

Simon Fraser University
Maggie Benston Centre 1100
8888 University Drive
Burnaby, BC V5A 1S6

TEL 778.782.3042
FAX 778.782.3080

gradstudies@sfu.ca
www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate DATE March 12, 2025

FROM Mary O'Brien,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: New Courses



For information:

Acting under delegated authority at its meeting of **March 4, 2025**, SGSC approved the following new course(s), effective **Fall 2025**:

Faculty of Arts and Social Sciences

Department of Political Science

- 1) New Course: POL 832 Advanced Topics in State Formation and Conflict

Urban Studies Program

- 1) New Course: URB 667 Housing Studies (effective Spring 2026)

Faculty of Science

Department of Molecular Biology and Biochemistry

- 1) New Course: MBB 748 Cancer Immunology

Department of Statistics and Actuarial Science

- 1) New Course: RISK 801 Actuarial Finance
- New Course: RISK 802 Advanced Models and Methods for Long-Term Insurance
- New Course: RISK 803 Advanced Models Short-Term Insurance (effective Spring 2026)

Faculty of Communication, Art and Technology

School of Interactive Arts and Technology

- 1) New Course: DMED 560 Production Team Dynamics
- New Course: DMED 561 Pitching for Digital Media Professionals I
- New Course: DMED 562 Pitching for Digital Media Professionals II
- New Course: DMED 563 Multi-Platform Media



Memo

Attention Mary O'Brien, Vice-Provost and Dean, Graduate Studies

From Kate. Slaney, Associate Dean, Graduate and Postdoctoral Studies, FASS

Subject Items for SGSC

Date January 15, 2025

Dear Mary,

The following were approved by the Faculty of Arts and Social Sciences Graduate Studies Committee on January 14, 2025, and are forwarded to the Senate Graduate Studies Committee for approval. Please include them on the next SGSC agenda.

1 Department of Political Science

New Course POL 832 Proposal
To be effective for Fall 2025

2 Department of Urban Studies

New Course URB 667 Proposal
~~Graduate Course URB 613 Change~~
To be effective for Spring 2026

~~3 Department of Public Policy~~

~~Graduate Course PLCY017 Change & Calendar Change~~
~~To be effective for Fall 2025~~

Please add these items for consideration at the next SGSC meeting. Thank you.

Sincerely,

Kathleen (Kate) Slaney
Associate Dean, Graduate and Postdoctoral Studies,
Faculty of Arts and Social Sciences
Simon Fraser University



Faculty of
Arts and Social Sciences

Department of Political Science

Street address
8888 University Drive
Burnaby, BC, Canada, V5A 1S6

MEMO

To: Kate Slaney, Chair of the FASS Graduate Studies Committee
From: Eline de Rooij, Graduate Program Chair in Political Science
Re: New Course POL832 Advanced Topics in State Formation and Conflict
December 12, 2024
Date:

The following new course has been approved by the Department of Political Science during the Department meeting of November 22, 2024 and is forwarded to the FASS Graduate Studies Committee for approval.

Rationale: There is currently no graduate course in Political Science that covers topics like state formation, ethnic conflict and insurgency in developing countries, while our graduate students have expressed an interest in these topics. The course also allows our new colleague Dr Mukherjee, Somjee Chair of Indian Political Development, to share his expertise.

The new course should be effective for Fall 2025. Please include them on the next SGSC agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eline de Rooij'.

Eline de Rooij
Professor and Graduate Program Chair
Department of Political Science
Simon Fraser University

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) POL	Number (eg. 810) 832	Units (eg. 4) 5
Course title Advanced Topics in State Formation and Conflict (max. 100 characters)		
Short title (for enrollment/transcript - max 30 characters) State Formation and Conflict		
Course description for SFU Calendar *(course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Topics of colonial legacies, state formation, ethnic identity and conflict, and insurgency will be discussed. Cases from around the world will be analyzed. Students will be expected to write a research paper.		
Rationale for introduction of this course Currently, there is no graduate course that covers topics like state formation, ethnic conflict and insurgency in developing countries, while our graduate students have expressed an interest in these topics. The course also allows our new colleague Dr Mukherjee to share his expertise.		
Term of initial offering (eg. Fall 2019) Fall 2025	Course delivery (eg 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year 1/year	Estimated enrollment per offering 10-15	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) Students with credit for POL 434W or POL 438 under the title "Selective Topics in Comparative Government and Politics I: Colonial Legacies, State Formation, Ethnic Conflict and Insurgency: Cases from South Asia" may not take this course for further credit.		
Prerequisite and/or Corequisite None		
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components* <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students: Yes it will be combined with EITHER POL438: Selective Topics in Comparative Government and Politics I: Colonial Legacies, State Formation, Ethnic Conflict and Insurgency: Cases from South Asia OR POL434W: Nationalism and Ethnic Conflict. Depending on course offering. Graduate students will be assigned 1-2 additional readings each week and will be expected to write a longer final research paper than undergraduate students.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Shivaji Mukherjee
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Academic Unit / Program Political Science	Name (typically, Graduate Program Chair) Eline de Rooij	Email eline_de_rooij@sfu.ca
---	---	------------------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

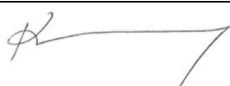
Department Graduate Program Committee Eline de Rooij	Signature Eline de Rooij Digitally signed by Eline de Rooij Date: 2024.12.12 11:56:51 -08'00'	Date
Department Chair Anil Hira	Signature Anil Hira Digitally signed by Anil Hira Date: 2024.12.12 12:56:36 -08'00'	Date 12-12-24

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee (FGSC) Kate Slaney	Signature 	Date 01-15-2025
---	--	------------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Mary O'Brien	Signature 	Date March 14, 2025
---	---	----------------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____



**THIS IS A DRAFT SYLLABUS, THE ACTUAL SYLLABUS WILL
CHANGE**

**POL 438/837: Colonial Legacies, State Formation, Ethnic Conflict and
Insurgency: Cases from South Asia**

Instructor:	Shivaji Mukherjee
Email:	shivaji_mukherjee@sfu.ca
Class Time and Location:	TBA
Office Hours:	TBA
Office location:	AQ 6054

Course Description: The general theme of this course is to understand ethnic conflict and political violence, with case studies from South Asia. There are various types of political violence studied by scholars, but we will mostly focus on ethnic riots, vigilantism, and different types of insurgency movements. We will first study theories related to these topics and then focus on examples drawn from South Asia. While there has been a lot of insurgency movements and ethnic violence in this region of the world, it has been less studied by scholars of political violence. In this course, we will focus on some of the important literature on these forms of political violence in South Asia. We will read some canonical literature, as well as some newly emerging themes in the study of civil wars/ insurgencies and ethnic violence in South Asia.

The course will have different sections. One section will focus on theories of insurgency and civil war, and then study cases of insurgency in South Asia. We will look at ethnic secessionist insurgency in India and Pakistan and also leftist insurgency in India and Nepal, which are different forms of insurgency. The second section will focus on theories of vigilantism, lynching and ethnic conflict and then analyse cases of vigilantism, and militias in India. We will also have a week on a new form of political violence called 'cow vigilantism' in India, in which Hindutva forces target Muslim minorities in India for selling cow meat. We will also focus on Hindu Muslim riots which are a specific form of political violence, and we will watch some documentaries and read some well-known scholars on this topic. The third part of the course will focus on theories of historical legacies of state formation, and conflict with a comparative focus in different regions of the world. We will also study colonial legacies of state formation and conflict in South Asia.

Course Requirements and Marking Scheme:

Assignment	Weight
Class participation	25%
Presentation	10%
Mini research proposals (2 * 10)	20%
Research Proposal	10%
Research paper	35%

Additional course requirements are for graduate students:

Graduate students will be expected to write a longer final research paper than undergraduate students.

Course Requirements and Marking Scheme:

(1) Class participation (25%): This course is a seminar. There will be no lectures, though I may present from time to time. Students are expected to read the assigned readings before class and participate in class discussion, based around themes common to that week's readings. Discussion points can include answering basic questions about the readings, raising questions or puzzles you have about some readings, trying to look for connections between the different readings, or weaknesses in one or more readings and suggestions on how to improve on them. I will keep track of student participation. Grades depend on the quality of participation and not quantity. *I have intentionally increased the weight of this to 25%, because sometimes some students do not participate, and that harms these students' overall performance in the course, and also affects classroom dynamics.*

Learning objective: Discussing materials in an academic environment, and engaging with other students, is a crucial skill which will help you later whether you become a lawyer, doctor, politician, public policy professional, or do an MBA. Also it is important to analyse the readings, so I expect you to be able to come prepared and discuss the readings. *One good way to prepare for discussions, is to make short notes and write up some puzzles or ideas or questions you have had for each reading, and then use them in class.*

Challenges to discussing: If you have any problems with discussing in class, we can always discuss in office hours and come up with alternative ways of evaluating your preparation for the classes, but otherwise you are expected to participate and help us learn from each other!

(2) Presentation (10%): Students will be expected to do a presentation on readings for each week. More details will be provided in Assignment on Canvas. The presentation is for around 10-12 minutes and will help set up the discussion for that week. It should include a brief summary of the week's readings, and then some critical engagement, with some strengths and weaknesses of the studies.

Graduate students are expected to do an extra Presentation on their Research Paper, on the last week of class, in the form of a Mini Conference. We can discuss this in class.

(3) Mini Research Proposals (2 * 10% = 20%): Students will be expected to write two Mini Research Proposals, in which they critically engage with the readings for a week, and then suggest a new topic or research question that fills a gap in the existing literature. Each Research Proposal will be around 400-500 words.

(4) Research Paper (10% for proposal and 35% for final paper = 45 %): 3400 to 4000 words for Undergraduate students

Students also have to write a longer final research paper. The paper must be double spaced, font 12, Times New Roman, with 1 inch margins on all sides. The topic is of your own choice, and should be based on one or more themes covered in the course, and you should meet me to discuss the topic. The goal is to apply some of the theories on political violence to one or more cases in South Asia, and possibly contribute to new cutting edge research on state formation, and political violence in South Asia.

Graduate student extra requirements: Graduate students have to write a longer research paper, we can decide upon discussing, but it could be 6,000 words. PhD and M.A. students writing theses can develop a Thesis or Dissertation Proposal if that is useful.

Due dates for research paper:

- *Research proposal:* You will first write a research proposal of 1 single spaced page (500 words), along with a short bibliography, which will be due on *****. All students should discuss their paper topic with me as they start working on the paper. The idea is to suggest a specific question applied to one or more cases you are interested in. This is worth 10%. You can change research question a little after this, but you should choose your cases, or datasets by this time.
- A copy of the final paper is due on ****, on Canvas, using the Turnitin option. If you are not using Turnitin, then give your notes or rough drafts etc. to me.

I will provide instructions in Assignments section on Course Canvas on how to write Research Proposals and Research Papers, and what Sections to include.

There are several ways to write a good research paper, and I will discuss some strategies in class, and give some handouts on how to write a good research paper. *I will try to devote half a class on how to write different sections of the paper.* You need to use empirical evidence for one or more cases of civil wars, where you exploit variation between these cases, or variation over time in one case. You can use secondary literature and journalistic data on one or more civil war cases, and apply a particular theoretical debate to that case to test which of these arguments best explain your case or set of cases.

You can also choose to use quantitative analysis of cross national or sub national datasets. The course will cover studies which use datasets, and these should be available at the publication web sites. One strategy to write a successful quantitative analysis is to replicate the quantitative analysis of a study and then try and introduce a new wrinkle, by showing some new empirical analysis. This is called a replication and extension strategy. If you want to do this, you can come and talk to me.

Below are some approaches that could be helpful in choosing a research topic for the long paper:

- You can apply an existing theory to one or more cases, and see if the theory works to explain that particular case/s. This is a common strategy to develop a research paper, and helps you find out whether a theory is generalizable. For example, you may have a theory for ethnic riots in India, you may want to check if it can explain ethnic riots in Sri Lanka, or Pakistan.
- You can extend a research question covered in one more readings to a new set of cases, or a new case which is important for that research question but has not been studied well.
- You can try to look at some research puzzle which has not been answered in the literature, develop a new explanation and then you have to use empirical information and data to support your theoretical point.
- You can engage in some theoretical debate which remains unresolved and take one side. Use one or more cases to evaluate the theories in that debate. You can use quantitative analysis too.

Learning objectives: Learning how to do research and write a paper is a crucial skill you learn that is useful for various other social science courses in undergraduate and graduate school. It also makes you learn how to evaluate evidence, and how to rule out alternate theories and explanations, and then figure out which of many possible explanations is the correct one. You will learn various types of methods, both qualitative and quantitative in this course, which you can then use to write research papers or policy memos in other courses, or in your career in the future.

Readings:

The reading requirement for this course is around 3 to 4 articles/ chapters each week. I have tried to keep the main canonical readings in the required section, and the other readings in the recommended section, which you can use if you want to write a Research Proposal or Research Paper on the topics related to that week's readings. **You are responsible for the required readings, not the recommended readings. I may modify some of the readings as we go along.**

The readings are drawn from various books and articles written by scholars of political violence, colonial legacies and state formation, as well as south Asian politics and conflict. All required readings will be available either as an electronic link, or via a link or as a scanned copy online at the course web site on *Canvas*.

Articles and books rely on both qualitative and quantitative analysis. Some articles make use of quantitative econometric analysis, and while it is helpful if you have taken Courses on Research Methods and Quantitative Methods, you only need to understand the theory and argument in these articles. I do not require you to understand the technical aspects of the regression analyses. Similarly, some articles will make use of field work interviews and archival analysis, and familiarity with different types of Qualitative Methods is helpful, but not necessary for the course.

