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**MEMORANDUM**

|           |                                                                       |                                                                                     |               |
|-----------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------|
| ATTENTION | Senate                                                                | DATE                                                                                | March 6, 2020 |
| FROM      | Wade Parkhouse, Chair<br>Senate Committee on<br>Undergraduate Studies | PAGES                                                                               | 1/2           |
| RE:       | New Course Proposals                                                  |  |               |

**For information:**

Acting under delegated authority at its meeting of March 5, 2020 SCUS approved the following curriculum revisions effective Fall 2020.

**a. Faculty of Applied Sciences (SCUS 20-16)****1. School of Computing Science****(i) New Course Proposal:**

- CMPT 494-3, Software Systems Program Capstone Project 1
- CMPT 495-3, Software Systems Capstone Project 2

**b. Faculty of Arts and Social Sciences (SCUS 20-17)****1. Cognitive Science Program**

(i) New Course Proposal: COGS 315-3, Formal Methods

**2. School of Criminology**

(i) New Course Proposal: CRIM 326-3, Criminological Analysis of Homicide

**3. School of International Studies****(i) New Course Proposals:**

- IS 325-4, Social Movements in a Changing Africa
- IS 402-4, Global Security Governance

**4. Department of Linguistics**

(i) New Course Proposal: LING 450-3, Computational Linguistics (Spring 2021)

5. Department of Sociology and Anthropology

(i) New Course Proposals:

- SA 442-4, Applying the Sociological Imagination
- SA 443- 4, Ethnographic Sensibility in Action
- SA 495-4, Project Mapping Seminar

c. Faculty of Communication, Art and Technology (SCUS 20-18)

1. School for the Contemporary Arts

(i) New Course Proposal: CA 315- 4, Sound Art: History and Concepts

d. Faculty of Health Sciences (SCUS 20-19)

(i) New Course Proposals:

- HSCI 310-3, Introduction to Health Economic Evaluation
- HSCI 418-3, Priority Setting Health Care: Health Economics and Ethics in Practice
- HSCI 461-3, An Ecological Approach to Women's Reproductive Health
- HSCI 462-3, Seminar in Developmental Origins of Health and Disease

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Docushare repository at

<https://docushare.sfu.ca/dsweb/View/Collection-12682>.

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SENATE COMMITTEE ON  
UNDERGRADUATE STUDIESNEW COURSE PROPOSAL  
1 OF 4 PAGESCOURSE SUBJECT NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☐ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

This course is the first in a series of two 3 credit courses for the Software Systems Capstone Project. Students will work in teams on a closely supervised software systems project. Projects can be research based or have a significant software application, potentially based on a real customer application specification, as their basis. Students will be required to write a full project report and present their project during the Capstone Project Day Presentations.

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

Software Systems (SoSy) Capstone Projects (Capstones) will provide an opportunity to (1) promote strong students to the community, (2) demonstrate the accomplishments that SoSy students can achieve, (3) attract strong students to the program, and (4) provide a longer term goal for which students already within the SoSy program can strive. SoSy Capstones will achieve this by allowing students to apply their software systems skills to significant projects of depth and/or breadth that require contemporary knowledge of systems and software system development. Capstones will provide the opportunity to develop a significant software project with collaboration from industry, non-profits, or academic research labs. They will be elite accomplishments that both the school and the students can be

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☐ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE



**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

NA

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

NA

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

NA

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

NA

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Students may use our regular CSIL labs or the research lab of the faculty supervisor teaching the course. No additional resources are required.

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Kay C. Wiese

COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught: ☐ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

This course is the second in a series of two 3 credit courses for the Software Systems Capstone Project. Students will work in teams on a closely supervised software systems project. Projects can be research based or have a significant software application, potentially based on a real customer specification. Students will be required to write a final project report at the end of the term and do a project presentation during the Capstone Presentation Day.

**REPEAT FOR CREDIT** ☒ YES ☐ NO Total completions allowed  Within a term? ☐ YES ☒ NO**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

Software Systems (SoSy) Capstone Projects (Capstones) will provide an opportunity to (1) promote strong students to the community, (2) demonstrate the accomplishments that SoSy students can achieve, (3) attract strong students to the program, and (4) provide a longer term goal for which students already within the SoSy program can strive. SoSy Capstones will achieve this by allowing students to apply their software systems skills to significant projects of depth and/or breadth that require contemporary knowledge of systems and software system development. Capstones will provide the opportunity to develop a significant software project with collaboration from industry, non-profits, or academic research labs. They will be elite accomplishments that both the school and the students can be

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Fall 2020

Term in which course will typically be offered ☒ Spring ☐ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

40

## UNITS

Indicate number of units:

3

Indicate no. of contact hours: ☐ Lecture ☐ Seminar ☐ Tutorial ☐ Lab ☐ 3 Other; explain below

## OTHER

Project teams will meet with their instructor on a weekly basis to discuss progress.

