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## MEMORANDUM

ATTENTION	Senate	DATE	March 5, 2021
FROM	Wade Parkhouse, Chair	PAGES	1/3
RE:	Senate Committee on Undergraduate Studies New Course Proposals		



## For information:

Acting under delegated authority at its meeting of March 4, 2021, SCUS approved the following curriculum revisions effective Fall 2021.

**a. Faculty of Applied Sciences ( SCUS 21-24)**1. School of Computing Science

(i) New Course Proposal: CMPT 450-3, Computer Architecture

**b. Faculty of Arts and Social Sciences (SCUS 21-25)**1. School of Criminology

(i) New Course Proposal: CRIM 460-3, Applied Crime Prevention

2. Department of Economics

(i) New Course Proposals:

- ECON 434-3, Seminar in Applied Market Design
- ECON 436-3, Seminar in Economics and Social Network Analysis
- ECON 437-3, Seminar in Urban Economics

3. Department of French

(i) New Course Proposals:

- FREN 355-3, Survey of Indigenous Literatures in French and Translation
- FREN 455-3, Special Topics in Indigenous Literatures in French and Translation

4. Department of Humanities

(i) New Course Proposal: HUM 121-3, Walk of Life: Migrations in Eurasia from Antiquity to the Present with B-Hum designation

5. School for International Studies

(i) New Course Proposal: IS 310-4, Gender and Security

6. Labour Studies Program

(i) New Course Proposal: LBST 305-4, Gendering Economy: Paid and Unpaid Labour

7. Department of Linguistics

(i) New Course Proposal: LING 315-3, Psychology of Language

8. Department of Philosophy

(i) New Course Proposals:

- PHIL 342-3, Topics in Asian Philosophy
- PHIL 346-3, Topics in Philosophy and Religion

9. Department of Psychology

(i) New Course Proposal: PSYC 361-3, Individual Differences in Social Psychology

**c. Faculty of Communication, Art and Technology (SCUS 21-26)**

1. Publishing Program

(i) New Course Proposal: PUB 411-4, Making Knowledge Public: How Research Makes Its Way Into Society (Fall 2022)

**d. Faculty of Environment (SCUS 21-27)**

1. Department of Geography

(i) New Course Proposal: GEOG 465-4, Geographies of Conquest and Liberation (Spring 2022)

**e. Faculty of Science**

1. Department of Biomedical Physiology and Kinesiology (SCUS 21-28)

(i) New Course Proposal: BPK 409-3, Wearable Technology and Human Physiology

## 2. Department of Chemistry (SCUS 21-29)

### (i) New Course Proposals:

- CHEM 125- 1, General Chemistry Laboratory 1 with Q/B-Sci designation
- CHEM 210-2, Introduction to Analytical Chemistry with Q designation
- CHEM 216-2, Introduction to Analytical Chemistry Laboratory with Q designation
- CHEM 280-3, Organic Chemistry 1 with Q designation
- CHEM 285-1, Organic Chemistry Laboratory 1 with Q designation

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

COURSE SUBJECT CMPT

NUMBER 450

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

Computer Architecture

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

Computer Architecture

**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.

Principles of the architecture of computing systems. Topics include: superscalar processor micro-architecture, speculative execution, cache and memory hierarchy, multiprocessors, cache coherence, memory consistency, implications of technology on architecture, parallel architectures (multi-threading, GPUs, vector processors).

**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**

Students who are interested in computer systems need to learn the basic principles of computer architecture to enhance their understanding of how computer systems work. As the interface between hardware and software, computer architecture provides computer science students with knowledge of the processors and memory systems that their program runs on. This enables computer science students to optimize their programs and improve their performance and efficiency.

This course is taught in many CS, CSE and ECE departments across North America. Some similar offerings from other schools include:

<http://web.stanford.edu/class/ee282/>  
<http://csg.csail.mit.edu/6.823/>  
<https://www2.eeecs.berkeley.edu/Courses/CS152/>  
[http://users.ece.cmu.edu/~jhoe/doku/doku.php?id=18-447\\_introduction\\_to\\_computer\\_architecture#course\\_description](http://users.ece.cmu.edu/~jhoe/doku/doku.php?id=18-447_introduction_to_computer_architecture#course_description)  
<https://pages.cs.wisc.edu/~sinclair/courses/cs552/spring2020/>  
<https://www.ece.ubc.ca/course/cpen-411>  
<https://www.eecg.utoronto.ca/~enright/ece552f11/index.html>  
<https://www.cs.princeton.edu/courses/archive/fall16/cos375/>  
<http://courses.cs.washington.edu/courses/csep548/>

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **30**

## UNITS

Indicate number of units: **3**Indicate no. of contact hours: **3** Lecture **0** Seminar **0** Tutorial **0** Lab **0** Other; explain below

## OTHER

## FACULTY

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

Alaa Alameldeen  
Arrvindh Shriraman

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

CMPT 295 with a minimum grade of C-

**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.]**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**

Alaa Alameldeen



COURSE SUBJECT

CRIM

NUMBER

460

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

Applied Crime Prevention

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

Crime Prevention

**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.

Introduces the modern techniques of crime prevention. Emphasis will be on: opportunity and environmental criminology theories; situational crime prevention and problem-oriented policing; the concepts of 'defensible space', 'eyes on the street', and place management; reducing the opportunities for crime; evaluating crime prevention programs and offender adaptations to 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**

Previously, we had a course CRIM 450 Techniques of Crime Prevention II which was 5 units. This has not been taught for several years and so was mothballed. Students felt that 5 units was a lot to risk on a grade. Also, it was limited to 25 students as a seminar. Recently we hired Dr. Shannon Lanning under whose expertise this course falls. She would like to teach the course with some changes, notably changing it to a more accessible 3 unit lecture/tutorial. However, the course had already been automatically deleted so could not be modified. Therefore, this course is proposed to replace and update CRIM 450. The deletion of CRIM 450 allows space for this course.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **85****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **2** Lecture **1** Seminar **1** Tutorial **1** Lab **1** Other; explain below**OTHER****FACULTY**

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

**Dr. Shannon Lanning**  
**Dr. Bryan Kinny**  
**Dr. Martin Andresen****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****CRIM 101**

**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.

CRIM 450-5

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)

### Learning Objectives

- Demonstrate knowledge of environmental criminology theories and how they explain and reduce crime problems.
- Understand how situational, problem-oriented, and place-based techniques can be used to reduce crime opportunities.
- Assess the evaluations of crime prevention interventions aimed at reducing crime opportunities.
- Describe the explanations for crime concentration at places and its stability over time.
- Explain the differences between proprietary, proximate, and pooled places and their importance in designing effective crime prevention interventions.