Reading List:

Week 1: Introduction to syllabus

Watch documentary on Hindu-Muslim riots used by the BJP to win elections in India in 1990s

'Ram ke Naam' - <https://www.youtube.com/watch?v=OO-VaJBHiik>

PART 1: VIGILANTISM, MILITIAS, LYNCHING

Week 2: Vigilante movements, Militias and Lynching: Comparative analysis

- Danielle F. Jung and Dara Kay Cohen. 2020. *Lynching and Local Justice*. Cambridge Elements.
- Dara Cohen, Daniella Jung and Michael Weintraub. "Introduction: Collective Vigilantism in Global Comparative Perspective". [Comparative Politics](#), Volume 55, Number 2, January 2023, pp. 239-261(23)
- Bateson, Regina. 2021. "The Politics of Vigilantism," *Comparative Political Studies*, 54(6): 923-955.
- Smith, Nicholas Rush. 2019. [Contradictions of Democracy: Vigilantism and Rights in Post-Apartheid South Africa](#). New York: Oxford University Press. (Oxford Studies in Culture and Politics Series)

Recommended readings:

- Moncada, Eduardo. 2017. "Varieties of Vigilantism: Conceptual Discord, Meaning, and Strategies," *Global Crime* 18(4): 403-423.
- Sana Jaffrey, "Mechanics of Impunity: Vigilantism and State-Building in Indonesia", [Comparative Politics](#), Volume 55, Number 2, January 2023, pp. 287-311(25)
- Moncada, Eduardo. "The Political Economy of Collective Vigilantism: Comparative Evidence from Mexico." [Comparative Politics](#), Volume 55, Number 2, January 2023, pp. 337-358(22)

Week 3: Vigilante movements and Civil War

- Gutierrez Sanin, Francisco. "Telling the Difference: Guerrillas and Paramilitaries in the Colombian War." *Politics & Society* 36, no. 1 (March 1, 2008): 3-34.
- Sabine Carey and Neil Mitchell. 2017. "[Pro-government Militias](#)" *Annual Review of Political Science* 20: 127-147. <https://www.annualreviews.org/doi/abs/10.1146/annurev-polisci-051915-045433>
- Carey, Sabine C., Neil J. Mitchell and Will Lowe. 2013. '[States, the Security Sector, and the Monopoly of Violence: A New Database on Pro-Government Militias.](#)' *Journal of Peace Research* 50(2): 249-258.
 - (see homepage for the Carey, Mitchell research dataset and their articles-- http://www.sowi.uni-mannheim.de/militias/?page_id=17)

Recommended readings:

- Steinert, Christoph V, Janina I Steinert, and Sabine C Carey. "Spoilers of Peace: Pro-Government Militias as Risk Factors for Conflict Recurrence." *Journal of Peace Research* 56, no. 2 (March 1, 2019): 249–63. <https://doi.org/10.1177/0022343318800524>.
- Ariel Ahram, *Proxy Warriors: The Rise and Fall of State Sponsored Militias*. Stanford University Press, 2011, Chapter 1.
- Sabine Carey, Michael Colaresi and Neil Mitchell. 2012. "[Why Do Governments Use Militias?](#)" Paper presented at the Conference on Militias, Yale, October 2012.
- Livia I. Schubiger, "Dynamics of Resistance: Civil War Violence and Counterinsurgent Mobilization in Peru", University of Zurich. Unpublished manuscript.
- Daron Acemoglu, James Robinson, and Rafael Santos, "The Monopoly of Violence: Evidence from Colombia", May 2010.
- Jessica Stanton, "Outsourcing Violence: Pro-Government Paramilitaries and Civilian Targeting in Civil War". Presented at APSA Conference, 2010.

Week 4: Civil war and vigilantism in South Asia

- Yelena Biberman, [Gambling with Violence: State Outsourcing of War in Pakistan and India](#), New York: Oxford University Press, 2019. Chapters TBD (will let you know later)

- Jason Miklian, “[The purification hunt: the Salwa Judum counterinsurgency in Chhattisgarh, India](#)”, *Dialectical Anthropology*, Vol. 33, Issue 3-4, December 2009.
- Nandini Sundar, “[Bastar, Maoism and Salwa Judum](#)”, *Economic and Political Weekly*, July 22, 2006, pp. 3187-92.
- Prakash Louis. “Caste War Spreads to New Areas”. *Economic and Political Weekly*. Vol. 35, No. 26 (June 24-30), 2000. <https://www.jstor.org/stable/4409433>

Recommended Readings:

- PUDR. 1997. *Agrarian Conflict in Bihar and the Ranvir Sena*. Delhi.
- PUDR. 1992. *Bitter Harvest*. Delhi.
- Prakash Louis book.
- Ashwani Kumar. 2008. *Community Warriors: State, peasants and Caste Armies in Bihar*. New Delhi: Anthem Press.
- Independent Citizen’s Initiative. *War in the Heart of India: An Enquiry into the Ground Situation in Dantewara district, Chhattisgarh*. 20th July, 2006.

Week 5: Hindutva vigilantism and lynchings in South Asia

- Basu, Deepankar. 2021. “Majoritarian Politics and Hate Crimes Against Religious Minorities, Evidence from India, 2009-2018,” *World Development*. DOI: 10.1016/j.worlddev.2021.105540, 1-15.
- Basu, Amrita. 2021. “Changing Modalities of Violence: Lessons from Hindu Nationalist India,” in Karen Barkey, Sudipta Kaviraj, and Vatsal Naresh (eds.) *Negotiating Democracy and Religious Pluralism: India, Pakistan, and Turkey*. New York, NY: Oxford University Press, pp. 277-300.
- Jaffrelot, Christophe. 2021. *Modi’s India: Hindu Nationalism and the Rise of Ethnic Democracy*. Princeton University Press. Chapters 5: “Hindu Majoritarianism Against Secularism”, Chapter 6: “Targeting Minorities”, and Chapter 7: “A De Facto Hindu Rashtra”.
- Jaffrey, Sana. 2021. “Right-Wing Populism and Vigilante Violence in Asia,” *Studies in Comparative International Development* 56(2): 223-249.

Recommended Readings:

- [Angana P. Chatterji, Jaffrelot, Christophe, Hansen, Thomas Blom](#), “Majoritarian state : how Hindu nationalism is changing India,” Oxford: Oxford University Press, 2019. Chapters to be announced.
- Mukherjee, Rahul. 2020. “Mobile Witnessing on WhatsApp: Vigilante Virality and the Anatomy of Mob Lynching,” *South Asian Popular Culture* 18(1): 79-101.
- Rupa Subramanya, “Has India become “Lynchistan”?”, July 1, 2017, Observer Research Foundation, <https://www.orfonline.org/expert-speak/has-india-become-lynchistan/>
- Malik, Aditi and Shivaji Mukherjee. 2022. “Hindu Nationalism and Cow Vigilante Violence against Muslims in India”. Manuscript under review.
- Human Rights Watch, *Violent Cow Protection in India*, 2019.

<https://www.hrw.org/report/2019/02/18/violent-cow-protection-india/vigilante-groups-attack-minorities>

Some YouTube documentaries and articles on this topic:

- India's anti-Muslim vigilante violence, <https://www.youtube.com/watch?v=UFRuKs7ZfEk>
- India's 'cow vigilantes' - BBC Newsnight, https://www.youtube.com/watch?v=TnsJ38_Ppwc
- Zoya Hasan, "Wages of vigilantism," *The Hindu*, June 23, 2018
<https://www.thehindu.com/opinion/lead/wages-of-vigilantism/article24234811.ece>

Documentary on riots in Muzaffarnagar, Uttar Pradesh in 2013 before 2014 elections

Muzaffarnagar Baqi Hai - <https://www.netflix.com/title/81035103>

Week 6: Ethnic Conflict 1: Hindu Muslim Riots in India

- Paul Brass. 1997. [Theft of an idol : text and context in the representation of collective violence](#). Princeton, NJ : Princeton University Press.
- Varshney, Ashutosh. 2001. "[Ethnic Politics and Civil Society: India and Beyond](#)", *World Politics* 53 (3), pgs. 362-398
- Wilkinson, Steven. 2004. [Votes and Violence : Electoral Competition and Ethnic Riots in India](#), Cambridge: Cambridge University Press. Chapter 1 - "The Electoral Incentives for Ethnic Violence", pgs 1-18, and Chapter 5 – "The Electoral Incentives for Hindu Muslim Violence".
- Dhattiwala, Raheel. 2019. *Keeping the Peace: Spatial Differences in Hindu-Muslim Violence in Gujarat in 2002*. Cambridge: Cambridge University Press. Chapters 1 and 3. Online book should be available: <http://go.utlib.ca/cat/12629169>

Recommended readings:

- Donald Horowitz, *The Deadly Ethnic Riot*. Chapters to be assigned.
- Basu, Amrita. 2015. *Violent Conjunctions in Democratic India*. New York, NY: Cambridge University Press.
- Tambiah, Stanley. 1986. [Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy](#). Chicago: University of Chicago Press.
- Tambiah, Stanley J. [Levelling Crowds: Ethnonationalist Conflicts and Collective Violence in South Asia](#) (1996), Chapter 4.
- Brass, Paul R. 2003. [The Production of Hindu-Muslim Violence in Contemporary India](#). pp. 5-39. <http://go.utlib.ca/cat/5015086>
- Dhattiwala, Raheel and Michael Biggs. 2012. "The Political Logic of Ethnic Violence: The anti-Muslim Pogrom in Gujarat, 2002," *Politics and Society* 40(4): 483-516.
- Pai, Sudha and Sajjan Kumar. 2018. *Everyday Communalism: Riots in Contemporary Uttar Pradesh*. New York, NY: Oxford University Press.
- Hansen, Thomas B. [The Saffron Wave](#) (1999).

- Jaffrelot, Christophe. [*The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s*](#) (1996). **Chapters 12 & 13.**
- Tariq Thachil, “[Embedded Mobilization](#)”, *World Politics*, [Volume 63, Number 3, July 2011](#).

PART 2: INSURGENCIES AND REBELLION

Week 7: Insurgencies 1:

The Rebel’s Dilemma: Overcoming Collective Action Problems

Presenters:

- Lichbach, Mark I. “[What makes Rational Peasants Revolutionary? Dilemma, Paradox, and Irony in Peasant Collective Action.](#)” *World Politics*, 46, 3 (April 1994): 383-418.
- Wood, Elisabeth Jean. [*Insurgent Collective Action and the Civil War in El Salvador*](#). Cambridge: Cambridge University Press, 2003. Chapter 1.
- Toft, Monica, 2006. ‘[Issue Indivisibility and Time Horizons as Rationalist Explanations for War](#)’, *Security Studies* 15(1): 34-69.

Recommended readings:

- Theda Skocpol, 1982. “[Review: What makes peasants revolutionary?](#)” *Comparative Politics* Vol. 14. No. 3.
- Mark Lichbach, *The Rebel’s Dilemma*. University of Michigan Press, 1998.
- Timothy Wickham-Crowley, 1991. *Exploring Revolutions. Essays on Latin American Insurgency and Revolutionary Theory*. M. E. Sharpe. Chapter 6: “What makes peasants insurrectionary?”
- Petersen, Roger. *Resistance and Rebellion: Lessons from Eastern Europe* (Cambridge: Cambridge University Press, 2001), Chapters 1 and 6.

Week 8: Insurgencies 2:

‘Opportunity’ vs. “grievances” as causes for rebellion

Presenters:

Rebel Opportunity:

- [Fearon, James and David D. Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *APSR* 97, 1:75-90](#)
- Hendrix, Cullen S. “[Measuring state capacity: Theoretical and empirical implications for the study of civil conflict.](#)” *Journal of Peace Research* 47, no. 3 (May 1, 2010): 273 -285. (skim this for criticisms of the measure of state capacity in Fearon-Laitin)

Greed, and vested interests:

- Collier, Paul, and Anke Hoeffler. “[Greed and Grievance in Civil War.](#)” *Oxford Economic Papers* 56, no. 4 (October 2004): 563-595.

Ethnic and class based grievances:

- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. "[Why Do Ethnic Groups Rebel? New Data and Analysis.](#)" *World Politics* 62, no. 1 (2010): 87-119.
- Ted Robert Gurr, "[Psychological Factors in Civil Violence.](#)" *World Politics* 20, no. 2 (January 1968): 245-278.
 - Or, Gurr's classic, *Why Men Rebel*, which discussed relative deprivation

Recommended readings for greed/ natural resources:

- Reno, William. *Warlord Politics and African States*. Boulder, Colorado: Lynner Rienner Publishers. 1998. Chapter 1.
- Humphreys, Macartan (2005) "[Natural resources, conflict, and conflict resolution: Uncovering the mechanisms.](#)" *Journal of Conflict Resolution*. 49(4): 508–537.
- Ross, Michael. "[What Do We Know About Natural Resources and Civil War?](#)" *Journal of Peace Research* 3, 2004.
- Ross, Michael L. "[How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases.](#)" *International Organization* 58, no. 1 (2004): 35-67. **Do this as reading instead of King?**
- Fearon, James D. "[Primary Commodity Exports and Civil War.](#)" *The Journal of Conflict Resolution* 49, no. 4 (August 2005): 483-507. (response to Collier and Hoeffler)
- Cameron Thies, "[Of Rulers, rebels, and revenue: State capacity, civil war onset, and primary commodities.](#)" *Journal of Peace Research* 47, no. 3 (May 1, 2010): 321-332.
- Berdal, Mats and David M. Malone, eds., *Greed and Grievance: Economic Agendas in Civil Wars* (Boulder, Colo.: Lynne Rienner, 2000).
- Boix, Carles. "[Economic Roots of Civil Wars and Revolutions in the Contemporary World.](#)" *World Politics* 60, no. 3 (2008): 390-437.

Recommended readings for ethnicity and grievances:

- Cederman, Lars-Erik, and Luc Girardin. "[Beyond Fractionalization: Mapping Ethnicity Onto Nationalist Insurgencies.](#)" *American Political Science Review* 101, no. 01 (2007): 173-185.
- James D. Fearon, Kimuli Kasara, and David Laitin. 2007. "[Ethnic Minority Rule and Civil War Onset.](#)" *American Political Science Review* 101(1):187-193.
- Petersen, Roger. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe*. Cambridge: Cambridge University Press, 2002.
- Chandra, Kanchan and Steven Wilkinson. 2008. "[Measuring the Effect of 'Ethnicity'](#)". *Comparative Political Studies*. 2008. 41, 515.
- Horowitz. *Ethnic Groups in Conflict*. Chapter 5.
- Horowitz, Donald. *Ethnic Groups in Conflict*. Chapter 6: 'The logic of Secessions and Irredentas'
- Sambanis, Nicholas (2001). "[Do ethnic and nonethnic civil wars have the same causes? A theoretical and empirical inquiry](#) (Part 1)". *Journal of Conflict Resolution* 45(3): 259–282.

Beyond greed and grievance: (only skim, this is an attempt by Collier et al. to deal with the criticisms of those who support the idea that grievances do matter)

- Collier, Paul, Anke Hoefler, and Dominic Rohner. “[Beyond greed and grievance: feasibility and civil war.](#)” *Oxford Economic Papers* 61, no. 1. Oxford Economic Papers (2009): 1-27.