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

NA

## PREREQUISITE AND / OR COREQUISITE

Prerequisite: CMPT 494. CMPT 495 must be taken in the semester immediately following the successful completion of CMPT 494 and must be for the same project and faculty supervisor.



**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) **first** may not then take this course for further credit.

NA

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

NA

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

NA

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

NA

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)



### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Students may use our regular CSIL labs or the research lab of the faculty supervisor teaching the course. No additional resources are required.

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

### Name of Originator

Kay C. Wiese

SFU

SENATE COMMITTEE ON  
UNDERGRADUATE STUDIESNEW COURSE PROPOSAL  
1 OF 4 PAGESCOURSE SUBJECT  NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☐ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

A survey of formal methods used in philosophy, cognitive science, linguistics and related disciplines. Topics will include some of the following: propositional logic, predicate logic, formal syntax, formal semantics, the probability calculus, decision theory, game theory and formal causal modeling.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO

## LIBRARY RESOURCES

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## RATIONALE FOR INTRODUCTION OF THIS COURSE

This course will be cross-listed with Philosophy 315, which will change its title and description to match. The formal tools introduced in this course are highly applicable to research in cognitive science. Therefore it will benefit COGS students to include this course in their program of study.

## SCHEDULING AND ENROLLMENT INFORMATION

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## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE



**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

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*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

PHIL 315

Does the partner academic unit agree that this is a two-way equivalency? ☒ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

#### FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☐ NO

#### COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

- Acquire a working knowledge of the basic concepts of modal logic and relevant applications
- Acquire a working knowledge of the basic concepts of Bayesian probability and relevant applications
- Improve one's capacity to make conceptual nuances in epistemology and related disciplines

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

None.

**OTHER IMPLICATIONS**

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Margaret Grant

COURSE SUBJECT  NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Using a criminological approach, the course examines the homicide offender, their victim, and the homicidal criminal event. Students are expected to discuss various types of homicide and demonstrate knowledge and understanding related to the different correlates of homicide. Students will apply their knowledge through the analysis of a homicide case.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO

## LIBRARY RESOURCES

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## RATIONALE FOR INTRODUCTION OF THIS COURSE

Although the School of Criminology is currently offering a course entirely devoted to sexual violence, we do not have a course on homicide. Considering the seriousness and the variety of types of homicide, the analysis of this crime is ideal to incorporate notions of criminological theories, empirical research, and the application of knowledge to the analysis of real cases of homicide.

This course will provide students with an opportunity to assess whether existing criminological theories are adequate to explain various forms of homicide. Students will review and critically assess the different correlates of homicide and how they relate to criminological theories. They will also get an opportunity to review various typologies of homicide and test whether these existing typologies are useful in classifying homicide offenders. Students will be taught how to apply the knowledge on homicide (i.e., typologies, etiological factors, pre-crime factors, victimology, etc.) to analyze a real case of homicide, similar to that which criminologists are required to do in correctional settings.

This course will represent an opportunity for students to put their knowledge into practice while gaining a deeper understanding of a specific type of crime. This topic is directly related to the research interest of Dr. Eric Beauregard. Moreover, Dr. Beauregard has worked in corrections with various types of murderers, providing him with practical experience with these offenders, which can be transferred to the students.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☐ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE



**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

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**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken CRIM 319 in Fall 2018 or in Fall 2019 under the title "The Advocacy of Homicide" may not take this course for further credit.

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

**COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**

1. Examine the current theoretical, clinical, and legal issues related to the crime of homicide using a criminological perspective;
2. Compare various types of homicide as well as the different theoretical approaches and perspectives used to explain these crimes;
3. Describe society's and the criminal justice system's response to homicide;
4. Demonstrate knowledge and understanding as to the different correlates of homicide;
5. Apply knowledge on a specific type of homicide to a real case and analyze the complete crime-commission process of the offender;
6. Generalize risk factors associated with different types of crime to homicide;
7. Assess prevention measures associated with the various types of homicide.





### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

NONE

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Eric Beauregard

COURSE SUBJECT  NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☐ Burnaby ☐ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

From peasant uprisings and student protests to armed insurrections, this course explores the range of African social movements and assesses their role in shaping Africa's future. Key themes include the role of ethnicity and religion, the impact of urbanization, economic inequality, gender politics, and trends in international solidarity and engagement.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

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## RATIONALE FOR INTRODUCTION OF THIS COURSE

This course will provide an in-depth analysis of some of the political and social key trends on the African continent, one of the few courses in the Faculty of Arts and Sciences focused on contemporary Africa. Currently, International Studies only has one course on Africa, and FASS only has a total of five (three in History, one in Political Science, and one in International Studies). The course will deepen students' understanding of social movements, connecting them to discussions of neoliberalism, neopatrimonialism, and identity politics.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☒ Spring ☒ Summer ☐ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency?

☐

YES

☐

NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken IS 319 with this topic may not take this course for further credit.

**FEES**

Are there any proposed student fees associated with this course other than tuition fees?

☐

YES

☒

NO

**COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)**

Students will finish the course with the following knowledge and skills:

A broad understanding of major political and social trends in African politics since the 1960s

A basic familiarity with major paradigms, concepts, and theories in the social scientific study of social movements.

The ability to critically evaluate competing theories of and methodological approaches to popular mobilization





### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

None

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Jason Stearns

COURSE SUBJECT NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Examines how states engage with the global security architecture to address a range of contemporary security challenges. Taking a comparative perspective, we investigate key actors' involvement with regional and international institutions such as the UN, NATO, and the EU. Issues may include disinformation, cybersecurity, outer space security, trafficking, and terrorism.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

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## RATIONALE FOR INTRODUCTION OF THIS COURSE

Instructor has been teaching this course, in various forms, for the past 11 years. IS wishes to regularize this offering. Our BA program has a concentration in conflict and security and this course gives an option for students in that concentration at the 400 level.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☒ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken IS 409 with this topic may not take this course for further credit.

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

**COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**

This course aims to familiarize students with two academic literatures – foreign policy analysis and aspects of global governance and the readings and discussions will help them to identify and evaluate links between the two. Students will learn to critically assess the roles of global security agents (or “global governors”) and to analyze whether and how norms, diplomacy, power and cooperation have evolved. Second, students will learn to critically participate in and contribute to contemporary debates about the role of states and regional organizations using theoretically informed empirical analysis. This will be assessed in oral and written format, and thus help students to hone these key skills. Third, students will develop and defend their own critical study, including writing a first draft and learning to give constructive feedback to others. By the end of the course, students will be able to critique the academic literature, situate their own evidence-based arguments within the academic literature, with the option to also outline and defend pragmatic policy prescriptions.





### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

none.

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Nicole Jackson

COURSE SUBJECT LING

NUMBER 450

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Computational Linguistics

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Computational Linguistics

CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Introduction to theoretical and applied issues in the computational processing of natural language.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

We have had a graduate course in Computational Linguistics (LING 807) for a long time. An undergraduate course was difficult, because Linguistics students do not typically have the computational background for an upper division course. With the introduction of LING 250 /SDA 250, we feel that students will have sufficient background to undertake advance study of computational methods in language.

The course may be offered on its own, or cross-listed with LING 807.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☒ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

**COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**

The following are drawn from LING program educational goals and specific concepts and procedures. Overall goals:

-Accurately perform laboratory and field data collection techniques, and clearly report those procedures with proper scientific documentation. (Research and Communication Skills)

-Use clear and appropriate documentation to apply linguistic concepts in the fields, disciplines, and professions where language is an important component. (Interdisciplinarity and Application of Linguistic Knowledge)

Specific concepts:

-Scientific reasoning (data description, pattern extraction, hypothesis testing, formalization as rules, explain the importance of ethical research practices, reasoning from quantitative data)

-Research and communication skills (use analysis software, data storage and organization, laboratory data collection, scientific writing for experimental findings, authentic data/corpus selection and analysis).

-Interdisciplinarity and application of linguistic knowledge (Computing Science, Formal Logic).

The following are drawn from the Social Data Analytics proposal:

-Social Data collection, organization, and manipulation (capture data, store data, text encoding, data cleaning)



**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

None.

