



OFFICE OF THE
VICE-PROVOST, LEARNING & TEACHING

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MEMORANDUM

ATTENTION:	Senate
FROM:	Elizabeth Elle, Vice-Chair, Senate Committee on Undergraduate Studies
RE:	New Course Proposals
DATE:	December 2, 2022

For information:

Acting under delegated authority at its meeting of December 1, 2022 SCUS approved the following curriculum revisions effective Fall 2023.

a. Faculty of Communication, Art and Technology (SCUS 22-73)

1. School of Communication

- (i) New Course Proposal: CMNS 215-3, Media and Identity

b. Faculty of Science (SCUS 22-74)

1. Department of Biological Sciences

- (i) New Course Proposal: BISC 433-3, Environmental Microbiology

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

COURSE SUBJECT NUMBER

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

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

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

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

Media and Identity centers the idea of "social position" and that media are created and interpreted from and through specific perspectives and experiences of the world. Media and public discourse are shaped through various axes of social position that include gender, race, sexuality, ability, nationality, and other markers of identity.

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.

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course will introduce students at the junior level to the idea of social position: that all media are created and interpreted from and through specific perspectives and experiences of the world. Students will develop a toolkit for naming and understanding how media and public discourse are shaped through various axes of social position, including gender, race, sexuality, nationality, ability and other markers of identity. The goals of the course are to support students in developing a rich vocabulary for understanding who they are as critical readers, writers, and makers of media as they work from specific social positions. Students will be introduced to a range of identity-related questions explored in greater detail in several existing upper-level courses. The course also sets the groundwork for upper-level learning about the concept of field formation by offering a range of alternatives to the white, Western frameworks that dominate communication studies.

Studying identity grounded in terms of social position is crucial for preparing students to account for how their perspective and interpretive framework is conditioned. To this end, students will explore what elements go into constructing a social position, and how these elements intersect to inform and shape an individual's perspective and their relationship to larger collectives. As a critical starting point, students will explore how they: 1) perceive, interpret, and understand representation, 2) construct self-representation, and 3) how their own fluid experiences of self and contexts inform the process and outcomes of inquiry.

When marginalized groups or identity-based groups form around political demands in specific historical moments, they adopt new representational strategies and tactics and produce new material texts. Studying these sites, students will ask: What activates a group's coherence? What social positions engendered these representations? Who are the thinkers and theories, and what are the methods for understanding them?

Students will benefit from this course by learning to challenge historical and often problematic representations of minorities and marginalized populations in media, popular culture and public discourse. Students will finish the course with a theoretical and methodological toolbox assembled from multiple epistemological and methodological traditions, including Indigenous, Black, feminist, critical race, trans, queer, and disability studies. Ultimately, students will develop intellectual flexibility and the skill sets they need to think differently about both representation and history when they study media.



SCHEDULING AND ENROLLMENT INFORMATION

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

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

Other (describe)

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

What is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units:

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

OTHER

FACULTY

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

Karrmen Crey, Milena Droumeva, Zoe Druick, Cait McKinney, and Victoria E. Thomas

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Nine CMNS units 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

Victoria E. Thomas

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

An overview of environmental and applied microbiology. Topics include microbial growth and kinetics, microbial metabolism and thermodynamics, biogeochemical cycling, microbial ecology, and applied microbiology. Includes computer labs, where students will learn to analyze data generated by modern methods used to characterize microbes and microbial communities.

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

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RATIONALE FOR INTRODUCTION OF THIS COURSE

This course has been offered as a Special Topics course twice, and we seek to regularize it. This contributes to our program in a couple of ways. In part, it helps us retain a 400 level microbiology course, following the deletion of Industrial Microbiology (due to the retirement of the primary faculty instructor). More importantly, Environmental Microbiology helps students integrate molecular techniques and concepts to address ecological and evolutionary issues. This showcases and trains students on modern interdisciplinary thinking. Additionally, the course introduces students to the analysis of 'big data', which our recent external review suggested would benefit our students.

The course will be added to the stream electives for both our CMP (Cells, Molecules, Physiology) and EEC (Ecology, Evolution, Conservation) concentrations. Listing this for both concentrations (plus our Open concentration) increases course options for all our students, and also fosters cross-disciplinary thinking by bringing together students with different expertise in a single 400 level course.

NOTE on Pre-reqs. We have included both MBB 222 and MBB 231 as pre-reqs, even though MBB 222 is already a pre-req for MBB 231. We do this because sometimes students transfer in from other institutions with credit for MBB 231 but not MBB 222. Listing both pre-reqs insures that students do have the required background from both courses.



SCHEDULING AND ENROLLMENT INFORMATION

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Other (describe)

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

What is the probable enrollment when offered? Estimate:

UNITS

Indicate number of units:

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

OTHER

FACULTY

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

Dr. Jane Fowler, Peter Hollmann

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

MBB 222, MBB 231, and BISC 303, 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).]

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

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

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

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

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

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

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

Students who have completed BISC 475 with the title Environmental Microbiology may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)



RESOURCES

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

OTHER IMPLICATIONS

Final exam required ☒ YES ☐ NO

Criminal Record Check required ☐ YES ☒ NO

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Name of Originator

Erin Barley