Week 9: Insurgencies 3: Ethnic Secessionist Insurgencies in India

- Ganguly, Sumit. “[Explaining the Kashmir Insurgency – Political Mobilization and Institutional Decay](#),” *International Security*, 21 (2), pp. 76-107.
- Paul Staniland, “[Networks, Resources, and Rebellion in South Asia](#)”, *International Security*, 37 (1), pp. 142-177.
 - Staniland, Paul. *Networks of Rebellion: Explaining Insurgent Cohesion and Collapse*, book manuscript (2011), Chapters 1 and 2. (this is the book, if you want to read further ...)
- Butt, Ahsan. 2017. “[Why Do States Fight Some Secessionists But Not Others?](#) The Role of External Security,” *Journal of Global Security Studies*2(4): 324-345;
<https://academic.oup.com/jogss/article/2/4/324/4566193>

Recommended readings – other cases of insurgency in India:

- Brass, Paul R. “The Punjab Crisis and the Unity of India,” in A. Kohli (ed.), *[India's Democracy](#)*.
- Sanjib Baruah, 1994, “[The State and Separatist Militancy in Assam: Winning a Battle and Losing a War?](#)”, *Asian Survey*, 34 (10).
- Sanjib Baruah, “[Confronting Constructionism: Ending India's Naga War](#)”, *Journal of Peace Research* 40 (3), May 2003: 321-38.
- Ollapally, Deepa M. 2008. [The Politics of Extremism in South Asia](#). New York: Cambridge University Press. Chapters 1 and 2, and 6.
- Bose, Sumantra. 2003. [Kashmir: Roots of Conflict, Paths to Peace](#) . Cambridge, MA.: Harvard University Press.
- Hazarika, Sanjoy. 1994. [Strangers of the Mist: Tales of War and Peace from India's Northeast](#). New Delhi: Viking, Penguin Books India.
- Paul Staniland, “[States, Insurgents and Wartime Political Orders](#)”, *Perspectives on Politics*, June 2012, 10, 2, pp. 243-264.
- Lacina, Bethany. 2009. “[The Problem of Political Stability in Northeast India: Local Ethnic Autocracy and the Rule of Law](#).” *Asian Survey* 49 (6): 998–1020.
- Lt. Colonel Vivek Chadha, [Low Intensity Conflicts in India: An Analysis](#). Sage Publications, 2005.

Week 10: Leftist Insurgencies in India & Nepal

- Bhatia, Bela. “[The Naxalite Movement in Central Bihar](#),” *Economic and Political Weekly* (April 9, 2005).
- Kishor Gawande, Devesh Kapur and Shanker Satyanath, “[Renewable Natural Resource](#)

[Shocks and Conflict Intensity: Findings from India's Ongoing Maoist Insurgency](#)". *Journal of Conflict Resolution*, 61 (1)

- Do, Quy-Toan and Lakshmi Iyer. 2009. "[Geography, Poverty and Conflict in Nepal](#)". *Journal of Peace Research*. 47(6) 735–748.
 - This article gives the idea that maybe ethnic or class grievances cannot be measured well using cross national country level data. We need to use sub national data within a country.

Recommended readings:

- Kanchan Chandra & Omar Garcia-ponce, "[Why Ethnic Subaltern-Led Parties Crowd Out Armed Organizations: Explaining Maoist Violence in India](#)", *World Politics*, [Volume 71, Issue 2](#), April 2019 , pp. 367-416
- Madhav Joshi and T. David Mason. 2010. "[Land Tenure, Democracy, and Patterns of Violence during the Maoist Insurgency in Nepal, 1996-2005](#)". *Social Science Quarterly*, 91 , 4, December 2010, p. 984
- K Balagopal, "[Maoist Movement in Andhra Pradesh](#)", *Economic and Political Weekly*, July 22, 2006, pp. 3183-3187.
- Ramachandra Guha, "[Adivasis, Naxalites and Indian Democracy](#)", *Economic and Political Weekly*, August 11, 2007, pp. 3305-3312.
- Kishor Gawande, Devesh Kapur and Shanker Satyanath, "[Renewable Resource Shocks and Conflict in India's Maoist Belt](#)", Working paper, 2012, CASI web site.

Documentary on Maoist insurgency in India

- **Rebel's Dilemma simulation, if time permits**
- Movie documentary, *Red Ant Dream* by Sanjay Kak.
 - <https://www.youtube.com/watch?v=cVvThDX4bbQ> – part 1
 - https://www.youtube.com/watch?v=6aYFz_coazM – part 2
 - <https://www.youtube.com/watch?v=iD-eeh-pXwA> – part 3
 - <https://www.youtube.com/watch?v=L1TFFkUz88c> – part 4
 - <https://www.youtube.com/watch?v=svKvhtOYdSE> – part 5
 - https://www.youtube.com/watch?v=5thM-nX_oE – part 6

Research proposal due date

PART 3 – HISTORICAL LEGACIES AND CONFLICT

Week 11: *Colonial Legacies and Conflict*

- Acemoglu, Daron, Simon Johnson, and James A. Robinson. "The colonial origins of comparative development: An empirical investigation." *American economic review* 91, no. 5 (2001): 1369-1401. (*skim, recently won Nobel Prize for Economics, 2024*)

- Blanton, Robert, T. David Mason and Brian Athow (2001). ‘[Colonial Style and Post-Colonial Ethnic Conflict in Africa](#)’, *Journal of Peace Research*. 38 (4): 473-491.
- Lange, Matthew and Andrew Dawson. 2009. “[Dividing and Ruling the World? A Statistical Test of the Effects of Colonialism on Postcolonial Civil Violence](#).” *Social Forces* 88 (2): 785–818.
- Shivaji Mukherjee, “[Colonial Origins of Maoist Insurgency in India: Historical Institutions and Civil War](#)”, *Journal of Conflict Resolution*, published online September, 2017 at <http://journals.sagepub.com/doi/full/10.1177/0022002717727818>
 - Alternatively, will assign chapters from book: Mukherjee, Shivaji. 2021. *Colonial Institutions and Civil War: Indirect Rule and Maoist Insurgency in India*. Cambridge Studies in Contentious Politics. Cambridge: Cambridge University Press. <https://www.cambridge.org/core/books/colonial-institutions-and-civil-war/D05469B6DFD858734AF9B41474FCA6FC>

Recommended readings:

- Matthew K. Lange, “British Colonial Legacies and Political Development”, *World Development*, Volume 32, Issue 6, 2004, Pages 905-922,
- Adnan Naseemullah, “[Shades of Sovereignty: Explaining Political Order and Disorder in Pakistan’s Northwest](#)”, *Studies in Comparative International Development*, December 2014, Volume 49, Issue 4, pp 501-522
- Mamdani, Mahmood. (2001). *When Victims Become Killers*. Princeton University Press. Introduction and Chapter 1.
- Besley, Timothy and Marta Reynal-Querol. 2014. “[The Legacy of Historical Conflict: Evidence from Africa](#)”, *American Political Science Review* 108 (2): 319-336.
- Djankov, Simeon and Marta Reynal-Querol. 2010. “[Poverty and Civil War: Revisiting the Evidence](#)”, *The Review of Economics and Statistics*, November 2010, 92(4): 1035–1041
- Acemoglu, Daron, Isaias Chaves, Philip Osafo-Kwaako, James Robinson. 2013. “Indirect Rule and State Weakness in Africa: Sierra Leone in Comparative Perspective”. http://scholar.harvard.edu/files/jrobinson/files/indirect_rule_nber_4.pdf
- Lange, Matthew and Hraig Balian. 2008. “[Containing Conflict or Instigating Unrest? A Test of the Effects of State Infrastructural Power on Civil Violence](#)”, *Studies in Comparative International Development* 43: 314-333.
- Laitin, David (1985). “Hegemony and Religious Conflict” in *Bringing the State Back In*, (ed.) P. Evans, D. Rueschmeyer, and T. Skocpol (Cambridge: Cambridge University Press, 1985).
- Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press, 2009.

Week 12: Pre colonial warfare and State Formation

- Tilly, Charles. 1992. *Coercion, Capital, and European States, AD 990–1992*. Basil Blackwell: United Kingdom; United States.

- Thies, Cameron G. 2005. "War, Rivalry, and State Building in Latin America." *American Journal of Political Science* 49(3): 451-465.
- Jeffrey Herbst (1990) "War and the State in Africa" *International Security* 14.4, p.117-39
- Mark Dincecco, James Fenske, Anil Menon, Shivaji Mukherjee, Pre-Colonial Warfare and Long-Run Development in India, *The Economic Journal*, Volume 132, Issue 643, April 2022, Pages 981–1010, <https://doi.org/10.1093/ej/ueab089>

Recommended readings:

- Grzymala-Busse, Anna. "Tilly Goes to Church: The Religious and Medieval Roots of European State Fragmentation," *The American Political Science Review*, 2023, 1-20.
- Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, eds. Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol. New York: Cambridge University Press.
- Hendrik Spruyt, *The Sovereign State and its Competitors* (Princeton 1994), Ch. 1, 2, 5, 8, 9
- David Kang (2019) *International Order in Historical East Asia: Tribute and Hierarchy: Beyond Sinocentrism and Eurocentrism*. *International Organization*, 1-29.
- Robinson, James A. 2002. "States and Power in Africa by Jeffrey I. Herbst: A Review Essay." *Journal of Economic Literature* 40(2): 510-519.
- Centeno, Miguel Angel. "Blood and debt: War and taxation in nineteenth-century Latin America." *American Journal of sociology* 102.6 (1997): 1565-1605

Week 13: Student paper presentations

Grad students expected to make presentations today; paper drafts to be uploaded

Last day of class: submit research paper

Course policies and procedures:

Contacting the instructor: It is best to contact me by email at shivaji_mukherjee@sfu.ca and I am usually prompt to reply to emails. However, if you do not hear back from me within two days, then please send me a reminder email.

Office hours: Please drop by my office hours at my office AQ 6054. Office hours are a good time to discuss readings, clarify any points you did not understand during lecture, and also discuss research paper / presentation topics. It is better to come early rather than let something you do not understand persist, since the course will gradually build on concepts and it is important to follow the theoretical debates in the initial part of the course, to follow debates in the latter part of the course. If you cannot make the regular office hours, please email me to set up an alternative time.

Paper format and expectations:

There is one research paper in the course, and this is intended to allow you to explore topics of interest to you within South Asian politics, using the theories and the scholarly work we read in the class as a prism to understand politics within South Asia. *More details about the expectations for the research paper will be discussed in detail in class and put up on Canvas.*

There are several ways to write a good paper. One approach would be to take a theoretical debate between scholars and try to support one position vis a vis the other, or take a new theoretical position, based on new empirical evidence. Another approach would be to take a research question or empirical puzzle related to a theme in the course which has not yet been adequately explained by any of the theories you learn in class, and try to explain it using data and theory that you develop.

The paper should be typed in 12 point font *Times New Roman*, have 1 inch margins on each side, and be double spaced, and have page numbers at the bottom, and 3000 words in length. Do not exceed the word limit, as this will lead to grade reduction. Papers need to be revised several times, to improve the quality of writing and make the papers more concise and sharp. I will ask you to submit initial proposals, and outlines with bibliographies before the final paper is due.

Procedures to hand in research papers/essay:***Submit through Canvas:***

You need to submit the research paper in the Assignments section on Canvas.

TURNITIN

Students are required to submit their research paper and other written work via *Turnitin*, a third-party service licensed for use by SFU. *Turnitin is used for originality checking to help detect plagiarism. Students will be required to create an account with Turnitin, and to submit their work via that account, on the terms stipulated in the agreement between the student and Turnitin. This agreement includes the retention of your submitted work as part of the Turnitin database. Any student with a concern about using the Turnitin service may opt to use an anonymous identity in their interactions with Turnitin. Students who do not intend to use Turnitin in the standard manner must notify the instructor at least two weeks in advance of any submission*

deadline. In particular, it is the responsibility of any student using the anonymous option (i.e., false name and temporary email address created for the purpose) to inform the instructor such that the instructor can match up the anonymous identity with the student.

For more information see: <https://www.sfu.ca/canvas/student-guide/assignments/use-turnitin.html>.

GRADING

Grading scale

This course uses the Political Science grading scale: POL Grading Scale.pdf (sfu.ca)

Grading Scale

A+	= 93-100%	C+	= 67 - 69%
A	= 86 - 92%	C	= 64 - 66%
A --	= 80 - 85%	C --	= 60 - 63%
B+	= 77 - 79%	D	= 50 - 59%
B	= 74 - 76%	F	< 50%
B --	= 70 - 73%		

Grade Appeals

Initial grade appeals should be made within one week of receiving the assignment grade you wish to appeal.

Grade appeal procedures follow guidelines set out in the SFU Policy T20.01, “Grading and the Reconsideration of Grades”, <http://www.sfu.ca/policies/gazette/teaching/t20-01.html>. Only final grades or written assignments may be appealed. Grades may be raised, lowered, or remain unchanged.

1. Students must first consult with their instructor, providing a written account of why their grade should be changed.

Write a short (100-200 words) explanation of how you think your assignment compares to the grading criteria and precisely where you think you should get a different grade. Make sure you address the feedback you have already been given.

Meet with the instructor and discuss the grade informally.

2. If Step 1 is unsuccessful, students should submit a completed grade appeal form to the Department Chair, along with all of the graded material being appealed. The Department Chair will arrange for a re-evaluation of the work in question and assign a new grade.

3. If a student feels their grade appeal has been dealt with inappropriately at the department level, they may convey their concern to the Dean of the Faculty of Arts and Social Sciences. The Dean will review and confirm the new grade assigned, or initiate an alternate means of reconsideration.

The decision of the Dean shall be final, subject only to an appeal to Senate.

Students can access more information about the department’s grade appeal policy, and download the grade appeal form at: <http://www.sfu.ca/politics/undergraduate/advising.html>

Procedures to hand in *late* papers: You should submit your late paper in the Assignment section on *Canvas* and the system will automatically check for how many days it is late. The grader or TA will be able to access the paper online on Quercus and post your grade there. Emailed or faxed papers will not be accepted.

Missed Term Work/ late assignments: Late assignments will be subject to a late penalty of **5%** per day (including weekends) of the total marks for the assignment, i.e. if your paper would have received 90 out of 100, it will now receive an 85 if it is one day late. The cut off time for the determination of each late day is 5pm. Assignments handed in **AFTER** the work has been returned to the class cannot be marked for credit.