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Maite Taboada

COURSE SUBJECT SA

NUMBER 442

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Applying the Sociological Imagination

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Applying the Sociological Imagination

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Selected Topics in Sociology. Seminar exploring the topic through discussion, and developing original ideas that engage with sociological theory and methods. Course topic varies with the instructor and section. See detailed course outline for more information.

REPEAT FOR CREDIT

☒ YES☐ NO

Total completions allowed

Within a term?

☒ YES☐ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

In response to our external review, the department is adding a 400 level requirement to our undergraduate programs, and more clearly differentiating our 400 division elective offerings from other upper division courses. We are also adding 400 division requirements to our programs. Courses at this level will focus on specialized topics, and provide spaces for students to develop new knowledge and perspectives. To allow more frequency and variety in our elective offerings at this level, while clearly identifying specialized course content, we are introducing two umbrella courses, for either Sociology or Anthropology offerings, and use subtitles to identify specific themes. The department will keep a database of all repeated course topics, identifying the specific topics that have been taught in the past and keeping track of which topics students have already received credit for.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☒ Spring ☒ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) first may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

SA 442 may be repeated for credit when a different topic is taught.

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

**COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)**





### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Classroom space.

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

### Name of Originator

Suzanna Crage, Chair of the Department of Sociology and Anthropology Undergraduate Program

COURSE SUBJECT  NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Selected Topics in Anthropology. Seminar exploring the topic through discussion, and developing original ideas that engage with anthropological theory and methods. Course topic varies with the instructor and section. See detailed course outline for more information. SA 443 may be repeated for credit only when a different topic is taught.

REPEAT FOR CREDIT ☒ YES ☐ NO Total completions allowed  Within a term? ☒ YES ☐ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

In response to our external review, the department is adding a 400 level requirement to our undergraduate programs, and more clearly differentiating our 400 division elective offerings from other upper division courses. We are also adding 400 division requirements to our programs. Courses at this level will focus on specialized topics, and provide spaces for students to develop new knowledge and perspectives. To allow more frequency and variety in our elective offerings at this level, while clearly identifying specialized course content, we are introducing two umbrella courses, for either Sociology or Anthropology offerings, and use subtitles to identify specific themes. The department will keep a database of all repeated course topics, identifying the specific topics that have been taught in the past and keeping track of which topics students have already received credit for.



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered ☒ Spring ☒ Summer ☒ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

### UNITS

Indicate number of units:

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

This is a rotating topics course; all department faculty depending on topic.

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

Minimum of 72 units including either SA 101 or SA 150.

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

SA 443 may be repeated for credit only when a different topic is taught.

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☐ NO

**COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**



**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

Classroom space.

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Suzanna Crage, Chair of the Department of Sociology and Anthropology Undergraduate Program

COURSE SUBJECT  NUMBER 

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Gain experience in designing projects. Imagine guiding questions, research the context, and craft a proposal. Students continuing on to complete an honours thesis develop their projects here, and complete research ethics if necessary.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

In this course, students will gain experience at planning projects that build on the interests they have developed during their undergraduate studies. In the process, it will give them an opportunity to imagine ways of applying what they have learned while earning their degrees. It will count toward the new 400 division elective requirements that we are proposing for various SA programs. It will also support both our undergraduate Honours programs and our planned Accelerated MA program, by adding structure to the Honours Thesis experience. Previously, students completed the Honours thesis during one 8 unit course, conducted under individual faculty supervision. Now, the thesis project will be split into two terms: students who want to graduate in the Honours program will use this course to design and propose their Honours thesis projects; the next term, they will complete data collection, analysis and writing under faculty supervision. For students who want to continue to the Accelerated MA program, this will also serve as their Master's thesis proposal and pilot study.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☐ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (place relevant course(s) in the blank below (ex: STAT 100)) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(Place relevant course(s) in the blank below (ex: STAT 100)) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (place relevant course(s) in the blank below (ex: STAT 100)) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

**FEES**

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

**COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)**





### RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

|                 |
|-----------------|
| Classroom space |
|-----------------|

### OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

### OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

|                                                         |
|---------------------------------------------------------|
| Suzanna Crago, Department of Sociology and Anthropology |
|---------------------------------------------------------|

COURSE SUBJECT CA

NUMBER 315

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Sound Art: History and Concepts

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Sound Art

CAMPUS where course will be normally taught: ☐ Burnaby ☐ Surrey ☒ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

This lecture course investigates sound art as an interdisciplinary practice that draws its history and concepts from contemporary visual art, installation art, performance art, experimental music, and their various confluences. We will study historical precedents of experimental sound work as well as think critically and creatively about the themes and concerns that inform contemporary practices.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

## 1) Market-tested:

This course has been offered as a special topic (CA312 Special Topics in Art and Culture Studies) for three years, and has been enthusiastically received with an average enrolment of c. 45-50 (50 cap).