**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**

Gail S. Anderson

COURSE SUBJECT

Econ

NUMBER

434

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

Seminar in Applied Market Design

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

Applied Market Design

**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.

Introduces students to market design. There is a strong emphasis on applications and empirical perspectives of market design. The objective of the course is to give students an understanding of the core concepts of market design and to illustrate how econometrics can be used to combine data with micro theory.

**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.lbs.sfu.ca/about/overview/collections/course-assessments](http://www.lbs.sfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

This course reflects expertise in the department. There is need in the undergraduate curriculum and strong student demand for the course.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**Term in which course will typically be offered  Spring  Summer  FallOther (describe) **Possible in any term as we offer many seminar courses.**Will this be a required or elective course in the curriculum?  Required  ElectiveWhat is the probable enrollment when offered? Estimate: **18****UNITS**Indicate number of units: **3**Indicate no. of contact hours:  Lecture **3** Seminar  Tutorial  Lab  Other; explain below**OTHER**

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**FACULTY**

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

**Xiaoting Sun  
Dongwoo Kim****WQB DESIGNATION**

(attach approval from Curriculum Office)

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**PREREQUISITE AND / OR COREQUISITE****ECON 333 (or BUEC 333) and ECON 302, all with a minimum grade of C-**

**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.

none

**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.

none

**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.

Students with credit for ECON 483 Selected Topics in Economics under the title Applied Market Design 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 with credit for ECON 483 Selected Topics in Economics under the title Applied Market Design 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)

Analyzing the rules that guide transactions and resource allocations in the marketplace;  
Explaining applications of market including matching markets (marriage market, school assignment, kidney exchange), and auction markets;

Analyzing the empirical perspective of market design;

Illustrating the interrelationships of econometrics data and micro theory.

**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**

Steeve Mongrain

COURSE SUBJECT

Econ

NUMBER

436

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

Seminar in Economics and Social Network Analysis

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

Network Economics

**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.

Introduces students to the field of network economics. The goal is to understand social networks and their influence on economic outcomes. Topics will include how to measure and represent networks, six degrees of separation and small world properties in networks, network formation models, influence of network on economic outcomes such as diffusion of ideas.

**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 reflects expertise in the department. There is need in the undergraduate curriculum and strong student demand for the course.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **18****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?

**Martin I Santamaria**  
**Christoph Luelfesmann**  
**Steeve Mongrain****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****ECON 302 or ECON 305, with a minimum grade of C-.**

**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.

Students with credit for ECON 483 Selected Topics in Economics under the title Social & Economic Networks 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 with credit for ECON 483 Selected Topics in Economics under the title Social & Economic Networks 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)

Analyzing social networks and their influence on economic outcomes;  
Identifying various ways to measure and represent networks;  
Comparing the six degrees of separation and small world properties in networks;  
Explaining network formation models;  
Analyzing the influence of network on economic outcomes such as diffusion of ideas.

**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**

Steeve Mongrain

COURSE SUBJECT

Econ

NUMBER

437

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

Seminar in Urban Economics

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

Urban Economics

**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 first section of the course is lectures on urban economics. Topics will include: individual behaviour in geographical space; the structure of urban equilibrium; income heterogeneity over space; and environmental issues. The second section is student presentations of a paper and class discussions of urban issues.

**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.lbsfu.ca/about/overview/collections/course-assessments](http://www.lbsfu.ca/about/overview/collections/course-assessments).

**RATIONALE FOR INTRODUCTION OF THIS COURSE**

This course reflects expertise in the department. There is need in the undergraduate curriculum and strong student demand for the course.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**Term in which course will typically be offered  Spring  Summer  FallOther (describe) **Possible in any term as we offer many seminar courses.**Will this be a required or elective course in the curriculum?  Required  ElectiveWhat is the probable enrollment when offered? Estimate: **18****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?

**Gordon Myers  
Steeve Mongrain****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****Econ201 or Econ301, with a minimum grade of C-.**

**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.

none

**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.

none

**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.

Students with credit for ECON 483 Selected Topics in Economics under the title Urban Economics  
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 with credit for ECON 483 Selected Topics in Economics under the title Urban Economics 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)

Analyzing individual behavior in geographical space;

Explaining the structure of urban equilibrium;

Analyzing urban equilibrium extensions

**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**

Steeve Mongrain

COURSE SUBJECT

FREN

NUMBER

355

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

Survey of Indigenous Literatures in French and Translation

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

Indigenous Literatures Survey

**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.

Study of representative and significant works in Indigenous literature in French and in translation.

**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**

Indigenous literatures are an essential, crucial, constantly adapting and on-the-cusp field of study. They are imbedded and in reciprocity with the larger field of Indigenous studies. To study Indigenous literatures is to better understand the histories and presences of Indigenous peoples, whose voices were long silenced in favour of master narratives, to which our national literatures have often adhered, and sometimes - more and more, recently, contradict. To understand the society in which we live, we need to read Indigenous stories, and learn from Indigenous epistemologies.

The study of Indigenous literatures in departments of English has been on a steady rise for many years. Departments of French have yet to follow. Here in British Columbia, there are no courses dedicated to the study of Indigenous literatures in French, and creating this course would be highly beneficial to students at SFU, but also students from other institutions in the Lower Mainland.

