Innovation Network (FUSION), a pan-Canadian initiative which includes Simon Fraser University, University of Calgary, University of Saskatchewan, Carleton University and Memorial University.

The new series of work-integrated learning courses includes SKIL 401 *Digital Skills*, SKIL 402 *Professional Skills*, SKIL 403 *Placement Skills* and SKIL 404 *Work-Integrated Learning Experience*. These courses have been designed in consultation with the Faculty of Arts and Science and the Office of Experiential Learning, with the aim of supporting the career transition process for students enrolled in programs where the future career paths are not immediately self-evident.

In time, streams will be built for the various clusters of disciplines (sectors) that share common program outcomes. The streams will thus target skills in areas most needed to complement outcomes emerging from their programs. For example, one stream could target students enrolled in humanities programs, while another stream could target students enrolled in fine arts programs.

In the first year that these courses are offered, they will aim to support students in humanities-oriented disciplines in making connections between the critical analysis and problem-solving skills that they develop through their academic endeavors, and the application of these skills in a professional milieu. By offering opportunities for both career-oriented skills development and work-integrated experience, these courses will support students to succeed in their transition from the university to their future careers. The courses will be oriented towards students in the traditional humanities sector of the Faculty of Arts and Science, but will also be open to students in humanities-oriented programs in Fine Arts, including film studies and art history.

Why start with the Humanities?

Numerous reports (Burning Glass Technologies, 2018; Conference Board of Canada, 2018; Education Policy Research Initiative, 2016; Emsi, 2018) have demonstrated that a growing

number of humanities students struggle with career prospects following graduation. While the evidence demonstrates that the knowledge and capacities developed through a Humanities education (such as critical/analytical thinking, communication, etc.) are increasingly valuable within the rapidly evolving job market, Humanities graduates often face barriers as they struggle to articulate how the knowledge and skills acquired through their education can be translated to a work environment.

Despite employer perceptions that Humanities students are not ready for the workplace (Conference Board of Canada, 2018), market analyses demonstrate a growing recognition that the need for Humanities-based skill sets will only increase as trends in automation demand workers with the skills to both complement and collaborate with technology (Conference Board of Canada, 2018). Yet, the number of work-integrated opportunities for Humanities students has not grown enough to offer our students an opportunity to grow and learn in a different way.

Course Structure

In designing the courses, the teams consulted other programs available at other universities (eg., Ryerson). Design of the courses involved collaboration with Experiential Learning Office, the Student Success Centre and Career Management Services. The courses will be delivered in partnership with FutureReady (housed within the Student Success Centre). FutureReady currently offers over 50 workshops to undergraduate students each term across five skill domains and has had over 3000 attendees in their offerings since the program launched in October 2018. Many of their existing workshops align with the curriculum established for the courses and they have confirmed that the capacity to expand to meet the needs of the initial program offering in 2021, with the possibility for further expansion in future years, including into more technical skills areas. These synergies make FutureReady a natural and sustainable collaborator in the delivery of these courses.

The four zero-credit courses SKIL 401, 402, 403 and 404 are designed to support students in developing their digital, professional, and work placement skills, and will include 50 hours of future skills development workshops and 400 hours of work-integrated experience. Three of these courses (16.5 hours each) will be synchronous and include eleven weeks of online workshops to be delivered from January to March 2021. In the initial year of delivery, the courses will be available to a limited number of students (current projections are for between 20-30). Preference will be given to students in the latter stages of their degrees so as to target the support towards the transition to the workplace post-graduation. There is a possibility to expand by creating defined streams for in-program students and final year students which could also include very newly graduated students.

By the end of this workshop series, students will be able to apply their newly acquired skills to specific workplace activities. Following the completion of the skills workshops delivered through SKIL 401, SKIL 402 and SKIL 403, students will complete a four-month WIL experience course (SKIL 404), from May to August 2021. The courses are designed so that the WIL experience takes place in the summer before the student's final year of study. The Magnet Student Work Placement Program (SWPP) has been consulted in the development of these courses and has confirmed that employers who create a four-month WIL experience for participants will be eligible for up to \$7,500 in wage subsidies.