Rough drafts and hard copies of papers, and graded work: Students are strongly advised to keep rough/ draft work of their essays and assignments before handing it in. These should be kept until marked assignments have been returned and the grades posted. You should also keep electronic version of your essays on your hard disk, as well as backed up copies on external hard drives, or sky drives, so that you do not lose your course materials and work. This will be important in case your submitted research paper/essay goes missing somehow.

You should also keep all graded work for the duration of the semester or school year. If there are any questions about which essays you turned in over the semester or what grade they received, you will need to produce the graded work to receive the proper grade. If you cannot produce the graded work, you will not receive credit for it.

Extensions for research papers: Extensions will only be granted in extenuating circumstances and with appropriate supporting documentation. Assignments in other courses are not grounds for an extension. Please note paper topics are assigned ahead of time and due dates are stated on the syllabus. Please plan accordingly. If you think you have a valid reason to request an extension and know ahead of time, please email the instructor as soon as possible.

DEPARTMENT POLICIES AND PROCEDURES

Department Commitment to Equity, Diversity, and Inclusion

The Department of Political Science seeks to promote the values of Equity, Diversity, and Inclusion in relation to our undergraduate and graduate students, administrative staff, sessional instructors, and faculty members. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of ethnicity/race, culture, religion, ability status, socio-economic status, sexual orientation, gender, gender diversity, citizenship, and national origin. We commit to fostering a departmental climate that is welcoming, respectful, and inclusive as well as ensuring that departmental policies and practices.

NAME AND GENDER PRONOUNS

Generally, class rosters provided to the instructor only include the student's legal name. Please advise the instructor if you wish to be addressed by a different name and/or gender pronoun early in the semester, or before it begins if possible.

Here is a good example of how to inform your instructor through email:

Dear Dr. Sanchez:

I am writing to let you know that the name I go by is _____ and my pronouns are _____. I will be using this name on all of my coursework. I trust that my pronouns will be respected in class.

Thank you for your understanding and attention to this matter.

Sincerely,

K.C. Ang

Accommodation and Resources

Resources for a range of issues, including writing papers, program requirements and **student advising** (Political Science), can be found here: Undergraduate Advising - Department of Political Science, <https://www.sfu.ca/politics/undergraduate/advising.html>

The Library's **Student Learning Commons** is an excellent resource, with workshops and one-on-one consultations available: on study techniques, writing and support for students who have English as an additional language: <https://www.lib.sfu.ca/about/branches-depts/slc>

You can find guides to the most common **citation styles** here: [Citation & style guides | SFU Library](#)

For support with **mental health**, you can access SFU's services here: Support & Resources - Health & Counselling, <http://www.sfu.ca/students/health/support-resources.html>

The University has a legal obligation to **accommodate the religious practices** of employees and students up to the point of undue hardship. Consequently, if you will be absent from a tutorial due to it falling on a holy day of your religion, you should inform your TA in writing by the end of the second week. Make sure you don't sign up for a group presentation on that day. You will be provided with the opportunity to make up for the work missed.

If you have a **serious medical condition or personal circumstances** that affect your attendance or performance in the course, you should contact Student Affairs to discuss applying for a Withdrawal under Extenuating Circumstances: Withdrawals - Extenuating circumstances - Appeals - Simon Fraser University (sfu.ca), <https://www.sfu.ca/students/appeals/withdrawals.html>

Plagiarism and Academic Dishonesty:

While you are encouraged to look online, and to consult other authors and sources on these topics, you should always cite any articles, books or authors from which you use data or ideas. Without such intellectual honesty, the enterprise of research is compromised. This is one of the most serious crimes in academia, so you should make sure you understand what to avoid, and don't do it, because it is not worth the minor advantage of getting a slightly better grade.

If you are ever in doubt, ask me about whether something is plagiarism. Just as a basic thumb rule, to avoid plagiarism, you must give citations when using other people's ideas, even if you are paraphrasing them in your own words. If you are using other people's words verbatim, you must put quotes around them, and then cite the source as a footnote or endnote. Basically, you

have to make sure that you acknowledge any ideas or thoughts or words from others, and this may be formal ideas taken from other people's articles or books, or even informal ideas developed when having conversations with others. You should especially remember that material taken from the web must be quoted and cited in the same manner as if it came from a book or printed article, and the date when you downloaded the materials from the web site should also be mentioned.

Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that have been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- closely paraphrase another's material; either paraphrase completely in your own words or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material).

Do:

- learn how to cite material properly (there are many good guides on this, including on the SFU Library website);
- use a recognized citation style (e.g., APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/documents/Undergraduate/Plagiarism%20Policy.pdf>, and is available in hard copy upon request. All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at <https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

**SIMON FRASER UNIVERSITY
POLITICAL SCIENCE DEPARTMENT**

PLAGIARISM AND INTELLECTUAL DISHONESTY

This document contains:

1. SFU's Code of Academic Honesty
2. <http://www.sfu.ca/policies/Students/index.html>
3. a brief guide to correct use of sources, and
4. a statement regarding how the Department of Political Science will interpret and apply the University Policy on Academic Dishonesty and Misconduct Procedures (T10.03)

1. CODE OF ACADEMIC HONESTY

1.0 Statement of Principle

All members of the University community share the responsibility for the academic standards and reputation of the University. Academic honesty is a cornerstone of the development and acquisition of knowledge. Academic honesty is a condition of continued membership in the university community.

2.0 Academic Dishonesty

Academic dishonesty, like other forms of dishonesty, is misrepresentation with intent to deceive or without regard to the source or the accuracy of statement or findings.

Academic dishonesty, in whatever form, is ultimately destructive of the values of the University; it is furthermore unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University.

3.0 Forms of Academic Dishonesty

The illustrations presented below are considered to be representative but not definitive nor exhaustive of activities which could be considered to constitute academic dishonesty.

(a) Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged using an accepted disciplinary format. Footnotes, endnotes, references and bibliographies must be complete.

Plagiarism exists when all or part of an essay is copied from an author, or composed by another person, and presented as original writing by the person submitting the work. **Plagiarism also exists when** there is inadequate recognition given to other authors for phrases, sentences, or ideas from their works that have been incorporated into an essay. **If an author's phrases or sentences are used, the copied material must be placed**

inside quotation marks. Following the quotation marks a proper citation, including a specific page reference, must be included.

(b) Submitting the same essay, presentation, or assignment more than once whether the earlier submission was at this or another institution, unless prior approval has been obtained.

(c) Cheating on an examination or falsifying material subject to academic evaluation.

This includes:

- . the unauthorized sharing of material, e.g. two or more students using the same textbook during an "open book" examination

- . the use of course notes or any aids not approved by an instructor during a "closed book" examination

- . unauthorized possession or use of an examination or assignment

- . the submission of identical or virtually identical assignments by students who studied together is also academically unacceptable

(d) Submitting as one's original work, essays, presentations or assignments which were purchased or otherwise acquired from another source.

(e) Using or attempting to use other students' answers; providing answers to other students; or failing to take reasonable measures to protect your answers from use by other students in assignments, projects or examinations.

(f) Impersonating a candidate in an examination or availing oneself of the results of such impersonation.

(g) Knowingly submitting false or fictitious records or information, in writing or orally. This includes the falsification or submission of false laboratory results, documents, transcripts or other academic credentials.

(h) Stealing or destroying the work of another student.

(i) Removing books or other library material without authorization from the library, or mutilating or misplacing library materials, or engaging in other actions which deprive other members of the University community of their opportunity to have access to the - academic resources of the library.

(j) Unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

2. GUIDE TO THE USE OF SOURCES IN ASSIGNED PAPERS

In any kind of writing, but especially in scholarly work, it is important that the reader be able to distinguish between the writer's original ideas and the ideas of others. But it is equally important that the writer make intelligent use of ideas gathered from books and articles. Often your papers' ideas result from your own attempts to understand the political science literature. You must distinguish between your own ideas and those of others.

Certain basic principles regarding the use of texts can be summarized:

1. Whenever you quote passages from any published text, document or other source, you must indicate the exact source.

2. Whenever you summarize or paraphrase ideas from other material, you must

likewise give the exact source. Paraphrase consists of a restatement in substantially different language of the ideas in a fairly limited passage or series of passages; summary is much like paraphrase, only it deals more generally with the ideas. The mere alteration of a few words in a passage does not constitute paraphrase. If you have any doubt as to whether you are substantially re-stating the ideas, it is better to quote so that there will be no ambiguity.

3. See our Political Science *Guidelines for Writing Research Papers and Essays*.

4. Please discuss any questions about how to use your research material or how to footnote your sources with your tutor or lecturer before you submit an assignment.

3. PROCEDURES FOR DEALING WITH INTELLECTUAL DISHONESTY

Political Science Department interpretation and application of SFU Policy T10.03 (<http://www.sfu.ca/policies/teaching/T10-03.htm>)

1.1 ACADEMIC DISHONESTY IN COURSE WORK

(a) When a course instructor finds that a student in one of his or her courses has been academically dishonest, the course instructor may take one or more of the following courses of action:

- (i) give the student a warning;
- (ii) require the student to redo the work or to do supplementary work;
- (iii) assign a grade penalty less harsh than “F” for the work;
- (iv) impose a failing mark for the work.

In cases of (ii) to (iv) the student shall be informed of the nature of the academic dishonesty and the decision in writing in a timely manner. In cases of (iv), the Chair of the Department shall be informed in writing of the nature of the offence and the decision. The student should be advised that the report will be retained in the departmental student file and that, in the event of any further reports of academic dishonesty, the report may be used in determining a penalty for the subsequent academic dishonesty.

If the Chair receives notification that a student has been involved in more than one case of academic dishonesty, the Chair may take action under (c).

(b) If the instructor believes that some penalty beyond that provided for in (a) is warranted, a written report of the facts must be submitted to the Chair of the department with a copy to the student.

(c) In the case of (b), the Chair shall meet with the student, and after reviewing the facts of this case and any previous case in the student's departmental file, may take one or more of the following courses of action:

- (i) issue a formal reprimand to the student;

- (ii) assign a grade penalty less harsh than "F" for the course;
- (iii) assign a grade penalty of "F" for the course;
- (iv) initiate a hearing by referring the case to the University Board on Student Discipline (UBSD). [Academic Policy T1 0.03]

The Chair shall communicate any and all decisions in writing to the student and copies of all such communications will be sent to the Registrar. The student will be advised that the report will be retained in the student's file in the Office of the Registrar and that, in the event of any further reports of academic dishonesty, the report may be used in determining a penalty for any subsequent offence.

(d) If, in the case of (a) or (c), the student wishes to dispute the finding of fact of the instructor or department Chair, the student may present an appeal to the UBSD, in writing, stating reasons for the appeal, within eighteen days of the date of notification

Memo to FASS GSC

To: FASS Graduate Studies Committee
From: Urban Studies GSC
Re: New Course URB 667 and Course Changes URB 613
Date: Dec. 20, 2024

The following course changes (URB 613) and new course proposal (URB 667) have been approved by the Urban Studies Program and are forwarded to the FASS Graduate Studies Committee for review and approval. Ideally, we would like this change to be effective in Spring 2026. Please include it on the next FASS GSC agenda.

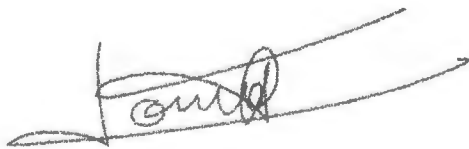
Urban Studies Program.

~~Course changes: URB 613~~

~~Rationale for change: To ensure the content remains current and relevant to developments in planning and municipal Indigenous relations, the title and description of the course will be updated to incorporate Indigenous Planning, recognizing the roles of Indigenous peoples in the planning process. Additionally, the update will reflect that Vancouver now has an UNDRIP strategy, which represents a huge shift in context and content for teaching.~~

New Course: URB 667

Rationale for the creation of this course: Offered as a special topic graduate course since Summer 2023, URB 667 “Housing Studies” complements URB 665 “Urban Housing Policy.” While URB 665 has a policy and Canada focus, URB 667 emphasizes theoretical and methodological approaches to studying housing-related questions, drawing on multi-disciplinary perspectives and international cases. This course will meet a growing interest among SFU students who are keen on conducting research on housing and community questions, equipping them with contemporary housing theories and relevant skills for successful research. This course will be cross-listed with an undergraduate course for the Urban World Major (URB 467, in development).



Aude-Claire Fourot, Faculty Graduate Chair, Urban Studies

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) URB	Number (eg. 810) 667	Units (eg. 4) 4
Course title (max. 100 characters) Housing Studies		
Short title (for enrollment/transcript, max. 30 characters) Housing Studies		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Theoretical and methodological approaches to researching housing questions.		
Rationale for introduction of this course (if more space is required, add a separate page) Offered as a special topic graduate course since Summer 2023, this course complements URB 665 Urban Housing Policy. Instead of a policy and Canada focus, this course has theory focus and international coverage. It will be cross-listed with an undergraduate course for the Urban World Major (URB 467, in development).		
Term of initial offering (eg. Fall 2019) Spring 2026	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment per offering 20, incld 10 grad students	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input checked="" type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
		URB 467 URB 695 (Debates in Housing Theory)

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).

Prerequisite and/or Corequisite NA	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above. Graduate students will have more assignment workload and higher expectations for evaluations.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Yushu Zhu
Additional faculty members, space, and/or specialized equipment required in order to offer this course Andy Yan

CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Urban Studies Program	Aude-Claire Fourot	afourot@sfu.ca

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Karen Ferguson	Signature <i>Karen Ferguson</i>	Date Jan 8, 2025
Department Chair Karen Ferguson	Signature <i>Karen Ferguson</i>	Date Jan 8, 2025

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Kate Slaney	Signature <i>Kate Slaney</i>	Date 01-15-2025
---	------------------------------	-----------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature <i>Mary O'Brien</i>	Date March 14, 2025
---	-------------------------------	---------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

URB 667/ URB 467 Housing Studies

Course Description

Housing is a multifaceted concept and housing studies is a multidisciplinary field. This course will introduce students to a range of theoretical and methodological approaches from multiple disciplines to researching housing phenomena and experiences. This course draws on examples and cases from around the world to help us understand housing and community from different perspectives. We will explore how different disciplines have approached the study of housing, as well as the political and social implications of these approaches.

This is a cross-listed graduate/undergraduate seminar course. With a theory focus and international coverage, this course complements the Urban Housing Policy (URB 665) course which has a Canada and policy focus.

Learning Objectives

- Introduce students to a range of theoretical perspectives on housing and community issues.
- Explore different disciplinary approaches to housing studies.
- Examine the political and social implications of different approaches to housing research.
- Equip students with the skills and knowledge necessary to conduct independent research on housing topics.