The course will offer a survey from first texts and oratory to writings of the 'renaissance' to contemporary voices, thereby highlighting the continuity and adaptability of Indigenous literary expressions. Moreover, through literature, students will learn about other important issues, such as residential schools, the Sixties Scoop, urban identities, gender issues, and decolonization. Through theoretical and critical readings, students will acquire the essential tools to understanding the specific cultural and historial contextual knowledges from and in which these literatures emerge and thrive, and help them develop ethical and responsible terms of engagement.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **FALL 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **25****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **3**  Lecture  Seminar  Tutorial  Lab  Other; explain below**OTHER****FACULTY**

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

**Dr. Sarah Henzi, 50% joint appointment with Indigenous Studies.****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****FREN 245 and FREN 301W**

**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.]

#### FEES

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

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

Students will be able explain the expanded notion of "literature" in the study of Indigenous literatures (oratory, life stories, performances and testimonies, speeches and manifestos) and how a lack of recognition of these works led to the attitude that Indigenous cultures were not worth preserving. The student will be able to situate the examined Indigenous works in their historical, political and cultural context, will understand the significance of translation in the circulation of these works to different cultural eras, and how the transmission of the memory of these works and the creation of a privileged place for contemporary Indigenous literatures is linked to other artistic practices and pedagogy, such as film, visual arts, video games and digital humanities.

**RESOURCES**

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

N/A

**OTHER IMPLICATIONS**Final exam required  YES  NOCriminal 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. Réjean Canac-Marquis

COURSE SUBJECT

FREN

NUMBER

455

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

Special Topics in Indigenous Literatures in French and Translation

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

Indigenous Literatures Topics

**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.

Advanced study of selected works of Indigenous literature and film in French and in translation. Topics will vary but may include popular culture and new media. The course may be repeated once with departmental approval and if taught with a different topic.

**REPEAT FOR CREDIT** YES NO

Total completions allowed

-2

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**

For students who took FREN 355 - Survey in Indigenous Literatures- this course will offer an advanced study of Indigenous artistic expressions, highlighting the innovative, vibrant, and explorative nature of this exciting field of study. Indeed, up until recently, the study of "literature" has been largely limited to that of the novel, poetry and drama. This course proposes to look at those generic alternatives that seek to expand the notion of "literature": comic books, graphic novels, science fiction, erotica, zombie/vampire fiction, speculative fiction, and spoken word, amongst others. In addition, ventures in new media and the audio/visual and digital worlds are further providing artists and writers with the exceptional entry points to the land and territories (whether spatial, linguistic, or memorial) that many of them no longer have access to.

The representation of Indigenous peoples has long been compromised by popular imagery and mainstream mass media. This course will not only revisit and unpack how stereotypes and prejudice become part of the cultural norm, but will seek to investigate the counter-narratives produced by Indigenous popular culture artists. This will provide students with an opportunity to consider how to question what they consume, but how it is produced, and under what conditions, and who such narratives ultimately benefit. Scheduled to take place during the Winter term, this course will provide a unique opportunity for students to attend Talking Stick events and other cultural venues (in person or virtually).

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **25****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **3**  Lecture  Seminar  Tutorial  Lab  Other; explain below**OTHER****FACULTY**

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

**Dr. Sarah Henzi, Assistant Professor: 50% joint appointment with Indigenous Studies****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****FREN 355 or departmental approval**

**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.]

#### FEES

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

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

Students will gain an understanding of how various alternative narratives in Indigenous literatures have the performative and transformative power, through the artistic representations of physical and emotional conflicts, of challenging colonial epistemologies, refuting dehumanisation and calling for critical engagement towards social change and healing.

**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**

Dr. Réjean Canac-Marquis

COURSE SUBJECT

HUM

NUMBER

121

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

Walk of Life: Migrations in Eurasia from Antiquity to the Present

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

Migrations in Eurasia

**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 population movements in Eurasia, from antiquity to the present. Considers a variety of questions related to the how and why people migrate. Answering these questions pertaining to mass migration in Eurasia fosters greater understanding of the overall human experience.

**REPEAT FOR CREDIT** YES NO

Total completions allowed

N/A

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 examines the role of migration and population movements in the human condition, which is central to the Humanities department's mission. The recent merger with the Hellenic Studies program prompted a broader restructuring of our curriculum, and the addition of Dr. James Horncastle as a new HUM faculty member now allows us to offer students the opportunity to take this introductory course in the area of his expertise. Similar to our successful 100-level religious studies and mythology courses, this course on migration allows students to explore broadly relevant questions in the Humanities around a topic of interest. Given the ongoing global interest in population movements and identity, as well as the composition of SFU's student demographic, this course is likely to appeal to a large number of students. The course further fits into the department's recasting as the Department of Global Humanities, in which a foundational Humanities course on migration would play an important role and would open up opportunities for further curricular growth in this area.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **FALL 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **40****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **2** Lecture **1** Seminar **1** Tutorial **1** Lab **1** Other; explain below**OTHER****FACULTY**

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

**Dr. James Horncastle**  
**Dr. Eirini Kotsovili****WQB DESIGNATION**

(attach approval from Curriculum Office)

**B-HUM****PREREQUISITE AND / OR COREQUISITE****N/A**

**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)

1. Understand major theories and perspectives on migration
2. Formulate arguments supported by primary and secondary sources
3. Assess the role of migration in human development
4. Compare migrations in different chronological and geographic contexts
5. Assess the role of past migrations in contemporary debates

**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**

James Horncastle

**B-COURSE CERTIFICATION REQUEST**

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

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

This form is divided into TWO sections:

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

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

Please contact Susan Rhodes at [slrhodes@sfu.ca](mailto:slrhodes@sfu.ca) or Local 3312 if you have any questions about completing this form. Completed forms can be sent either electronically to the email address above or through campus mail to Susan Rhodes, Curriculum Office, VP Academic.