## 2) Meets School goals of interdisciplinary curriculum:

This course will form part of the elective curriculum for three distinct programs in the SCA: Art Performance & Cinema Studies; Music; and Visual Art. The cross-disciplinary nature of sound art complements the School for the Contemporary Arts' interdisciplinary curriculum, and we also anticipate interest from Film and Theatre students, as well as FCAT students broadly.

## 3) Updates the Music program curriculum:

The music area is currently in the process of updating its curriculum, which will soon include a studio course on sound art. (Many students in the School for the Contemporary Arts identify as "sound artists.") This lecture course will complement the studio course by providing conceptual and historical context in which students might situate their practice.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Term in which course will typically be offered ☐ Spring ☐ Summer ☒ FallOther (describe) Will this be a required or elective course in the curriculum? ☐ Required ☒ ElectiveWhat is the probable enrollment when offered? Estimate: 

## UNITS

Indicate number of units: Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

Which of your present CFL faculty have the expertise to offer this course?

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

n/a

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

n/a

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

n/a

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students with credit for CA312 Special Topics in Art and Culture Studies under the title "Sound Art" may not take this course for further credit.

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)



**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

n/a

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Eldritch Priest

COURSE SUBJECT HSCI

NUMBER 310

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Introduction to Health Economic Evaluation

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Intro to Hlth Econ Evaluation

CAMPUS where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Core methodological aspects of conducting a health economic evaluation will be taught in a practical and non-technical manner. The focus is on the theory and practice of economic evaluation, within the broader domain of health economics.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

## Context:

This course change supports the expansion of health economics courses in FHS. FHS health economists have worked together to ensure material across all health economics related courses is complementary and flexible. The structure of the proposed health economics courses in FHS provides a suite of options that enable students to take health economics (proposed HSCI 206), economic evaluation (proposed HSCI 310) and 400-level courses either as standalone courses or in combination. This close collaboration is also reflected in current curricular initiatives, including revisions of the PQHS concentration and the development of an undergraduate certificate in health economics.

## Specifics:

This course has been taught as HSCI 471 in the past (Fall 2018) and is currently being taught as HSCI 372. The regularization of this course will provide a 300-level course option for students interested in health economics

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016)

Fall 2020

Term in which course will typically be offered ☒ Spring ☐ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

60

**UNITS**

Indicate number of units:

3

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below**OTHER****FACULTY**

Which of your present CFL faculty have the expertise to offer this course?

Bohdan Nosyk and David Whitehurst

**WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE**

60 units including HSCI 130.



**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken HSCI 372 under this topic in Spring 2020 and students who have taken HSCI 471 under this topic in Fall 2018 may not take this course for further credit.

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)





## RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

## OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

## OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

## Name of Originator

Bohdan Nosyk

COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Health economics and ethics underpin health care decision making in all health systems. This course examines economics and ethics principles used in setting priorities and allocating resources within health, including assessing evidence, stakeholder engagement, outcomes measurement, and organizational behavior.

**REPEAT FOR CREDIT** ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE****Context:**

This course change supports the expansion of health economics courses in FHS. FHS health economists have worked together to ensure material across all health economics related courses is complementary and flexible. The structure of the proposed health economics courses in FHS provides a suite of options that enable students to take health economics (proposed HSCI 206), economic evaluation (proposed HSCI 310) and 400-level courses either as standalone courses or in combination. This close collaboration is also reflected in current curricular initiatives, including revisions of the PQHS concentration and the development of an undergraduate certificate in health economics.