Textbook (ebook available via library)

Clapham, D. F., Clark, W. A., & Gibb, K. (2012). The SAGE Handbook of Housing Studies. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781446247570>.

All readings can be found on the course library reserve (access from the navigation panel on the left).

Student Assessment

Graduate students will need to meet higher expectations in terms of both the quantity and quality of the coursework (see table below). Graduate students are also expected to demonstrate leadership through the assignment of reading presentations and discussion facilitation. For the same assignment (e.g. weekly reading reflections, final class) at both levels, the same evaluation criteria will be applied, but the expectations of graduate student performance will be more exigent than for undergraduate students.

Assignments	URB 467	URB 667
Class participation	20%	20%
Weekly reading reflections	50%	30%
Reading presentation and discussion facilitation	NA	20%

Conceptual framework development	30%	30%
----------------------------------	-----	-----

- **Class participation 20%**

This is a small seminar class. So your active participation in class discussions is essential. Class participation will be evaluated based on attendance, engagement with, and contribution to class conversations. You are also encouraged to share on the Canvas discussion panel any readings, podcast programs, videos, or documentaries that you find interesting and relevant to the class.

- **Weekly reading reflection (50% for URB 467; 30% for URB 667)**

All students are expected to complete ONE piece of reading reflection every week on the readings for the week (10 in total). The goal is to commit everyone to reading the required materials before class in order to facilitate learning and discussion. The reflection is exempted for the week you are leading a reading discussion.

The reflection be in any form of expression you choose. Typically, it can be a 500-word written piece, a creative piece (e.g. video clip, photo, a field tour, a personal story, an op-ed, etc.) with your comments and reflection, or a combination of both. The reflection should be related to the readings and topic of the week and discuss how one theory/perspective/approach presented in the reading relates to reality, e.g. your life experience or observation.

Consider the following questions to guide your reflection: what is your interpretation of the theoretical approach to housing? Do you find one theory or perspective particularly interesting or helpful (or the opposite) for addressing housing questions? How does the theory or perspective relate to your own experience, observation and/or perspectives? Can you think of an example of how this theory may or may not apply?

The reflection is due 9 am on the second day following the class. But you are encouraged to submit your reflection materials on Canvas before class. If you have creative content, please DO share it in the discussion panel before class!

- **Reading presentation and discussion facilitation 20% (URB 667 only)**

Each graduate student is required to present (15 mins) and lead the discussion (15mins) of ONE reading (the second empirical reading for the week) throughout the course. The presentation should deliver the key messages of the chosen articles and include students' critiques/reflections on the reading materials, followed by class discussion in a format that you see fit. The 'reflections' or 'critiques' on the reading may include, for example, what you learn from the reading, your assessment of the success with which the author addressed the topic, what's missed in the reading and how the reading relates to your own perspectives or experiences. Students are required to submit their presentation slides and presentation notes by 9am on the second day following the class.

- **Conceptual framework development 30%**

As a final class project, both graduate and undergraduate students will build a conceptual framework that addresses a concrete housing and neighbourhood related question. In the assignment, students will identify a research question of interest, review a number of literature relevant to the question and discuss how these studies inform their understanding of the research question, and finally build a conceptual framework that would inform a study to examine the research question.

Grade Scale

A+ 95-100 (Exceptional work)	A 90-94 (Outstanding work)	A- 85-89 (Excellent work)
B + 80-84 (Very good work)	B 75-79 (Acceptable work)	B- 70-74 (Work with deficiencies)
C+ 65-69	C 60-64	

Course Policies and Rules

- Academic integrity

SFU expects all students to conform to the highest standards of academic integrity. Any action that contravenes the standard of academic integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one's academic work. Scholastic offenses are taken seriously, and students are directed to read the appropriate policy pertaining to [Student Academic Integrity Policy](#).

Specific forms of academic dishonesty and misconduct include but are not limited to the following ([Forms of Academic Dishonesty and Misconduct \(Schedule A\)](#)):

- Plagiarism, including direct, indirect, and self-plagiarism. Direct plagiarism is intentionally and completely lifting the words, equations, charts, graphs or artistic materials of another author or authors. Indirect plagiarism is failing to cite completely or accurately, and/or copying themes, ideas, or sources without acknowledging other's authorship. Self-plagiarism is recycling papers, documents, equations, and so forth from a document previously submitted by the student without quotation, citation, or attribution of the previous work.
- Cheating in assignments, projects, examinations, or other forms of evaluation by: a. using, or attempting to use, another individual's answers; b. providing questions and/or answers to other individuals; c. in the case of students who work or study together, submitting identical or virtually identical assignments for evaluation unless permitted by the course instructor or supervisor.

- Use of AI technology

You may use assistive technology (e.g. ChatGPT, Grammarly) for editing and/or grammar-checking purposes. However, it is prohibited to use assistive technology to produce content that will be part of your graded work in the course. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy.

- **Other policies**
- Students who plan to be absent for illness, family obligations or other legitimate reasons should discuss their circumstances with the instructor in advance.
- Students should submit assignments on time. Late submissions will result in one percentage point deduction of the assignment grade per day, including weekend days.

Course Schedule

Week 1: Session 1 - Introduction to the course and housing theory

- Course introduction and overview
- What is housing theory?

Reading:

Hannu Ruonavaara (2018). Theory of housing, from housing, about housing. *Housing, Theory and Society*. 35(2): 178-192. DOI: 10.1080/14036096.2017.1347103.

Multimedia materials:

Canada: The Financialization of the Housing Market - YouTube

Week 2: Session 2 - The neoliberal legacy approach to housing

- Neoliberalism and its impact on housing policy and research
- Critiques of neoliberal housing policy and research

Required readings:

Sage Handbook, Chapter 6

Alan Walks and Brian Clifford (2015). The political economy of mortgage securitization and the neoliberalization of housing policy in Canada.

Environment and Planning A: Economy and Space, 47(8):1624–1642.
<https://doi.org/10.1068/a130226p>.

Multimedia sources:

Canada: Why Are Housing Prices in Canada So High? | Politics Explained - YouTube

Week 3: Session 3 - Social policy approaches to housing research

- Social policy and housing
- Housing policy analysis

Required readings:

Sage Handbook, Chapter 9.

Timothy Blackwell & Bo Bengtsson (2023) The resilience of social rental housing in the United Kingdom, Sweden and Denmark. How institutions matter, *Housing Studies*, 38:2, 269-289, DOI: 10.1080/02673037.2021.1879996.

Multimedia resources:

Vienna: Vienna's Radical Idea? Affordable Housing For All - YouTube

Fixing up housing policy - from research to reality: Does Evidence Influence Policy? With Molly Harrington and Norm Helfand on Apple Podcasts.

An interesting piece on Vienna's housing model: Lessons From a Renters' Utopia - The New York Times (nytimes.com).

Week 4: Session 4 - Structurally inspired approaches in housing studies

- State, market, and society in shaping housing outcomes

Required readings:

Sage Handbook, Chapter 11

Yushu Zhu (2014). The spatiality of China's market-oriented urbanism: The unequal right of rural migrants to city space. *Territory, Politics, Governance*. 2(2): 194-217, DOI: 10.1080/21622671.2014.911700.

Multimedia resources:

China's Rural Migrants and the Hukou System | Documentary - YouTube

Week 5: Session 5 - Social constructionism and beyond in housing research

- Values and meanings of housing

Required readings:

Sage Handbook, Chapter 10

Rowan Arundel and Richard Ronald (2021). The false promise of homeownership: Homeowner societies in an era of declining access and rising inequality. *Urban Studies*. 58(6): 1120 -1140.

Multimedia resources:

- UK: Gentrification: Does it work for all? - YouTube

Week 6: Session 6 - The capability approach to housing

- Housing and wellbeing
- Human rights and housing

Required readings:

Boram Kimhur (2020) How to apply the capability approach to housing policy? Concepts, theories and challenges. *Housing, Theory and Society*. 37(3), 257-277, DOI: 10.1080/14036096.2019.1706630.

Zhu, Y., Holden, M., Han, P., & Kim, S. (2021). Toward a Better Understanding of Housing Vulnerability. Community Housing Canada. <https://summit.sfu.ca/item/31641>.

Multimedia materials:

Equality, Capability and Human Rights - YouTube.

Measurement framework for equality and human rights | Equality and Human Rights Commission.

Week 7. Session 7 - Urban informality as a site of critical analysis

Site tour of the FLEET mobile artist studio project (<https://fleetstudios.org>) (Granville Island), by Germain Koh

Required readings:

Nicola Banks, Melanie Lombard & Diana Mitlin (2020) Urban Informality as a Site of Critical Analysis, *The Journal of Development Studies*, 56:2, 223-238, DOI: [10.1080/00220388.2019.1577384](https://doi.org/10.1080/00220388.2019.1577384)

Nicole Gurran, Sophia Maalsen & Pranita Shrestha (2022) Is 'informal' housing an affordability solution for expensive cities? Evidence from Sydney, Australia, *International Journal of Housing Policy*, 22:1, 10-33, DOI: [10.1080/19491247.2020.1805147](https://doi.org/10.1080/19491247.2020.1805147).

Week 8: Session 8 - Decolonizing housing policy and research

- The impact of colonialism on housing policy and research
- Indigenous perspectives on housing

Required readings:

The Native Women's Association of Canada (2023). Development of a sustainable, affordable, and culturally appropriate housing model.

Shelagh McCartney (2016). Re-thinking housing: From physical manifestation of colonial planning policy to community-focused networks. *Paradigm Shifts in Urban Planning*. 1(4): 20-31.

Other references:

City of Vancouver. Healthy City Dashboard.

City of Vancouver (2021). Urban Indigenous Indicators

Nejad, Sareem and Ryan Walker. 2018. "Contemporary Urban Indigenous Placemaking in Canada" in E. Grant et al. (eds.) *The Handbook of Contemporary Indigenous Architecture*, chapter 9: 223-251.

Peters, Evelyn J. 2012. "Aboriginal Public Policy in Urban Areas." In *Urban Aboriginal Policy Making in Canadian Municipalities*, 3-32, edited by Peters, Evelyn J. Montreal: McGill-Queen's University Press.

Multimedia resources:

Could a new approach to First Nations housing be a game-changer? - YouTube

Week 9: Session 9 - Housing politics and political science

- Housing as a political issue
- The politics of housing and public policy

Required readings:

Sage Handbook, Chapter 12

Ben W. Ansell (2014). The political economy of ownership: Housing markets and the welfare state. *American Political Science Review*. 108(2): 383-402.
Doi:10.1017/S0003055414000045.

Multimedia resource:

How Singapore Solved Housing - YouTube

Week 10: Session 10 - Social geographic interpretations of housing spaces

- The socio-spatial analysis of residential space

Required readings:

Sage Handbook, Chapter 8

Laurent Gobillon and Harris Selod (2021). Spatial mismatch, poverty, and vulnerable populations. In M. M. Fischer, P. Nijkamp (eds.), *Handbook of Regional Science*. doi: 10.1007/978-3-662-60723-7_7 ++ (springer.com)

Week 11: Session 11 - People-Environment Studies

- People-environment studies
- Environmental psychology and housing

Required readings:

Sage Handbook, Chapter 13

Zhu, Y., & Fu, Q. (2017). Deciphering the civic virtue of communal space: Neighborhood attachment, social capital, and neighborhood participation in urban China. *Environment and Behavior*. 49(2): 161–191. <https://doi.org/10.1177/0013916515627308>.

Multimedia resource:

The Social Life of Small Urban Spaces | The Strength of Architecture | From 1998 (metalocus.es)

Week 12: Session 12 - Comparative Historical Analysis

Required readings:

James Mahoney, Dietrich Rueschemeyer (2003.) “Comparative historical analysis: Achievements and agendas.” In *Comparative Historical Analysis in the Social Sciences*, edited by James Mahoney and Dietrich Rueschemeyer, 91–130. New York: Cambridge University Press.

Marc Choko, Richard Harris (1990). The local culture of poverty: A comparative history of housing tenure in Montreal and Toronto. *Annals of the Association of American Geographers*. 80 (1): 73-95.

Reference:

Sebastian Kohl (2017). *Homeownership, Renting and Society: Historical and Comparative Perspectives*. Oxon and New York. Routledge.

Week 13. Wrap up and discussion

References:

David Madden and Peter Marcuse (2016) Conclusion: For a radical right to housing. In *In Defense of Housing: The Politics of Crisis*. London & New York: Verso.



MEMO

Faculty of
Science

ATTENTION: Senate Graduate Studies Committee

FROM: Vance Williams, Associate Dean Graduate Studies, Faculty of Science

RE: Proposed Course Additions Fall 2025, Faculty of Science

DATE: February 4, 2025

Dear SGSC,

The following curriculum changes have been approved by the Faculty of Science and are being submitted to the Senate Graduate Studies committee for approval.

~~The following program changes are being proposed:~~
Actuarial Science MSc

The following new courses are being proposed:
CHEM 802, RISK 801, RISK 802, RISK 803, MBB 748

~~The following course changes are being proposed:~~
ACMA 832, ACMA 850

~~The following course deletions are being proposed:~~
ACMA 830, ACMA 831

Enclosed are the documents in support of these changes.

Sincerely

A handwritten signature in blue ink that reads "Vance Williams".

Vance Williams
Associate Dean Graduate Studies, Faculty of Science

March 14, 2025

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Memorandum

To: Vance Williams, Chair, Faculty Graduate
Studies Committee, Faculty of Science

From: Christopher Beh, MBB Graduate
Program Chair

Re: New Graduate Course: MBB 748

Date: February 3, 2025

Dear Dr. Williams,

We are requesting approval of the following:

NEW GRADUATE COURSE PROPOSAL:

MBB 748: Cancer Immunology (form and outline attached)

Sincerely,



MBB Graduate Program Chair

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) MBB	Number (eg. 810) 748	Units (eg. 4) 3
Course title (max. 100 characters) Cancer Immunology		
Short title (for enrollment/transcript, max. 30 characters) Cancer Immunology		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Learn how the immune system recognizes cancer cells and modulates tumour development, and how many of the newest revolutionary cancer therapies work by harnessing the capacity of our own immune defenses.		
Rationale for introduction of this course (if more space is required, add a separate page) This graduate course will provide comprehensive foundation in the complexities, controversies, and immense potential of anti-cancer immunity. Cancer immunology is fundamental to understanding cancer risk and improving cancer diagnosis and treatment. Historically, the role of the immune system in targeting and eliminating cancer cells was a topic of great debate, with theories evolving, being challenged, and refined over many decades. However, with the advent of revolutionary treatments like checkpoint inhibitors, cancer vaccines and engineered cell therapies, immunotherapy is now at the forefront of mainstream oncology. This course is, therefore, both timely and essential. Since the field of cancer immunology is rapidly evolving, this graduate course will emphasize discussions of research articles and critical thinking. There are no other MBB or SFU graduate courses offered that are dedicated to this topic. The course has already been developed and delivered as a special topics course, MBB829, Fall 2023.		
Term of initial offering (eg. Fall 2019) Fall 2025	Course delivery (eg. 3 hrs/week for 13 weeks) 3h lecture, 1h tutorial per week, for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment per offering 15	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input checked="" type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
		Students with credit for MBB 448 or MBB 420 under the title "Cancer Immunology" or MBB 829 under the title "Cancer Immunology" 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).