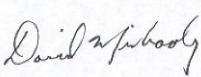
**Course Title:** Walk of Life: Migrations in Eurasia from Antiquity to the Present

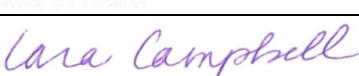
**Course #** (if known): HUM121

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

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

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

Chair/Director:  Date approved: 8 January 2021

Associate Dean:  Date approved: February 11th, 2021

## **Section I**

### **INSTRUCTOR/PROGRAM INFORMATION**

Name of Instructor(s): James Horncastle

Department: Humanities

E-mail: jhorncas@sfu.ca Telephone: 6045374595

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

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

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

If this is a new or modified course:

- when will it first be offered? Fall 2021
- how often will it be offered? Yearly
- what is the expected enrolment per offering? 40

If this is an existing course:

- how often is it offered? \_\_\_\_\_
- what is the current average enrolment per offering? \_\_\_\_\_
- what is the expected enrolment increase, if relevant, with B designation? \_\_\_\_\_

## Section II

### **THE B CRITERIA**

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

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

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

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

The 2015 Migration Crisis, where over one million individuals desperately tried to reach Europe in perilous conditions across the Mediterranean Sea, brought the significance of mass migrations into focus for the global community. Furthermore, the mass movement of peoples into Europe has triggered a wave of populism that has seen far right groups gain increasing influence in the continent – with Italy’s *Lega* being one of several parties to use anti-immigrant rhetoric to gain influence. Despite the dramatic changes in Europe, the mass migration of peoples is not a new phenomenon. In fact, the large-scale migration of individuals has been a quintessential part of the human experience in Eurasia throughout recorded history. We must ask ourselves, however, in what ways have the experience of migrants changed? In this course, we’ll examine questions such as: how have migrants perceived themselves, and their destinations? What factors drive individuals to migrate from their homelands? What are the responses from the communities that receive these migrants? In what ways has the international community involved itself in these issues? How has mass migration been both constructive and destructive? And, how have travellers conceived of their experiences? By answering these questions pertaining to mass migration in Eurasia, students will gain a greater understanding of the overall human experience.

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

There will be no prerequisites

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

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

1. Explain how this course explicitly addresses how and why a Humanities/Science/Social Science discipline (or disciplines) defines, acquires and organizes knowledge in particular ways; it identifies important questions and problems in the Humanities/Science/Social Science and describes the procedures used to generate valid answers to the questions or workable solutions to the problems.

One of the key elements of human nature, yet one that is not studied extensively, is migration. Typically, migration studies have either been left to the social sciences and policy makers. While these researchers have provided insight, both perspectives generalize that neglect the specificity of everyone's migration experience. These specificities can only be examined in detail by returning to the basis of Western and non-Western thought. This course, by integrating traditional texts from the fields of Humanities problematizes these assumptions and demonstrates the need for migration studies to be firmly within the field of Humanities.

2. Explain how this course introduces important concepts for understanding the historical development and/or contemporary dynamics of:
  - our Western and/or non-Western heritage of thought and culture (Humanities);
  - the physical, natural, and/or technological environments we inhabit (Science);
  - the social environments we inhabit (Social Science).

This course is firmly situated in the growing trend within Humanities departments of comparing Western and non-Western heritage and thought. Specifically, this course introduces students to many of the pillars of classical Western thought, while simultaneously challenging them through examination of non-Western cultures. In so doing, the individual experience of humans can be examined in greater detail, while not being detached by thoughts and processes that may have influenced them.

3. Explain how this course provides a survey of a substantial body of the knowledge, theories and/or controversies that are deemed central to a Humanities/Science/Social Science discipline or disciplines.

This course surveys both a substantial body of theories as well as knowledge that are central to the Humanities discipline. As mentioned, despite migration being one of the fundamental pillars of the human experience it has largely been left to the social sciences. By demonstrating the problem of this approach, this course reintegrates a key element of the Humanities back into the discipline. Furthermore, many of the texts of this course serve as the foundation for not only migration, but Humanities as a whole. As such, students, by taking this course, will also be indirectly exposed to other elements of Humanities as well.

4. Describe any other ways in which this course meets the goals and criteria of a Designated Humanities/Science/Social Science Breadth course.

This course continues the Department of the Humanities tradition of exposing students to core concepts and ideas of the human experience at the introductory level.

COURSE SUBJECT

IS

NUMBER

310

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

Gender and Security

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

Gender &amp; Security

**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 security issues and events with attention to gender. Focuses on themes related to war, political violence, post-war reconstruction, militarism, military culture, and peace activism with attention to women and marginalised communities, gender norms, and feminist and queer approaches to rethinking security and imagining peace.

**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**

Course reflects the expertise of new CFL as well as the paucity in courses relating to gender and security.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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: **25****UNITS**Indicate number of units: **4**Indicate no. of contact hours:  Lecture **4**  Seminar  Tutorial  Lab  Other; explain below**OTHER****FACULTY**

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

**Megan MacKenzie, Nicole Jackson.****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****45 units**

**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 learning goals of the course are:

- a) to gain knowledge of feminist and queer theories of security, war, and peace;
- b) to explore a range of definitions and theories of security and relate these to 'real world' security events and wars;
- c) to consider how vulnerable populations might experience war and security differently;
- d) innovative alternative and solutions to pressing global issues related to gender, security and to consider development;
- e) to engage with scholarship that crosses several disciplines, including international relations, security studies, gender studies, and Indigenous studies.

**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**

Brenda Lyshaug, Senior Lecturer & Undergraduate Chair (blyshaug@sfu.ca)

COURSE SUBJECT

Labour Studies (LBST)

NUMBER

305

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

Gendering Economy: Paid and Unpaid Labour

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

Gendering Economy

**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.

Takes a broad approach to gender, placing it dialogue with race and ethnicity, class, nation, and space, to think through the complex dynamic between gender and labour from a variety of perspectives. Explores workers' lived experiences of gender regimes while critically examining how gender 'matters' within the workplace.

**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 has been taught four times as a cross-listed course with GSWS 308, under the course number LBST 331 (Selected Topics). It was first taught as a cross-listed course (twice) by Dr. Habiba Zaman, who is a Professor in GSWS and an Associate Member in Labour Studies. The course is now being regularized as part of the regular teaching rotation of our faculty member Dr. Jeannie Morgan, who has taught the course twice and is an Associate Member in GSWS. It also fills a gap among Labour Studies Program courses, as we do not currently have a dedicated course on gender.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **40****UNITS**Indicate number of units: **4**Indicate no. of contact hours: **4** Lecture **4** Seminar **4** Tutorial **4** Lab **4** Other; explain below**OTHER****FACULTY**

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

**Dr. Jeannie Morgan, Dr. Evelyn Encalada Grez, Dr. Maureen Kihika****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****30 units including LBST 100 or three units in GSWS or WS or GDST**

**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.

GSWS 305 (or GSWS 308).

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.]

LBST 331 Gender - Paid & Unpaid

#### FEES

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

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

1. Identify and analyze contemporary local, national, and global issues relating to gender and work.
2. Apply critical perspectives to contemporary issues around gender and work.
3. Apply theoretical understandings of gender and society to explain contemporary work issues.