Another avenue available for the WIL experiences is Riipen, an online platform that facilitates experiential learning opportunities by connecting students with industry partners. It will be leveraged to find and secure employers interested in hosting an internship for the course SKIL 404 *Work-Integrated Learning Experience*.

The courses will also be supported by the FUSION Skill-Development Curriculum, a 10-hour self-directed online learning experience which will serve as an ongoing skill development tool throughout the SKIL 404 *Work-Integrated Learning Experience* course. The curriculum has been designed to wrap around experiential learning activities and to enhance student development in three critical 21st century skill domains: metacognition, communication and problem solving. It consists of guided self-assessments, exercises, reflections, case studies and other activities that support students in being able to: 1) identify how they process information and articulate their personal learning strategies and strengths (*metacognition*); 2) identify and adjust communications based on context, audience, purpose and medium (*communication*); and 3) analyze and deconstruct a simulated work problem using the stages of the *problem-solving cycle* (problem solving).

Costs

There are three main costs associated with the introduction of these courses in their initial year: funding for workshops (\$5600), funding for a psychometric assessment that will be incorporated into the courses (\$600), and funding for a part-time placement coordinator (\$40,000). These costs, which total \$46,200, will be covered by the Office of the Provost and VP Academic. Further details on these costs, along with in-kind contributions to the program, can be found in the attached budget.

In its developmental year, the new courses will support opportunities for building relationships between FutureReady and the academic units. As these relationships develop further, this set of courses opens the door for the further integration of applied learning into the academic curriculum.

Sincerely,



Anne Whitelaw,
Interim Provost and Vice President, Academic

COURSE CHANGE: SKIL 401 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: January 2021

Faculty/School: Office of the Provost
Department: Office of the Provost
Program: Humanities +
Degree: n/a
Calendar Section/Graduate Page Number: Section 26 University Skills

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>SKIL 401 Digital Skills (0 credits)</p> <p>This course comprises a series of future-skills workshops where students receive digital skills training relevant to the labour market. Possible topics include Excel, data analytics and visualization, coding, and user design experience. By the end of this course, students will be able to apply newly acquired digital skills to specific workplace activities. This course is marked on a pass/fail basis.</p>
<p>Rationale:</p> <p>The course is comprised of digital skills workshops offered through the FutureReady program at the Student Success Centre. Specific workshops offered may vary according to labour market and student demand, but some examples of areas to be covered include excel, data analytics and visualization, coding, and user design experience. See Appendix 1 for examples.</p>	
<p>Resource Implications:</p> <p>See attached budget.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: SKIL 402 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: January 2021

Faculty/School: Office of the Provost
Department: Office of the Provost
Program: Humanities +
Degree: n/a
Calendar Section/Graduate Page Number: Section 26 University Skills

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>SKIL 402 Professional Skills (0 credits) This course comprises a series of future-skills workshops where students receive professional skills training relevant to the labour market. Possible topics include business financials, business writing, networking, design thinking, project management, and presentation skills. By the end of this course, students will be able to apply newly acquired professional skills to specific workplace activities. This course is marked on a pass/fail basis.</p>
<p>Rationale: The course is comprised of professional skills workshops offered through the FutureReady program at the Student Success Centre. Specific workshops offered may vary according to labour market and student demand, but some examples of areas to be covered include business financials, business writing, networking, design thinking, project management, and presentation skills. See Appendix 1 for examples.</p>	
<p>Resource Implications: See attached budget.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: SKIL 403 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: January 2021

Faculty/School: Office of the Provost
Department: Office of the Provost
Program: Humanities +
Degree: n/a
Calendar Section/Graduate Page Number: Section 26 University Skills

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>SKIL 403 Placement Skills (0.00 credits) This course comprises a series of future-skills workshops where students develop the necessary skill sets and documents to secure a work-integrated learning experience. Possible topics include resumes, cover letters, interviewing, negotiating contracts, and finding work in the gig economy. By the end of this course, students will be able to apply newly acquired skills to secure a work-integrated learning experience. This course is marked on a pass/fail basis.</p>
<p>Rationale: The course is comprised of professional skills workshops offered through the FutureReady program at the Student Success Centre. Specific workshops offered may vary according to labour market and student demand, but some examples of areas to be covered include resumes, cover letters, interviewing, negotiating contracts, and finding work in the gig economy. See Appendix 1 for examples.</p>	
<p>Resource Implications: See attached budget.</p>	
<p>Other Programs within which course is listed:</p>	