Prerequisite and/or Corequisite MBB 326 and MBB 322, both with a minimum grade of C, or permission of the instructor.	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other: <u>Tutorial</u>	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above.		
Combined with MBB 448. Graduate students will give oral presentations individually, write critiques of approximately 6 research articles, and will be graded on their in-class participation. Graduate students will not have a midterm exam but will have a final exam distinct from the exams of undergraduate students, emphasizing more analysis, evaluation and creativity skills.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Valentin Jaumouillé, Robert Holt
Additional faculty members, space, and/or specialized equipment required in order to offer this course



CONTACT PERSON

Academic Unit / Program MBB	Name (typically, Graduate Program Chair) Christopher Beh	Email ctbeh@sfu.ca
---------------------------------------	--	---------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign


Graduate Program Committee Christopher Beh	Signature 	Date February 27, 2025
Department Chair Lisa Craig	Signature 	Date Feb. 28, 2025

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Vance Williams	Signature Vance Williams 	Digitally signed by Vance Williams Date: 2025.02.28 14:58:28 -08'00'	Date Feb. 28, 2025
---	---	---	---------------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date March 14, 2025
--	---	----------------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Fall 2025 - MBB 748

Cancer Immunology

Class Number: TBA

Delivery Method: In Person

Overview

- **Course Times + Location:**

TBA
Location: TBA

- **Instructor:**

Valentin Jaumouillé
v_jaumouille@sfu.ca

- **Prerequisites:**

MBB 326 and MBB 322 with a minimum grade of C, or permission of the instructor.

Description

CALENDAR DESCRIPTION:

Learn how the immune system recognizes cancer cells and modulates tumour development, and how many of the newest revolutionary cancer therapies work by harnessing the capacity of our own immune defenses. Students with credit for MBB 448 may not complete MBB 748 for credit.

COURSE DETAILS:

Recent advances in our knowledge of the immune system are leading to the development of revolutionary cancer treatments that exploit the protective capacities of our own immune defences. Understanding how immune cells interact with tumours, recognize cancer cells, and promote or prevent tumour growth is becoming an essential element of cancer biology. This course will explore the current scientific understanding and latest research in cancer

immunology. Building upon these fundamental principles, we will examine various strategies to harness the immune system for therapeutic purposes. By reading, discussing, and presenting current primary literature, students will learn about recent advances in the field and their applications to cancer treatment.

Topics include:

Fundamentals of cancer immunology

- The biology of cancer
- Immune surveillance and responses
- History of cancer immunology
- Tumor antigens
- The tumour immune microenvironment
- Oncomicrobes and the microbiome
- Cancer immune evasion

Cancer immunotherapy

- Therapeutic antibodies
- Immune checkpoint inhibitors
- Adoptive cell therapies
- CAR-T cells and genetic engineering
- Cancer vaccines
- Cytokine therapies and immune system modulators
- Oncolytic viruses
- Emerging immunotherapies

Grading

- In-class presentation 30%
- Paper critiques 30%
- Class participation 10%
- Final exam 30%

NOTES:

This course is in-person only.

MBB 448 Cancer Immunology

Delivery Method: In Person

Overview

- **Instructor:**

Robert Holt
rah6@sfu.ca

Valentin Jaumouillé
v_jaumouille@sfu.ca

Description

COURSE DETAILS:

Course Description:

Recent advances in our knowledge of the immune system are leading to the development of revolutionary cancer treatments that exploit the protective capacities of our own immune defences. Understanding how immune cells interact with tumours, recognize cancer cells, and promote or prevent tumour growth is becoming an essential element of cancer biology. This course will explore the current scientific understanding and latest research in cancer immunology. Building upon these fundamental principles, we will examine various strategies to harness the immune system for therapeutic purposes. By reading, discussing, and presenting current primary literature, students will learn about recent advances in the field and their applications to cancer treatment.

Topics include:

Fundamentals of cancer immunology

- The biology of cancer
- Immune surveillance and responses
- History of cancer immunology
- The tumour immune microenvironment
- Tumor antigens
- The tumour microbiome
- Oncomicrobes
- Immunogenomics

Cancer immunotherapy

- Patents and intellectual property
- Haematopoietic stem cell transplant
- CAR-T and immune effector cell therapies
- Therapeutic antibodies
- Checkpoint blockade
- Cancer vaccines
- Oncomicrobe vaccines
- Oncolytic viruses

Grading

- Assignments 40%
- Exam 1 30%
- Exam 2 30%

NOTES:

This course is in person only.

REQUIREMENTS:

Prerequisites:

MBB326 and MBB322 with a minimum grade of C.

Materials

REQUIRED READING NOTES:

Your personalized Course Material list, including digital and physical textbooks, are available through the SFU Bookstore website by simply entering your Computing ID at:

shop.sfu.ca/course-materials/my-personalized-course-materials.

MEMORANDUM

TO: Dr. Vance Williams, Chair, Faculty of Science GSC
FROM: Barbara Sanders, Actuarial Science Group Leader
Department of Statistics and Actuarial Science
DATE: February 20, 2025
SUBJECT: Changes to MSc in Actuarial Science

The Department of Statistics and Actuarial Science is proposing changes to the Master of Science program in actuarial science. These include:

1. Changing the subject “Actuarial Mathematics” to “Actuarial and Risk Sciences”, and creating the abbreviation RISK for courses in this subject.
2. Creating three new 3-unit courses: RISK 801, 802 and 803, to be cross-listed with undergraduate courses (RISK 441, 412, and 421, respectively).
3. ~~Modifying the course number and units of ACMA 832 (currently four units) to RISK 804 (three units) and adjusting the calendar description.~~
4. ~~Modifying the course label of ACMA 850 to RISK 850~~
5. ~~Modifying the MSc program requirements to:~~
 - a. ~~replace ACMA 830, 831, and 832 (total of 12 units) with RISK 801, 802, 803, and 804 (still a total of 12 units);~~
 - b. ~~move STAT 830 from the list of required courses to the list of electives;~~
 - c. ~~fix the minimum graduate course requirements to align with the recent change of STAT 848 – MSc Project from 6 units to 10 units, and~~
 - d. ~~change all references in the body of the program description from ACMA to RISK.~~
6. ~~Deleting ACMA 830 and 831.~~

The rationale for the first change is given on the next page.

The actuarial profession has evolved significantly since the turn of the millennium. While our core mission—quantifying and managing risk—remains unchanged, advancements in technology and methodology have expanded both the breadth and depth of the problems we tackle. In fact, modern actuarial skills are essential for understanding and managing the financial impact of emerging risks such as cyber threats and climate change.

At the same time, the rise of data science has intensified competition for the analytical talent that has traditionally pursued actuarial careers. To stay relevant and attract the next generation, we must present our field as dynamic, accessible, and forward-looking—something major actuarial organizations already emphasize.

Our current subject label, “**Actuarial Mathematics**” (ACMA) fails to reflect the breadth and modern relevance of our field. We propose renaming it “**Actuarial and Risk Sciences**” to better capture our evolving discipline. Similarly, our proposed new abbreviation **RISK** is clearer and more engaging while succinctly conveying the central focus of our field. Indeed, the word “risk” is closely associated with actuarial science in an academic context, featured in the titles of key journals (e.g., *Journal of Risk and Insurance*, *Risks*, *Geneva Papers on Risk and Insurance*) and in the name of many prominent schools/departments where actuarial science is taught (e.g., the Maurice R. Greenberg School of Risk Science at Georgia State University, the Department of Risk and Insurance at the University of Wisconsin-Madison, etc.)

Note that the proposed change does not affect the names of our existing programs (BSc Major/Honours and MSc in Actuarial Science). Rather, it creates a foundation for future growth, allowing us to introduce new courses and programs in emerging areas without fragmentation.

The rationale for the remaining changes is described in the enclosed documents. Importantly, 85% of the existing graduate content is retained and simply redistributed among the new courses. The rest of the content (~15%) is replaced with more relevant, modern topics (e.g., regression-based claims modelling and stochastic valuation of modern life insurance portfolios). These changes benefit our students and allow us to maintain this MSc program by realizing some teaching efficiencies.

All changes have been approved by the department’s Graduate Studies Committee.

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) RISK	Number (eg. 810) 801	Units (eg. 4) 3
Course title (max. 100 characters) Actuarial Finance		
Short title (for enrollment/transcript, max. 30 characters) Actuarial Finance		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Option pricing models and their application to insurance and financial risks. Discrete-time models. Black-Scholes-Merton model. Market-making, option Greeks, and hedging. Exotic options. Economic scenario generators.		
Rationale for introduction of this course (if more space is required, add a separate page) We are reorganizing the content of the actuarial graduate courses to better serve students and to increase teaching efficiencies. Some of the content of the old ACMA 830 will be in 801; option pricing and hedging are added to support advanced treatment of embedded options in RISK 802. The new course will be cross-listed with RISK 441, a required course in the undergraduate actuarial program.		
Term of initial offering (eg. Fall 2019) Fall 2025	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year Once per year	Estimated enrollment per offering 4	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input checked="" type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
		Students with credit for ACMA 340 or RISK 441 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).

Prerequisite and/or Corequisite n/a	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above. ACMA 441 & RISK 441. Graduate students will have additional readings, different midterm and final exams, and a more substantial term project.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Jean-François Bégin, Himchan Jeong, Barbara Sanders
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Academic Unit / Program Statistics and Actuarial Science	Name (typically, Graduate Program Chair) Barbara Sanders, Actuarial Science Group Leader	Email bsanders@sfu.ca
--	--	------------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Brad McNeney	Signature W Bradley McNeney <small>Digitally signed by W Bradley McNeney Date: 2025.01.05 14:25:02 -08'00'</small>	Date Jan. 6, 2025
Department Chair Derek Bingham	Signature D. Bingham <small>Digitally signed by Derek Bingham Date: 2025.01.06 09:56:53 -08'00'</small>	Date Jan 6, 2025

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Vance Williams	Signature Vance Williams <small>Digitally signed by Vance Williams Date: 2025.01.24 09:15:43 -08'00'</small>	Date January 24, 2025
---	--	------------------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature Mary O'Brien <small>Type text here</small>	Date March 14, 2025
--	--	----------------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

RISK 801-3 Actuarial Finance

Prerequisite:

None.

Textbook:

Required reading:

- McDonald, R. L. (2012). *Derivatives Markets*. Pearson.

Recommended reading:

- Boudreault, M. and Renaud, J.-F. (2019). *Actuarial Finance*. Wiley.
- International Actuarial Association. (2010). *Stochastic Modeling: Theory and Reality from an Actuarial Perspective*. IAA.

Calendar Description:

Option pricing models and their application to insurance and financial risks. Discrete-time models. Black-Scholes-Merton model. Market-making, option Greeks, and hedging. Exotic options. Economic scenario generators. Students with credit for ACMA 441 may not take this course for further credit.

Outline:

This course provides a comprehensive introduction to option pricing, combining fundamental concepts with advanced techniques, and integrating both discrete- and continuous-time models, to equip students with the skills needed to apply these methods in financial and actuarial contexts. The topics covered include:

1. Review of option and forward payoffs
2. Discrete-time option pricing
3. The Black-Scholes-Merton model
4. Market-making, option Greeks, and hedging
5. Exotic options
6. Economic scenario generators
7. Use of derivatives in other actuarial practice areas

Grading Scheme:

- In-class activities and participation: 10%
- Term projects: 50%
- Midterm exam: 20%
- Final exam: 20%

RISK 441-3 Actuarial Finance

Prerequisite:

BUS 315, with a minimum grade of C.

Textbook:

Required reading:

- McDonald, R. L. (2012). *Derivatives Markets*. Pearson.

Recommended reading:

- Boudreault, M. and Renaud, J.-F. (2019). *Actuarial Finance*. Wiley.
- International Actuarial Association. (2010). *Stochastic Modeling: Theory and Reality from an Actuarial Perspective*. IAA.

Calendar Description:

Option pricing models and their application to insurance and financial risks. Discrete-time models. Black-Scholes-Merton model. Market-making, option Greeks, and hedging. Exotic options. Economic scenario generators. **Quantitative**

Outline:

This course provides a comprehensive introduction to option pricing, combining fundamental concepts with advanced techniques, and integrating both discrete- and continuous-time models, to equip students with the skills needed to apply these methods in financial and actuarial contexts. The topics covered include:

1. Review of option and forward payoffs
2. Discrete-time option pricing
3. The Black-Scholes-Merton model
4. Market-making, option Greeks, and hedging
5. Exotic options
6. Economic scenario generators
7. Use of derivatives in other actuarial practice areas

Grading Scheme:

- In-class activities and participation: 10%
- Term project: 30%
- Midterm exam: 30%
- Final exam: 30%

Type text here

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) RISK	Number (eg. 810) 802	Units (eg. 4) 3
Course title (max. 100 characters) Advanced Models and Methods for Long-Term Insurance		
Short title (for enrollment/transcript, max. 30 characters) Adv Models & Methds for LT Ins		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Advanced models and methods used in the valuation and management of long-term insurance coverages. Topics include cash-flow based profit analysis of modern life insurance products (universal life insurance, equity-linked insurance, and contracts with embedded options), stochastic pricing and reserving, and stochastic longevity models.		
Rationale for introduction of this course (if more space is required, add a separate page) We are reorganizing the content of the actuarial graduate courses to better serve students and to increase teaching efficiencies. RISK 802 inherits stochastic mortality models from ACMA 831, and valuation and hedging of embedded options from ACMA 832. Advanced topics on modern life insurance products are added. The new course will be cross-listed with RISK 412.		
Term of initial offering (eg. Fall 2019) Fall 2025	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year Once per year	Estimated enrollment per offering 4	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input checked="" type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
		Students with credit for RISK 412 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).