**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**

Kendra Strauss

COURSE SUBJECT

LING

NUMBER

315

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

Psychology of Language

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

Psychology of Language

**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.

Explores how language works in human cognition. Investigates how people produce and understand language (whether written, spoken or signed). Uses evidence from the production and comprehension of speech sounds, words, and sentences to introduce psychological and cognitive systems for human 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**

The proposed course reflects the expertise of two recently hired faculty (Henny Yeung and Margaret Grant), whose primary research specialization is psycholinguistics. The course also reflects the expertise of existing faculty (John Alderete, Ashley Farris-Timble, Yue Wang). There is considerable student interest in the course from multiple streams, including Cognitive Science students, Linguistics students pursuing a Linguistics of Speech Science Certificate, Education students, and Psychology students. Five faculty want to teach this course.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **45****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **3** Lecture **1** Seminar **1** Tutorial **1** Lab **1** Other; explain below**OTHER****FACULTY**

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

**Margaret Grant, Henny Yeung, John Alderete, Ashley Farris Trimble, Yue Wang****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****Ling 220**

**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)

Topical knowledge: Students will be introduced to major themes of the field of the psychology of language, for example what priming means in psycholinguistic experiments.

Interpreting experimental research: Students will be introduced to key research methods in the field, for example how to relate the results of eye-tracking research to cognitive models for language.

Communicating knowledge: Students will practice communicating concepts in the psychology of language to a variety of audiences, including both expert audiences and the larger public.

**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**

John Alderete

COURSE SUBJECT

PHIL

NUMBER

342

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

Topics in Asian Philosophy

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

Topics in Asian Philosophy

**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 discussion of philosophical issues raised by works of Asian philosophy, either historical or contemporary. This may include classical Chinese philosophy, Buddhist philosophy, and/or other Asian philosophical traditions. May be repeated for credit.

**REPEAT FOR CREDIT** YES NO

Total completions allowed

99

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**

The Department of Philosophy recently hired a new faculty member (Nic Bommarito) whose research and teaching centers on Asian philosophy. Another faculty member (Jennifer Wang) has taught classical Chinese philosophy courses in the past, with great success, and plans to teach this topic regularly.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **FALL 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **25****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?

**Nic Bommarito; Jennifer Wang****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: One prior philosophy course (not including PHIL 110, PHIL 105, PHIL 310, PHIL 314, or PHIL 315). (This prerequisite may be waived in some cases, at the discretion 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 any of the following may not take PHIL 342 for further credit if the topic is the same:

- PHIL 322, Spring 2020
- PHIL 322, Spring 2021
- PHIL 333, Summer 2015
- PHIL 357, Fall 2020

#### FEES

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

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

Students will increase their knowledge of Asian philosophical traditions, and their understanding of philosophical issues raised by works of Asian philosophy.

Students will continue to develop their ability to read and understand difficult and complex philosophical texts in English. In some cases, these texts will be historical.

Students will continue to develop their ability to identify, analyze, and evaluate philosophical arguments.

Students will continue to develop their ability to write clearly about complex philosophical issues.

**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**

Thomas Donaldson

COURSE SUBJECT

PHIL

NUMBER

346

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

Topics in Philosophy and Religion

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

Topics in Philosophy/Religion

**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.

An examination of philosophical questions related to religious belief and practice. Topics may include: the existence and nature of God, the problem of evil, and the epistemology of religious belief. May be repeated for credit.

**REPEAT FOR CREDIT** YES NO

Total completions allowed

99

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**

Courses on the philosophy of religion have been taught several times recently, with great success. We wish now to offer such courses regularly and we think it important that our course-list gives an accurate impression of what is regularly taught.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **FALL 2021**Term in which course will typically be offered  Spring  Summer  FallOther (describe) **Fall or Spring**Will this be a required or elective course in the curriculum?  Required  ElectiveWhat is the probable enrollment when offered? Estimate: **25****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?

**Dai Heide; Nic Bommarito; Tom Donaldson****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****Prerequisites: PHIL 201 or PHIL 203**

**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.

**PHIL 240: Philosophy of Religion. (This course was deleted in Fall 2015)**

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 any one of the following courses may not take PHIL 346 for further credit if the topic is the same:

- PHIL 302 in Summer 2019
- PHIL 331 in Spring 2017
- PHIL 331 in Summer 2021

#### FEES

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

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

- Students will increase their understanding of philosophical issues raised by religious belief and practice.
- Students will develop their ability to read and understand difficult and complex philosophical texts.
- Students will increase their knowledge of philosophical claims made in one or more religious traditions.
- Students will continue to develop their ability to identify, analyze, and evaluate philosophical arguments.
- Students will continue to develop their ability to write clearly about complex philosophical issues.

**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**

Thomas Donaldson

COURSE SUBJECT

PSYC

NUMBER

361

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

Individual Differences in Social Psychology

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

Individual Differences

**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.

Predicting peoples' thoughts, feelings, behavior, and happiness is complicated – it largely depends on people's unique personality characteristics, beliefs, expectations, and motivations. Students will learn about the development and consequences of key individual differences in social psychology.

**REPEAT FOR CREDIT** YES NO

Total completions allowed

0

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**

Dr. Yuthika Girme is an expert in personality, individual differences, relationship and personal well-being. She has already offered this course in her area of expertise multiple times as a special topics course and there is high demand. We regularly enroll up to 250 students each offering. This course fits well with other coursework in the social area that includes close relationships, human sexuality, and intergroup relations.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **250****UNITS**Indicate number of units: **3**Indicate no. of contact hours: **3** Lecture **1** Seminar **1** Tutorial **1** Lab **1** Other; explain below**OTHER****FACULTY**

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

**Yuthika Girme, Rebecca Cobb****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE****PREREQUISITES: PSYC 201, 260**

**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.

**PSYC 391: SELECTED TOPICS IN PSYCHOLOGY: Individual Differences in Social Psychology**

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.]