COURSE CHANGE: SKIL 404 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2021/2022
Implementation Month/Year: January 2021

Faculty/School: Office of the Provost
Department: Office of the Provost
Program: Humanities +
Degree: n/a
Calendar Section/Graduate Page Number: Section 26 University Skills

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>SKIL 404 Work-Integrated Experience (0.00 credits) Prerequisite: SKIL 401, 402 and 403. This course involves completing a work-integrated learning experience directly related to students' skill development. Students are provided guidance and support in preparing for the work-integrated learning experience and identifying a relevant opportunity. The placement coordinator monitors the student during the experience and formally evaluates them, with input from the employer. Students are paid for the work performed. This course is marked on a pass/fail basis.</p>
<p>Rationale: The work-integrated learning experience will be supported by the FUSION Integrated Curriculum. See Appendix 1 for details.</p>	
<p>Resource Implications: See attached budget.</p>	
<p>Other Programs within which course is listed:</p>	

Montreal, October 30, 2020

To: Dr. Anne Whitelaw (Provost & VP Academic) and Dr. Sandra Gabriele (VP Innovation in Teaching & Learning)

Subject: Letter of support for the creation of skills program

Dear Dr. Whitelaw and Dr. Gabriele,

It is with pleasure that I write this letter to support the creation of the new skills program; a collaborative effort between FUSION Concordia and the FutureReady program of the Student Success Centre (SSC).

Since the launch of FutureReady in October 2018, over 1500 Concordia undergraduate students have engaged in the 160 workshops and events that have been hosted. We have seen that students from the Faculty of Arts and Science have a particularly large appetite for our offerings, making up the largest percent of our attendees. It was therefore with enthusiasm that we welcomed the opportunity to partner with FUSION Concordia to expand our offerings to a subset of Faculty of Arts and Science students - to those studying in the Humanities – to develop the program.

FutureReady workshops are divided across five core skill modules, two of which include offerings that align closely with the curriculum of the new program: those in *Career Development* and *Communication & Digital Capabilities*. We are excited to be able to expand workshop offerings within these modules for incorporation into the new program, as well as work with FUSION to develop new ones. We will contribute both financial and in-kind resources to the process; financially, in covering the costs of our current workshop offerings that will be incorporated into the FUSION curriculum; and in-kind, through our staff working with FUSION to create new workshops for the program's curriculum, helping to find professional instructors to delivery these offerings, and promoting the program to the target student population and relevant university departments and programs.

The Student Success Centre and FutureReady program look forward to lending our efforts and resources to the success of this program and its ongoing growth and development.

Please feel free to contact me if you have any questions.

Sincerely,


Laura Mitchell

Appendix 1
Workshop Examples and
FUSION Integrated Curriculum

Workshop Examples		
Course	Workshop	Content Overview
SKIL 401 - Digital Skills	Quantitative Methods with Excel	<p>In this module, students who possess very limited Excel skills learn more complex functions which are commonly used for analysis. Using a test data set, students manipulate the data with pivot tables and learn to illustrate their analysis with different graphs. Upon completion of the module, they are comfortable with these valuable functions and have learned a number of tips and tricks for their everyday use of Excel.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ● Analysis of data using excel ● Display results ● Comprehend pivot tables ● Using pictures to visualize data
SKIL 402 - Professional Skills	Presentation Skills	<p>In this module, participants are given practical tips to help them gain confidence when speaking to small and large sized audiences. Non-verbal techniques, such as posture, gestures, and walking patterns, are explored to help presenters engage their audience and fully utilize the stage. Additional considerations, like structuring content and leveraging notes, are also explored to enhance the presenter's delivery.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ● Preplan your presentation content ● Prepare your presentation delivery ● Structure your presentation ● Use non-verbal communication ● Decode your audience and answering key questions
SKIL 403 - Placement Skills	Career Development Strategies	<p>In this module, participants receive an overview of key tools and techniques to execute an effective job search. Participants learn the importance of networking for career-building, tips and tricks for networking effectively, and how to build their own strong network. This will lead to an increase in profile and awareness for themselves and their company, and improvement in communication and interpersonal skills. Resume writing, tips and tricks, and interview skills are also covered.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ● Understand labour market research ● Craft an effective resume and cover letter ● Gain insights into Applicant Tracking Systems ● Practice interview skills ● Networking techniques