Prerequisite and/or Corequisite Corequisite: RISK 801	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above. RISK 412. Graduate students will have additional readings, different midterm and final exams, and a substantial term project.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Jean-François Bégin, Barbara Sanders, Cary Tsai
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Academic Unit / Program Statistics and Actuarial Science	Name (typically, Graduate Program Chair) Barbara Sanders, Actuarial Science Group Leader	Email bsanders@sfu.ca
--	--	------------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Brad McNeney	Signature W Bradley McNeney <small>Digitally signed by W Bradley McNeney Date: 2025.01.05 14:25:22 -08'00'</small>	Date Jan. 6, 2025
Department Chair Derek Bingham	Signature D. Bingham <small>Digitally signed by Derek Bingham Date: 2025.01.06 09:57:14 -08'00'</small>	Date Jan 6, 2025

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Vance Williams	Signature Vance Williams <small>Digitally signed by Vance Williams Date: 2025.01.24 09:17:49 -08'00'</small>	Date January 24, 2025
---	--	------------------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature Mary O'Brien	Date March 14, 2025
--	-------------------------------	----------------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

RISK 802-3 Advanced Models and Methods for Long-Term Insurance

Prerequisite:

None.

Corequisite:

RISK 801

Textbook:

Actuarial Mathematics for Life Contingent Risks, 3rd Ed., 2020 by Dickson, C.M.D., Hardy, M.R., and Waters, H.R. Publisher: Cambridge University Press, Cambridge.

Calendar Description:

Profit analysis of traditional and modern life insurance products. Universal life insurance. Embedded options. Equity-linked insurance. Stochastic longevity models. Students with credit for RISK 412 may not take this course for further credit.

Outline:

This course covers advanced topics in long-term insurance, corresponding to part of the syllabus of the ALTAM exam of the Society of Actuaries (www.soa.org). The topics include

1. Review of pricing and reserving with a single decrement; introduction to multiple decrements
2. Profit testing principles, measures, and applications
3. Universal life insurance: features, types, and profit testing
4. Embedded options in life insurance and annuity products: types of guarantees, pricing, reserving, funding methods, and profit testing
5. Equity-linked insurance: products, profit testing, and stochastic pricing and reserving
6. Stochastic longevity models and their actuarial applications

Grading Scheme:

Assignments – 15%

Midterms – 20%

Project – 25%

Final – 40%

RISK 412-3 Advanced Models and Methods for Long-Term Insurance

Prerequisite:

ACMA 311 or ACMA 301 with a minimum grade of C.

Corequisite:

ACMA 441 or ACMA 340

Textbook:

Actuarial Mathematics for Life Contingent Risks, 3rd Ed., 2020 by Dickson, C.M.D., Hardy, M.R., and Waters, H.R. Publisher: Cambridge University Press, Cambridge.

Calendar Description:

A practical introduction to advanced models and methods used in the valuation and management of long-term insurance coverages. Topics include cash-flow based profit analysis of modern life insurance products (universal life insurance, equity-linked insurance, and contracts with embedded options), stochastic pricing and reserving, and stochastic longevity models. Students with credit for ACMA 802 may not take this course for further credit.

Outline:

This course covers advanced topics in long-term insurance, corresponding to part of the syllabus for the ALTAM exam of the Society of Actuaries (www.soa.org). The topics include

1. Review of pricing and reserving with a single decrement; introduction to multiple decrements
2. Profit testing principles, measures, and applications
3. Universal life insurance: features, types, and profit testing
4. Embedded options in life insurance and annuity products: types of guarantees, pricing, reserving, funding methods, and profit testing
5. Equity-linked insurance: products, profit testing, and stochastic pricing and reserving
6. Stochastic longevity models and their actuarial applications

Grading Scheme:

Assignments – 15%

Midterms – 35%

Final – 50%

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) RISK	Number (eg. 810) 803	Units (eg. 4) 3
Course title (max. 100 characters) Advanced Models for Short-Term Insurance		
Short title (for enrollment/transcript, max. 30 characters) Adv Models for ST Ins		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Risk measures. Extreme value theory: models and applications. Aggregate models for claims. Regression-based approaches to claims modeling; generalized linear models, linear mixed models.		
Rationale for introduction of this course (if more space is required, add a separate page) We are reorganizing the content of the actuarial graduate courses to better serve students and to increase teaching efficiencies. RISK 803 inherits risk measures and extreme values from ACMA 832, and aggregate claims from ACMA 831. Advanced topics used in short-term insurance (generalized linear models) are added. The new course will be cross-listed with RISK 421, a required course in the undergraduate actuarial program.		
Term of initial offering (eg. Fall 2019) Spring 2026	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks	
Frequency of offerings/year Once per year	Estimated enrollment per offering 4	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input checked="" type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) may not take this course for further credit.
		Students with credit for ACMA 421 or RISK 421 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).

Prerequisite and/or Corequisite None	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Combined with an undergraduate course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above. RISK 421 & ACMA 421. Graduate students will have additional readings, different midterm and final exams, more substantial assignments, and no quizzes.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Himchan Jeong
Additional faculty members, space, and/or specialized equipment required in order to offer this course None

CONTACT PERSON

Academic Unit / Program Statistics and Actuarial Science	Name (typically, Graduate Program Chair) Barbara Sanders, Actuarial Science Group Leader	Email bsanders@sfu.ca
--	--	------------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Brad McNeney	Signature W Bradley McNeney <small>Digitally signed by W Bradley McNeney Date: 2025.01.05 15:05:25 -08'00'</small>	Date Jan. 6, 2025
Department Chair Derek Bingham	Signature D. Bingham <small>Digitally signed by Derek Bingham Date: 2025.01.06 09:57:29 -08'00'</small>	Date Jan 6, 2025

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Vance Williams	Signature Vance Williams <small>Digitally signed by Vance Williams Date: 2025.01.24 09:19:59 -08'00'</small>	Date January 25, 2025
---	--	------------------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature Mary O'Brien	Date March 14, 2025
--	-------------------------------	----------------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

RISK 803-3 Advanced Models for Short-Term Insurance

Prerequisite:

None.

Textbooks:

- Klugman, S.A., Panjer, H.H, and Willmot, G.H. (2019). *Loss Models: From Data to Decisions* (5th edition). Wiley.
- Frees, E.W., Derrig, R.A., and Meyers G., eds. (2014). *Predictive Modeling Applications in Actuarial Science*. Cambridge University Press.
- Denuit, M., Dhaene, J., Goovaerts, M. and Kaas, R. (2005). *Actuarial Theory for Dependent Risks: Measures, Orders and Models*. Wiley.

Calendar Description:

Risk measures. Extreme value theory: models and applications. Aggregate models for claims. Regression-based approaches to claims modeling: generalized linear models, linear mixed models. Students with credit for ACMA 421 or RISK 421 may not take this course for further credit.

Outline:

This course covers advanced actuarial loss modeling. Topics include:

1. Risk measures: premium principles, properties of risk measures, coherence, Value at Risk, Tail Value at Risk.
2. Extreme value theory: block maxima method, peaks-over-threshold method, applications to short-term insurance.
3. Aggregate loss models: compound model for aggregate claims, the recursive method, the impact of individual policy modifications on aggregate payments, individual risk model.
4. Regression-based approaches to claims modeling: linear models (review), generalized linear models, linear mixed models.

Grading Scheme:

Assignments – 40%

Unit Tests – 40%

Final Exam – 20%

SPRING 2025 - RISK 421 D100

ADVANCED MODELS FOR SHORT-TERM INSURANCE (3)

Class Number: 4793 Delivery Method: In Person

COURSE TIMES + LOCATION:

Jan 6 – Apr 9, 2025: Mon, Wed, Fri, 9:30–10:20 a.m.
Burnaby

INSTRUCTOR:

Himchan Jeong
himchanj@sfu.ca
1 778 782-6591

PREREQUISITES:

ACMA 321 with a minimum grade of C. Corequisite: STAT 350.

Description

CALENDAR DESCRIPTION:

Risk measures. Extreme value theory: models and applications. Aggregate models for claims. Regression-based approaches to claims modeling: generalized linear models, linear mixed models.

COURSE DETAILS:

This course covers advanced loss models for the short-term insurance, which are also part of the syllabus for the exams FAM-S, ASTAM and SRM of the SOA / exams MAS-I and MAS-II of the CAS described as follows:

- 1. Risk measures (**LM**: Sections 3.4-5)
- 2. Extreme value distributions (**LM**: Section 5.3.4)
- 3. Introduction to credibility (**LM**: Section 16)
- 4. Aggregate loss models: compound model for aggregate claims, the recursive method, the impact of individual policy modifications on aggregate payments, individual risk model. (**LM**: Chapter 9)
- 5. Review of simple linear models (**ISL**: Chapter 3)
- 6. Linear mixed models (**PMAS1**: Chapter 8)
- 7. Generalized linear models (**ISL**: Sections 4.1-3 and 4.6)
- 8. Generalized linear mixed models and bonus-malus system for auto insurance (**AMCC**: Sections 2.5, Sections 4.1-2)

This course is part of the University Accreditation Program and meets specific requirements set by the Canadian Institute of Actuaries (CIA). Please consult the [CIA website](#) for full details on CIA accreditation.

Grading

Exam 1	18%
Exam 2	18%
Exam 3	18%
Quizzes	22%

Materials

RECOMMENDED READING:

An Introduction to Statistical Learning, with Application in R, 2nd ed (ISL). Authors: G.M. James, D. Witten, T. Hastie, and R. Tibshirani Publisher: Springer.

Loss Models: From Data to Decisions, 5th ed. (LM), Authors: S.A. Klugman, H.H. Panjer, and G.E. Willmot. Publisher: Wiley.

Predictive Modeling Applications in Actuarial Science, Volume 1. (PMAS1), Authors: Edward W. Frees et al. Publisher: Cambridge University Press

Actuarial Modelling of Claim Counts (AMCC), Authors: S. Pitrebois, J-F., Walhin, X. Marechal, M. Denuit. Publisher: Wiley.

REQUIRED READING NOTES:

Your personalized Course Material list, including digital and physical textbooks, are available through the SFU Bookstore website by simply entering your Computing ID at: shop.sfu.ca/course-materials/my-personalized-course-materials.

DEPARTMENT UNDERGRADUATE NOTES:

Students with Disabilities:

Students requiring accommodations as a result of disability must contact the Centre for Accessible Learning 778-782-3112 or caladmin@sfu.ca.

Tutor Requests:

Students looking for a tutor should visit <https://www.sfu.ca/stat-actsci/all-students/other-resources/tutoring.html>. We accept no responsibility for the consequences of any actions taken related to tutors.

REGISTRAR NOTES:

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the university community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the university. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

RELIGIOUS ACCOMMODATION

Students with a faith background who may need accommodations during the term are encouraged to assess their needs as soon as possible and review the Multifaith religious accommodations [website](#). The page outlines ways they begin working toward an accommodation and ensure solutions can be reached in a timely fashion.



MEMORANDUM

ATTENTION:	SGSC
FROM:	Arne Eigenfeldt, Chair, FCAT GSC
RE:	Items to be added to the SGSC Meeting Agenda
DATE:	February 5 th , 2025

FCAT GSC has voted on and approved the following changes at the FCAT GSC meeting that occurred on February 4th, 2025:

~~**School for the Contemporary Arts:**~~

- ~~• Program Change: MA in Contemporary Arts~~
- ~~• Course Changes: CA 821-830~~

School of Interactive Arts & Technology:

~~Program Change: Master of Digital Media~~

- DMED 560: Production in Team Dynamics
- DMED 561: Pitching for Digital Media Professionals 1
- DMED 562: Pitching for Digital Media Professionals 2
- DMED 563: Multi-Platform Media

Please add these items to your next meeting agenda.

Thank you,

Arne Eigenfeldt, D.M.
Associate Dean, Academic,
FCAT Chair, FCAT GSC

cc Judy Radul, Graduate Program Chair, SCA
Rachel Ralph, Graduate Program Chair, MDM

el/AE



MEMO

Date:	02/21/2025
To:	Senate Committee on Graduate Studies FCAT Associate Dean, Academic and GSC Chair, Arne Eigenfeldt
From:	Ted Gervan, Managing Director – Centre for Digital Media - Master of Digital Media Rachel Ralph – Faculty and GSC Chair – Master of Digital Media
Subject:	Calendar Entry Change: New Courses DMED 560, 561, 562, 563

Dear Senate Committee on Graduate Studies,

Please facilitate the following request for a calendar entry change with new courses that will make up the Master of Digital Media Technical Communication Bundle which is now ready for review by FCAT and the Senate Graduate Studies Committee.

- DMED 560: Production Team Dynamics
- DMED 561: Pitching for Digital Media Professionals 1
- DMED 562: Pitching for Digital Media Professionals 2
- DMED 563: Multi-Platform Media
-

Please place these proposals on the agenda for the upcoming meeting of the Faculty of Communication, Art, and Technology's Graduate Studies Committee.

Thank you so much in advance.

Dr. Rachel Ralph (*she/her*)
Faculty (GSC Chair)

=====

CDM | CENTRE FOR DIGITAL MEDIA
MASTER OF DIGITAL MEDIA PROGRAM
685 Great Northern Way, Vancouver BC V5T 0C6
E: rachel_ralph@thecdm.ca

Dr. Ted Gervan (*he/him*) | Managing Director, Academic and Business Operations
Great Northern Way Campus Ltd.
CDM | CENTRE FOR DIGITAL MEDIA
685 Great Northern Way, Vancouver, BC V5T 0C6
E: ted_gervan@thecdm.ca



NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) DMED	Number (eg. 810) 560	Units (eg. 4) 3
Course title Production Team Dynamics (max. 100 characters)		
Short title Production Team Dynamics (for enrollment/transcript, max. 30 characters)		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Learners will be given the tools and guidelines to ensure successful communication with each other, with lecturers and advisers, and with clients and coworkers. Learners explore effective approaches to messaging for different purposes, summarizing (verbal and written), presenting in academic/professional environments, engaging in group discussion, collaborating efficiently, and producing documentation.		
Rationale for introduction of this course (if more space is required, add a separate page) Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.		
Term of initial offering Fall 2025 (eg. Fall 2019)	Course delivery 3hrs/13 weeks (eg. 3 hrs/week for 13 weeks)	
Frequency of offerings/year once per year in the fall	Estimated enrollment per offering	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) 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).