Student with credit for Psych 391 "individual difference in social psychology" cannot 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

1. be able to describe the development and consequences of individual differences in psychology.
2. be able to discuss how intrapersonal processes, such as individual beliefs, motivations, and behavior, influence peoples' personal goals, aspirations, and wellbeing
3. be able to discuss how interpersonal processes, such as social relationships and societal narratives, influence people's insecurities, interpersonal experiences, and ideologies.
4. be able to analyze the distinct impact of individual differences on peoples' intrapersonal and interpersonal processes and wellbeing.

**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**

Rebecca J. Cobb

COURSE SUBJECT PUBLISHING

NUMBER 411

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

Making Knowledge Public: How research makes its way into society

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

Making Knowledge Public

**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.

An examination of how research makes its way outside academia. Attention is given to the role that academic publishing plays in defining what happens in the university, including how research is funded, what work is valued, and what is made available to the public. Open to students from all disciplines.

**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**

The current undergraduate offering from Publishing is primarily focused on trade book and magazine publishing and does not offer students an opportunity to explore academic publishing and the importance that this segment plays in our society. Unbeknownst to most, academic publishing (e.g., scholarly journals) plays a critically important role in defining what happens everywhere in the university, including how research is funded, what kind of academic work is most valued, and, as a consequence, what research is carried out and then made available to the public.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **FALL 2022**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  ElectiveWhat is the probable enrollment when offered? Estimate: **20**

## UNITS

Indicate number of units: **4**Indicate no. of contact hours:  Lecture **4**  Seminar  Tutorial  Lab  Other; explain below

## OTHER

## FACULTY

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

**Juan Pablo Alperin; Hannah MacGregor**

## 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:

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**

COURSE SUBJECT GEOG

NUMBER 465

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

Geographies of Conquest and Liberation

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

Geog Conquest &amp; Liberation

**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.

An exploration of theories and geographies of conquest and liberation to analyze present-day struggles for abolition and decolonization. We will weave epistemologies from across the Americas to understand how different struggles for liberation are spatially connected amid colonialism, racial capitalism and empire.

**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 continues a trajectory of learning about the structural conditions of settler colonialism and racial capitalism that are outlined in existing courses GEOG 241 & 365. GEOG 467 would expand the lens of analysis to the western hemisphere more broadly (beyond the North American scope of the other two courses) by critically engaging with key theorists of conquest and liberation from across the Americas. This course offers a theoretical breadth not yet explored in existing 400-level courses (as far as I can tell), and this course will add capacity to SFU's agenda concerning equity, diversity and inclusion in Geography and in the Faculty of the Environment in its focus on Black, Indigenous and Latinx thinkers and experiences across the hemispheres.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **SPRING 2022**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  ElectiveWhat is the probable enrollment when offered? Estimate: **20****UNITS**Indicate number of units: **4**Indicate no. of contact hours:  Lecture **4**  Seminar  Tutorial  Lab  Other; explain below**OTHER****FACULTY**

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

**Dr. Margaret Ramírez; Dr. May Farrales****WQB DESIGNATION**

(attach approval from Curriculum Office)

**PREREQUISITE AND / OR COREQUISITE**

At least 60 units, including GEOG 241.

**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:

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**

Margaret M. Ramírez

COURSE SUBJECT BPK

NUMBER 409

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

Wearable Technology and Human Physiology

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

Wearable Tech and Human Phys

**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.

Wearable technology hardware will be provided for use at home to measure, analyze and understand your own physiology, including aspects of your muscular and cardiovascular systems. In remote labs, you will use computer programming to implement industry-standard algorithms to analyze and understand the physiological measurements.

**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**

BPK 409 Wearable Technology and Human Physiology has been developed to offer hands on learning objectives to BPK majors during the global pandemic. In the short term BPK 409 will replace our upper division required course BPK 407 Human Physiology Laboratory. BPK 407 can't be taught effectively using a remote model and is unsafe to run face to face due to the need to work closely with and assess fellow students. In the future BPK 409 will be offered as an option, in addition to BPK 407, to meet the upper division laboratory requirements for our Majors. Students will learn aspects of laboratory technique by building and operating supplied wearable technology hardware, using it to record physiological data and to answer a physiological question that they have designed an experiment to address. Laboratory report writing and the presentation of research findings will be included in the learning outcomes of the course.

## SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **FALL 2021**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  ElectiveWhat is the probable enrollment when offered? Estimate: **60**

## UNITS

Indicate number of units: **3**Indicate no. of contact hours: **1** Lecture **4** Seminar **4** Tutorial **4** Lab  Other; explain below

## OTHER

## FACULTY

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

**Jim Carter, Max Donelan**

## WQB DESIGNATION

(attach approval from Curriculum Office)

## PREREQUISITE AND / OR COREQUISITE

**BPK 305 and 306**

**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)**

1. Calibrate and operate wearable technology equipment by following detailed instructions. (I, E, A) (LE)
2. Use wearable technology hardware and software to acquire, filter, process and store your own physiological data. (I, E, A)
3. Conduct a physiology experiment using wearable technology equipment. Identify potential sources of error in the scientific experiment. (E, R, A) (LE, P)
4. Write a clear, concise and well-organized laboratory report and project. Demonstrate scientific writing skills, with the appropriate use of equations, graphs, tables and statistical analysis. (E, R, A) (LR)
5. Use an oral presentation to communicate scientific ideas, procedures, results, and conclusions from an experiment. (E, R, A) (P)
6. Review human physiological monitoring principles through online lectures. Learn how wearable technology sensors are used to monitor: blood pressure; heart rate; muscle activity; exercise intensity; brain activity; pulmonary function; nervous system; endocrine system and temperature regulation.
7. Measure electrical activity from the heart using a 1- lead electrocardiogram (ECG). Observe changes in an ECG during rest and exercise. Analyze the ECG signal to determine heart rate, heart rate variability and energy expenditure. (I, E, A)
8. Obtain an electromyogram (EMG) using wearable technology. Analyze the electrical activity generated by s

**RESOURCES**

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

There will be a fifty dollar student fee to partially cover the wearable technology hardware being packaged and sent to the students from the manufacturer.

**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**

Jim Carter

COURSE SUBJECT CHEM

NUMBER 125

**COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
General Chemistry Laboratory I

**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
General Chemistry Laboratory I

**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.

Experiments in atomic and molecular structure, chemical bonding and reactivity, thermochemistry, gases, liquids, solids and solutions. This course has the same laboratory component as CHEM 121.