Future Skills Innovation Network (FUSION) - Integrated Curriculum

Purpose

The FUSION integrated curriculum is a 10-hour online experience designed to enhance student skills development in three critical 21st century skills: communication, problem-solving, and metacognition. The curriculum is designed to accompany a variety of university on-line or in-person experiential learning (EL) opportunities, to help focus students' development of these critical skills.

Overview

Module	Content Covered	Instructional Approaches	Time
ORIENTATION	Introduces the curriculum, orienting students on vocabulary specific to the learning platform. Also provides students with a brief introduction to the skills covered by the curriculum – metacognition, communication, and problem solving.	Video (audio and animation), online interactive graphics, student self-assessment rubric on the target skills	1 hr
EXPLORE Metacognition	Provides students with a guided introduction to metacognition as a skill. Introduces the concept of metacognition as important to learning and problem-solving contexts and relates metacognition to Bloom's Taxonomy.	Multiple choice questions and quizzes, drag & drop, matching questions, video (audio and animation), self-inventory of metacognitive awareness	2 hrs
EXPLORE Communication	Presents an introduction to the purpose of communication, the elements of communication, and one specific model of communication. Explores some of the nuances of communicating in online environments as compared to in-person communication.	Multiple choice questions and quizzes, drag & drop, matching questions, video (audio and animation), self-inventory of communication skills	1 hr
EXPLORE Problem Solving	Includes an introduction to problem solving, common types of problems to solve, an overview of common problem-solving styles, and one model of problem solving.	Multiple choice questions and quizzes, drag & drop, matching questions, interactive questions regarding problem-solving style preferences, video (audio and animation), self-inventory of problem-solving skills	1 hr
APPLY	Integrates learning from the explore modules and provides students the opportunity to apply their learning by leading them through the process of 1) identifying a complex problem to solve from their specific learning context, and 2) forming a plan to solve this problem using metacognitive and communication strategies.	Brainstorming exercises, planning worksheets, short answer, expository writing, video (audio and animation)	3 hrs
REFLECT	Provides students the opportunity to reflect on their learning experiences, particularly as related to metacognition, communication, and problem solving. Students will have the opportunity to self-assess their skills, identify areas of growth, and target skills that they still wish to improve. Students will receive tips on how to communicate their skills to future employers.	Self-assessment in each of the three target skills, expository writing, video (audio and animation)	2 hrs

Assessment

The impact of the FUSION integrated curriculum will be assessed by measuring students' capacities to demonstrate, articulate, translate, and identify additional strategies to develop their skills in the three domains identified above. Instructors may include supplemental content and assessment at their discretion.

Appendix 2

Budget

Budget

Based on one cohort of 30 students

Program Delivery	Direct Costs	Notes
Instruction (\$700 x 8)	\$5600	Funding will cover half of the 16 total workshops. The cost may be further reduced by leveraging in-kind contributions of university faculty / employees or employer partners.
Udemy	\$0	Concordia students' free access to Udemy can serve as a supplement to student learning.
Psychometric Test	\$600	A psychometric test will be incorporated into the program to enhance students' self-awareness. The amount provided is based on each student having access to the CliftonStrengths (\$20 x 30 - reflects an educator discount).
Subtotal	\$6200	
Staffing	Direct Costs	Notes
Project Manager	\$0	In-kind FUSION contribution; FUSION Concordia Project Lead, Megan Marcoux
Project Coordinator	\$0	In-kind FutureReady contribution; FutureReady Coordinator, Andrea Taylor.
Placement Coordinator	\$40,000	Estimate of .5 FTE contract for 12 months
Subtotal	\$40,000	
Placement Support	Direct Costs	Notes
Riipen	\$0	The Placement Coordinator will liaise with Riipen to find 30+ work-integrated learning placements for program participants.
Subtotal	\$0	
Grand Total	\$46,200	