The course was taught 3 times as an upper division Special Topics HSCI course, and was well enrolled. Its contents overlap with several of FHS Research Cluster Areas identified in FHS' Academic Planning including: Mental Health and Addictions, Infectious Diseases, and Health Systems and Health Policy. Indeed this course fosters the integration and collaboration of diverse fields including epidemiology, medicine, public health, health economics and health services research. The course will fill the curriculum gaps in both BSc and BA HSCI programs and is part of the FHS reforms of its Population Health and Quantitative Sciences stream



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Fall 2020

Term in which course will typically be offered ☒ Spring ☐ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

30

### UNITS

Indicate number of units:

3

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Stuart Peacock, Bohdan Nosyk and David Whitehurst

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

90 units, two 200-level HSCI courses, or permission of the instructor.

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken HSCI 471 under this topic in Spring 2019, Fall 2017, and Fall 2016 may not take this course for further credit.

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

- Introduce economic and ethical principles underlying health care decision making, and compare these principles with an ‘evidence-based medicine’ approach
- Discuss commonly used approaches to priority setting by health care decision makers both within Canada and elsewhere
- Discuss a practical guide to implementing a pragmatic framework for health care priority setting, including generating decision making criteria and involving relevant stakeholders
- Work through case studies and real world examples to illustrate key concepts and methods
- Discuss individual and organizational success factors related to improving priority setting and resource allocation practices
- Design a process for priority setting in a health organization

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Stuart Peacock



COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Women's reproduction differs in key traits from other mammalian females including continuous rather than seasonal ovulation, lack of estrous, and a radically invasive placenta. Students will research these reproductive features, explore their evolutionary origins, how social and physical factors modulate their expression and their consequences for maternal and child health.

**REPEAT FOR CREDIT** ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

This course is a continuation of one of the subjects taught in HSCI 216. The course has been taught multiple times as an upper division Special Topics HSCI course, and has always been well enrolled. Its contents overlap with several of FHS Research Cluster Areas identified in FHS' Academic Planning including: Developmental Trajectories, Mental Health and Addictions, Infectious Diseases, Health Systems and Health Policy, and Planetary Change. The course will fill the curriculum gaps in both BSc and BA HSCI programs.



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Fall 2020

Term in which course will typically be offered

☐

Spring

☒

Summer

☒

Fall

Other (describe)

Will this be a required or elective course in the curriculum?

☐

Required

☒

Elective

What is the probable enrollment when offered? Estimate:

30

### UNITS

Indicate number of units:

3

Indicate no. of contact hours:

Lecture

3

Seminar

Tutorial

Lab

Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Pablo Nepomnaschy, Mark Lechner

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

HSCI 216

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

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**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken HSCI 471 under this topic in Fall 2019, Fall 2017, and Fall 2010 may not take this course for further credit.

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)



## RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

## OTHER IMPLICATIONS

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

## OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

## Name of Originator

Dr. Pablo Nepomnaschy, Associate Professor

COURSE SUBJECT NUMBER **COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation**CAMPUS** where course will be normally taught: ☒ Burnaby ☐ Surrey ☐ Vancouver ☐ Great Northern Way ☐ Off campus**COURSE DESCRIPTION** — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

The field of Developmental Origins of Health and Disease (DOHaD) investigates the influence of negative (stressful) early life environments on developmental trajectories and health. This course explores the evolutionary origins of the links between early exposures on developmental outcomes and the use of said knowledge in clinical practice and interventions.

**REPEAT FOR CREDIT** ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☐ NO**LIBRARY RESOURCES**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

This course is a continuation of one of the subjects taught in HSCI 216. The course has been taught multiple times as an upper division Special Topics HSCI course, and has always been well enrolled. Its contents overlap with several of FHS Research Cluster Areas identified in FHS' Academic Planning including: Developmental Trajectories, Mental Health and Addictions, Infectious Diseases, Health Systems and Health Policy, and Planetary Change. Indeed this course foster the integration and collaboration of diverse fields including evolution, ecology, child development, epidemiology, medicine and public health. The course will fill the curriculum gaps in both BSc and BA HSCI programs.





### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Fall 2020

Term in which course will typically be offered

☐

Spring

☒

Summer

☒

Fall

Other (describe)

Will this be a required or elective course in the curriculum?

☐

Required

☒

Elective

What is the probable enrollment when offered? Estimate:

30

### UNITS

Indicate number of units:

3

Indicate no. of contact hours:

Lecture

3

Seminar

Tutorial

Lab

Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Pablo Nepomnaschy, Nadine Provençal

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

HSCI 216

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

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**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

Students who have taken HSCI 471 under this topic in Summer 2015 may not take this course for further credit.

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Dr. Pablo Nepomnaschy, Associate Professor