**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 introductory laboratory course is equivalent to the already-existing and already-offered laboratory portion of CHEM 121, which is a single lecture/laboratory course. In response to the challenges of course delivery resulting from COVID-19, the Department split CHEM 121 (a 4-credit course with 3 lecture credits and 1 lab credit) into separate courses for the lecture and laboratory as an STT offering, where the already-existing CHEM 120-3 corresponds to the lecture component of CHEM 121 and this new proposed CHEM 125-1 course corresponds to the laboratory component. Students should take CHEM 120/125 concurrently but during COVID-19 restrictions if it becomes impossible (for regulatory reasons, for example) to complete the laboratory portion then students would - under this separation of lecture/lab components into two courses - still be able to receive full credit for the lecture while the laboratory portion could be managed as a separate course; this is much more difficult to achieve in the combined CHEM 121 version.

This CHEM 125 course has already been offered as an STT course (as an urgent response to the COVID-19 restrictions) and this documentation formalizes this separation of CHEM 121 into CHEM 120 (already in the calendar) and this proposed CHEM 125 course in the calendar for future offerings.

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) Fall 2021

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: 300-800

**UNITS**

Indicate number of units: 1

Indicate no. of contact hours: Lecture Seminar Tutorial 4 Lab Other; explain below

**OTHER**

One 3-4 hour laboratory session, biweekly.

**FACULTY**

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

This new course is equivalent to the currently already offered (every term) laboratory portion of CHEM 121 and has been taught regularly by multiple faculty members (e.g. Lunniss, Canal, Goyan, Mund).

**WQB DESIGNATION**

(attach approval from Curriculum Office)

Quantitative/Breadth Science - note that this designation already exists for CHEM 121, from which this laboratory portion is being separated and thus a separate approval from the Curriculum Office should not be required in our view.

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: Chemistry 12 with a minimum grade of C, or CHEM 109 or CHEM 111 with a minimum grade of C-.

Corequisite: CHEM 120

**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.

**CHEM 121**

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:

None. This course is already offered as the laboratory component of CHEM 121 and thus all resources are in place.

**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**

Daniel Leznoff, Chemistry Undergraduate Studies Chair

COURSE SUBJECT CHEM

NUMBER 210

**COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
Introduction to Analytical Chemistry

**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
Introduction to Analytical Chemistry

**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 principles of analytical chemistry and their practical application to solution samples. Titrimetric and electrochemical methods. This course has the same lecture component as CHEM 215 but no laboratory work.

**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 introductory analytical chemistry lecture course is equivalent to the already-existing and already-offered lecture portion of CHEM 215, which is a single lecture/laboratory course. In response to the challenges of course delivery resulting from COVID-19, the Department wishes to split CHEM 215 (a 4-credit course with 2 lecture credits and 2 lab credits) into separate courses for the lecture and laboratory, where this new proposed CHEM 210-2 corresponds to the lecture component of CHEM 215 and CHEM 216-2 (see separate documentation for this new course) corresponds to the laboratory component; these separated courses were already offered as STT courses since Fall 2020. Students should take CHEM 210/216 concurrently but during COVID-19 restrictions if it becomes impossible (for regulatory reasons, for example) to complete the laboratory portion then students would - under this proposed separation of lecture/lab components into two courses - still be able to receive full credit for the lecture while the laboratory portion could be managed as a separate course; this is much more difficult to achieve in the combined CHEM 215 version.

This CHEM 210 course has already been offered as an STT course (as an urgent response to the COVID-19 restrictions) and this documentation formalizes this separation of CHEM 215 into CHEM 210 and (separately) CHEM 216 in the calendar for future offerings.

**SCHEDULING AND ENROLLMENT INFORMATION**Effective term and year (e.g. FALL 2016) **Fall 2021**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: **50****UNITS**Indicate number of units: **2**Indicate no. of contact hours: **2**      Lecture      Seminar **1**      Tutorial      Lab      Other; explain below**OTHER****FACULTY**

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

This new course is equivalent to the currently already offered (every term) lecture portion of CHEM 215 and has been taught regularly by Profs. Yu, Gates, Sharma, Li, Sun, Agnes and Goyan.

**WQB DESIGNATION**

(attach approval from Curriculum Office)

Quantitative - note that this designation already exists for CHEM 215, from which this lecture portion is being separated and thus a separate approval from the Curriculum Office should not be required in our view.

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: CHEM 122 with a minimum grade of C-.

**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.

### CHEM 215

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:

None. This course is already offered as the lecture component of CHEM 215 and thus all resources are in place.

**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**

Daniel Leznoff, Chemistry Undergraduate Studies Chair

COURSE SUBJECT CHEM

NUMBER 216

**COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
Introduction to Analytical Chemistry Laboratory

**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
Introduction to Analytical Chemistry Laboratory

**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.

Experiments in analytical chemistry, including analysis of solution samples, titrimetric and electroanalytical methods. This course has the same laboratory component as CHEM 215.

**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 introductory analytical chemistry laboratory course is equivalent to the already-existing and already-offered laboratory portion of CHEM 215, which is a single lecture/laboratory course. In response to the challenges of course delivery resulting from COVID-19, the Department split CHEM 215 (a 4-credit course with 2 lecture credits and 2 lab credits) into separate courses for the lecture and laboratory, where this new proposed CHEM 216-2 corresponds to the laboratory component of CHEM 215 and CHEM 210-2 (see separate documentation for this new course) corresponds to the lecture component; these separated courses were already offered as STT courses since Fall 2020. Students should take CHEM 210/216 concurrently but during COVID-19 restrictions if it becomes impossible (for regulatory reasons, for example) to complete the laboratory portion then students would - under this proposed separation of lecture/lab components into two courses - still be able to receive full credit for the lecture while the laboratory portion could be managed as a separate course; this is much more difficult to achieve in the combined CHEM 215 version.

This CHEM 216 course has already been offered as an STT course (as an urgent response to the COVID-19 restrictions) and this documentation formalizes this separation of CHEM 215 into CHEM 216 and (separate documentation) CHEM 210 in the calendar for future offerings.

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) Fall 2021

Term in which course will typically be offered  Spring  Summer  FallOther (*describe*)Will this be a required or elective course in the curriculum?  Required  Elective

What is the probable enrollment when offered? Estimate: 50

**UNITS**

Indicate number of units: 2

Indicate no. of contact hours:

Lecture

Seminar

Tutorial 4

Lab

Other; explain below

**OTHER****FACULTY**

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

This new course is equivalent to the currently already offered (every term) laboratory portion of CHEM 215 and has been taught regularly by Prof. Sharma; Profs. Yu, Li, Gates, Sun, Agnes and Goyan also have the expertise to offer this course.

**WQB DESIGNATION**

(attach approval from Curriculum Office)

Quantitative - note that this designation already exists for CHEM 215, from which this laboratory portion is being separated and thus a separate approval from the Curriculum Office should not be required in our view.

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: CHEM 122 and CHEM 126, both with a minimum grade of C-.

Corequisite: CHEM 210

**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.

### CHEM 215

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:

None. This course is already offered as the laboratory component of CHEM 215 and thus all resources are in place.

**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**

Daniel Leznoff, Chemistry Undergraduate Studies Chair

COURSE SUBJECT CHEM

NUMBER 280

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

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

**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.

Structure, bonding, physical and chemical properties of simple organic compounds. Introduction to spectroscopy. Kinetics and mechanisms of organic reactions. This course has the same lecture component as CHEM 281 but no laboratory work.

**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 introductory organic chemistry lecture course is equivalent to the already-existing and already-offered lecture portion of CHEM 281, which is a single lecture/laboratory course. In response to the challenges of course delivery resulting from COVID-19, the Department split CHEM 281 (a 4-credit course with 3 lecture credits and 1 lab credit) into separate courses for the lecture and laboratory, where this new proposed CHEM 280-3 corresponds to the lecture component of CHEM 281 and CHEM 285-1 (see separate documentation for this new course) corresponds to the laboratory component; these separated courses were already offered as STT courses since Fall 2020. Students should take CHEM 280/285 concurrently but during COVID-19 restrictions if it becomes impossible (for regulatory reasons, for example) to complete the laboratory portion then students would - under this proposed separation of lecture/lab components into two courses - still be able to receive full credit for the lecture while the laboratory portion could be managed as a separate course; this is much more difficult to achieve in the combined CHEM 281 version.

This CHEM 280 course has already been offered as an STT course (as an urgent response to the COVID-19 restrictions) and this documentation formalizes this separation of CHEM 281 into CHEM 280 and (separate documentation) CHEM 285 in the calendar for future offerings.

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) Fall 2021

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: 200-500

**UNITS**

Indicate number of units: 3

Indicate no. of contact hours: 3 Lecture Seminar 1 Tutorial Lab Other; explain below

**OTHER****FACULTY**

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

This new course is equivalent to the currently already offered (every term) lecture portion of CHEM 281 and has been taught regularly by Profs. Wilson, Kreis, Britton, Merbouh, Plettner and Williams (several other faculty specializing in Organic Chemistry are also qualified to teach this course).

**WQB DESIGNATION**

(attach approval from Curriculum Office)

Quantitative - note that this designation already exists for CHEM 281, from which this lecture portion is being separated and thus a separate approval from the Curriculum Office should not be required in our view.

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: CHEM 120 or CHEM 121 with a minimum grade of C-.

Corequisite: CHEM 122

**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.

**CHEM 281**

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:

None. This course is already offered as the lecture component of CHEM 281 and thus all resources are in place.

**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**

Daniel Leznoff, Chemistry Undergraduate Studies Chair

COURSE SUBJECT CHEM

NUMBER 285

**COURSE TITLE LONG** — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
Organic Chemistry Laboratory I

**COURSE TITLE SHORT** — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
Organic Chemistry Laboratory I

**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.

Organic chemistry lab experiments in physical, spectroscopic and chemical properties of simple organic compounds with specific focus on organic chemistry laboratory techniques. This course has the same laboratory component as CHEM 281.

**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 introductory organic chemistry laboratory course is equivalent to the already-existing and already-offered laboratory portion of CHEM 281, which is a single lecture/laboratory course. In response to the challenges of course delivery resulting from COVID-19, the Department split CHEM 281 (a 4-credit course with 3 lecture credits and 1 lab credit) into separate courses for the lecture and laboratory, where CHEM 280-3 (see separate documentation for this new course) corresponds to the lecture component of CHEM 281 and this new proposed CHEM 285-1 course corresponds to the laboratory component; these separated courses were already offered as STT courses since Fall 2020. Students should take CHEM 280/285 concurrently but during COVID-19 restrictions if it becomes impossible (for regulatory reasons, for example) to complete the laboratory portion then students would - under this proposed separation of lecture/lab components into two courses - still be able to receive full credit for the lecture while the laboratory portion could be managed as a separate course; this is much more difficult to achieve in the combined CHEM 281 version.

This CHEM 285 course has already been offered as an STT course (as an urgent response to the COVID-19 restrictions) and this documentation formalizes this separation of CHEM 281 into CHEM 285 and (separately) CHEM 280 in the calendar for future offerings.

**SCHEDULING AND ENROLLMENT INFORMATION**

Effective term and year (e.g. FALL 2016) Fall 2021

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: 200-500

**UNITS**

Indicate number of units: 1

Indicate no. of contact hours: Lecture Seminar Tutorial 4 Lab Other; explain below

**OTHER**

One 3-4 hour laboratory session, biweekly.

**FACULTY**

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

This new course is equivalent to the currently already offered (every term) laboratory portion of CHEM 281 and has been taught regularly by Profs. Merbouh and Kreis.

**WQB DESIGNATION**

(attach approval from Curriculum Office)

Quantitative - note that this designation already exists for CHEM 281, from which this laboratory portion is being separated and thus a separate approval from the Curriculum Office should not be required in our view.

**PREREQUISITE AND / OR COREQUISITE**

Prerequisite: CHEM 120 and CHEM 125, both with a minimum grade of C-, or CHEM 121 with a minimum grade of C-

Corequisite: CHEM 122 and CHEM 280

**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.

**CHEM 281**

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:

None. This course is already offered as the laboratory component of CHEM 281 and thus all resources are in place.

**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**

Daniel Leznoff, Chemistry Undergraduate Studies Chair