Prerequisite and/or Corequisite	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input checked="" type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Jason Elliott
Additional faculty members, space, and/or specialized equipment required in order to offer this course

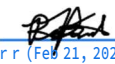

CONTACT PERSON

Academic Unit / Program FCAT/MDM	Name (typically, Graduate Program Chair) Mary Lim	Email mary_lim@thecdm.ca
-------------------------------------	--	-----------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Rachel Ralph	Signature  <small>rr (Feb 21, 2025 16:34 PST)</small>	Date 02/21/25
Department Chair Ted Gervan	Signature 	Date 02/21/25

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Arne Eigenfeldt	Signature 	Date Feb 21, 2025
--	---	-------------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date March 14, 2025
--	--	---------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Course: DMED 560 Production Team Dynamics (3 units)

Term: Fall 2025

Delivery Method: In person

Instructors: Jason Lee Elliott

Pre-requisites: None

Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the m m (Musqueam), S w wú7mesh Úxwumixw (Squamish), s lilw ta (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

Course Description

In this course, learners will be given the tools and guidelines to ensure their successful communication with each other, with lecturers and advisers, and with clients and coworkers. Working in small teams, learners explore effective approaches to messaging for different purposes, summarizing (verbal and written), presenting in academic/professional environments, engaging in group discussion, sharing ideas appropriately, asking and answering questions, collaborating efficiently, and producing documentation (gist-based, executive summaries, Agile statements, one-pagers). Learners must maintain a minimum of A- on all assignments and mini projects.

Regarding the mini-projects, students will apply their communication skills while they learn about digital media problem solving, teamwork and agile methodologies through the development of project-based prototypes. Throughout the entire semester, each student is expected to be able to create and implement art, audio, and code into a variety of different prototypes, both on their own and within a team.

Note: Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.

Course Objectives

After completing DMED 560, each student will be able to:

- Effectively collaborate and communicate within a team
- Understand and apply the basic concepts of Agile Development
- Effectively ideate through a variety of different tools
- Effectively apply rapid prototyping methodologies
- Implement art and code assets into an interactive digital artifact

Format of the Course

The course will run for 13 weeks with weekly class sessions and labs consisting of lectures, in-class activities, and student presentations. Students will work in teams assigned by the instructor and will be expected to work on the projects outside of class time.

Assignments

Note: Assignments, due dates and weighting are subject to change before the start of the semester

Week	Theme of Class	Assignment	Due
1	CORE QUESTION: WHAT IS THIS COURSE ALL ABOUT? Teams, Tools and Talking	Interactive Story	Week 4
2	CORE QUESTION: HOW DO WE PITCH A STORY? TEAM 1 SELECTION DAY		
3	CORE QUESTION: HOW DO WE EXPAND THE STORY?		
4	CORE QUESTION: HOW DO WE FIND A PROBLEM? INTERACTIVE STORY DUE	Targeted Application	Week 8
5	CORE QUESTION: WHO IS THIS APPLICATION FOR?		
6	CORE QUESTION: HOW DO WE PLAN BETTER FOR DEVELOPMENT?		
7	CORE QUESTION: HOW DO WE KNOW IT WORKS?		
8	CORE QUESTION: WHAT IS NEW TECHNOLOGY GOOD FOR? APPLICATION DUE	AR Game	Week 12
9	CORE QUESTION: WHAT ARE WE MAKING?		
10	CORE QUESTION: IS THIS GAME ENGAGING?		
11	CORE QUESTION: HOW DO WE GET BETTER DATA?		
12	CORE QUESTION: HOW DO WE KNOW IF IT IS FUN?		
13	CORE QUESTION: WHAT DID WE LEARN THIS SEMESTER? GAME DUE		

Evaluation

This course focuses on developing the skills required to effectively work on a team and understanding the basics of agile development. This will be achieved through developing three different prototype projects throughout the semester. The focus will be on rapid iterations, team communication, and demonstrating the in-class lessons in an effective way. While much of the work might be in analogue formats, all submissions must be in a digital format.

Grades will be based on the following criteria (subject to revision if deemed necessary):

Individual Work 35%

Individual work consists of three pitch presentations that the students will create and present in class, as well as participating in the in-class exercises.

Prototyping Projects 40%

There are three different projects that will be built during the semester, each of which will require multiple prototypes and presentations. This will include paper, physical, and digital artifacts to be created. These projects will be graded on a team basis and will be judged on a variety of metrics, such as exploration, creativity, quantity, and effectiveness.

Teamwork 25%

All projects in this course are team based. Students will be judged upon how they work within their team on an ongoing basis throughout the semester. Students will be primarily judged upon applying the team tools and methodologies taught in class. This will also include communication and interpersonal behaviours within the team itself.

Note on assessment:

Unless specifically specified a student's grade will be based on their INDIVIDUAL contribution to team assignments, presentations, and projects.

Attendance and Participation

Regular attendance is expected of students in all their classes (including participation, group work, tutorials, seminars, online etc.). Students who are unavoidably absent due to illness or disability should notify their instructors of their situation. Students are expected to attend based on the schedule (and their assigned group) and be fully present. Unreported lateness/absence also informs grading.

<https://www.sfu.ca/students/enrolment-services/policies-and-procedures/academic-concessions.html>

Grading Profile

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course).

A student in a master's or doctoral program must maintain a CGPA of 3.0. Under no circumstances will a student whose CGPA is below 3.0, be awarded a graduate degree. <https://www.sfu.ca/students/advising-resources/calculators/gpa-calculator.html>

Ethics

You are required to use course ethics to do user/play testing. Please speak to your supervisor regarding the steps and policies.

Written & Spoken English

English is the official language of the school and all communication (written and spoken) is expected to be conducted in English. SFU and the MDM Program provide a wide range of free language support for those who need and it's up to each learner to seek that support.

Accommodations

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds. The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities so that they achieve their educational goals. <https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the university. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

Inappropriate use of technology in coursework

If you are using any technology, including generative AI, to produce or edit content that will be part of your graded work in the course, you must be transparent about the tools that you use. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracies and be responsible for making the appropriate corrections.

Graduate Studies Notes

Important dates and deadlines for graduate students are found here: http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html.

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) DMED	Number (eg. 810) 561	Units (eg. 4) 3
Course title (max. 100 characters) Pitching for Digital Media Professionals I		
Short title (for enrollment/transcript, max. 30 characters) Pitching for Digi Media Prof I		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Learners are immersed in the language of pitching in digital media through real-world contexts, guided practice, and hands-on tasks. Topics cover project proposal pitches, UI/UX design, game design, animation tools, web graphics, software development, contemporary media theories, and others.		
Rationale for introduction of this course (if more space is required, add a separate page) Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.		
Term of initial offering (eg. Fall 2019) Fall 2025	Course delivery (eg. 3 hrs/week for 13 weeks) Lecture 3 hrs/13 weeks Lab 6 hrs/13 weeks	
Frequency of offerings/year Once per year in the Fall	Estimated enrollment per offering	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) 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).

Prerequisite and/or Corequisite	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input checked="" type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Elisabeta Aida Osian
Additional faculty members, space, and/or specialized equipment required in order to offer this course

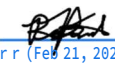

CONTACT PERSON

Academic Unit / Program FCAT/MDM	Name (typically, Graduate Program Chair) Mary Lim	Email mary_lim@thecdm.ca
-------------------------------------	--	-----------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Rachel Ralph	Signature  <small>rr (Feb 21, 2025 16:35 PST)</small>	Date 02/21/25
Department Chair Ted Gervan	Signature 	Date 02/21/25

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Arne Eigenfeldt	Signature 	Date 02/21/25
--	---	---------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date March 14, 2025
--	--	---------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Course: DMED 561: Pitching for Digital Media Professionals 1 (3 units)

Term: Fall 2025

Instructor: Elisabeta Aida Osian Ph. D.

E-mail: elisabeta_osian@sfu.ca

Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the m m Mus ueam , S w w mesh wumi w S uamish , s lilw ta (Tsleil- aututh peoples on whose unceded traditional territories our campus resides.

Course Description

This course immerses you in the language of pitching in digital media through real-world contexts, guided practice, and hands-on tasks. You'll refine spoken communication, enhance practical skills, and master formal informal registers while designing effective pitch slides. Activities range from in-class individual, pair and team pitch assignments to project simulations, and exposure to authentic digital artifacts. You'll have the opportunity to practice presenting in various formats and settings. Topics cover project proposal pitches, UI design, game design, animation tools, web graphics, software development, contemporary media theories, and others.

Note: Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.

Course Objectives

By the end of this course, you will:

- Expand your media-related vocabulary through practical pitching exercises.
- Enhance public speaking skills and refine your non-verbal communication
- Develop essential job-market communication skills through interactions with guest speakers and project simulations

- Strengthen your ability to persuade, receive feedback, and improve accordingly.
- Apply new digital media jargon in formal and informal pitches.
- Improve pronunciation and intonation for a more natural delivery.
- Develop community-engaged knowledge through immersive field trips and cultural exchange changes, fostering real-world experiences, cross-cultural understanding, and meaningful connections with local and global communities
- Build teamwork skills through project-based learning.

Course Format and Language Prerequisites

This 13-week course includes practical sessions and weekly labs focused on active learning and communication, not traditional lectures or hard skills. It emphasizes real-world language use in digital media

Tasks and assignments

Each week, you'll complete a pitching assignment on the discussed topic, graded and ungraded tasks. Weekly assignments are mandatory and to be presented in class. Assignments will focus on pitching skills, slide design, and audience management

Team Project Simulation

During the fall semester, you'll engage in a **Project-Based Learning (PBL)** project simulation, pitching project proposals as a team, with final delivery in the course's last stage. Teams of three or more will rotate roles while developing a digital solution for a major Metro Vancouver tourist or cultural attraction. The project includes field trips, teamwork in an Agile-simulated lexical environment, self, peer and instructor assessments. All pitching sessions will contribute to your final grade, preparing you for future MDM projects.

- Individual pitches** – Key concepts, vocabulary, and foundational skills.
- Pair pitches** – Practical skills and time management
- Group pitches** – Teamwork, screen sharing, and cohesive slide integration.

Week	Stage	Focus	Tasks and assignments
1	<i>Individual pitches</i>	Pitch vs. Presentation. Defining the terms	A
2		Design slides and visuals for an individual presentation pitch [The Tweet pitch and the Elevator pitch].	In-class pitch
3		Time management and engagement in public speaking. [Pitch decks vs. Presentation decks]	In-class pitch
4		Master your pitch - connect experience with emotion [The sales pitch]	Project simulation - pitch assignment
5	<i>Pair pitches</i>	Technical presentations - pair work and sharing the audience's attention	In-class pitch
6		rioriti ing content? rioriti ing the audience? Which comes first? [The informati e pitch]	In-class pitch
7		Highlighting your strengths in line with the idea product solution [The product pitch] Themed pitch decks]	In-class pitch
8		Receiving and giving effective feedback , running a successful Q&A [Feedback framewor s	Project simulation second stage pitch assignment
9	<i>Group pitches</i>	Group presentations [Verbal and non-verbal aspects]	In-class pitch
10		Stating problems and describing solutions. Record screen-cast your group pitch]	In-class pitch
11		Effective techniques for conflict resolution and teamwor	In-class pitch
12		Final pitch project event	Project simulation - final pitch assignment

13	<i>Wrap up</i>	Review course content, get final feedback.	End of term re-view
----	----------------	--	---------------------

Evaluation

Creating and presenting a pitch is crucial for conveying digital media concepts to clients and users but is often overlooked. This course emphasizes industry-best practices in slide design and pitching, continually updated for emerging tech trends. Assessment will be based on the following criteria:

Motivation, participation and attendance - MPA [weight 20%]

This grade will reflect your engagement in discussions, peer reviews, and formative assignments, as well as your professionalism and collaboration with peers and the instructor. Device use should be limited to class activities, and active participation is expected at all times

Project simulation work (team collaboration) [weight 20%]

You will also conduct self-assessment, peer assessment and receive client and instructor feedback for your team group work in element during our weekly pitches and project simulations as follows:

1. Contribution: the team member carries out the assigned tasks and delivers work on time
2. Time management: the team member spends a reasonable amount of time (as decided by the team) on meetings and the development of their work. They did not exceed the allotted time 3
3. Self-organizing skills: the team member shows initiative in organizing their own work and supports others to complete the workload. 5
4. Collaboration: the team member shows a respectful attitude towards peers, role-play clients and instructors, listens to others' ideas, and shows good conflict management skills.

5

Final Assignment [weight 60%]

The final assignment is a graded pitch evaluated on task achievement, slide design, language use, verbal non-verbal skills, fluency, accuracy, coherence, cohesion, time management, and critical thinking. You will receive a rubric outlining grading criteria.

**All other assignments are formative, assessed based on completion, and will inform your MPA grade.*

Total 100%**Grading Profile**

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course)

Policies (Simon Fraser University)**Accommodations**

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodation on these grounds.

The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities in achieving their educational goals.

<https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what academic dishonesty means, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in any form, destroys the university's values. Furthermore, it is unfair and discouraging to most students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gaette/student/s10-01.html>

Inappropriate use of technology in coursework

If you are using generative AI to produce content that will be part of your graded work in the course, you must be transparent about your tools. Undeclared use of the tool technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracy and be responsible for making the appropriate corrections.

Graduate Studies Notes

Important dates and deadlines for graduate students are found here: <http://www.sfu.ca/dean-gradstudies/current-important-dates-guidelines.html>.

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) DMED	Number (eg. 810) 562	Units (eg. 4) 3
Course title Pitching for Digital Media Professionals II (max. 100 characters)		
Short title Pitching for Digi Media Prof II (for enrollment/transcript, max. 30 characters)		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Developing industry-ready pitching skills for MDM studies and career success. It emphasizes practical pitching, non-verbal communication, formal/informal registers, slide design, and audience engagement. Technical topics cover UI/UX design, web/iOS apps, game design, animation, web graphics, software development, media theories, social media and others.		
Rationale for introduction of this course (if more space is required, add a separate page) Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.		
Term of initial offering Fall 2025 (eg. Fall 2019)	Course delivery Lecture 3 hrs/13 weeks (eg. 3 hrs/week for 13 weeks) Lab 6 hrs/13 weeks	
Frequency of offerings/year Once per year in Spring	Estimated enrollment per offering	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Please relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) 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).

Prerequisite and/or Corequisite	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input checked="" type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Elisabeta Aida Osian
Additional faculty members, space, and/or specialized equipment required in order to offer this course

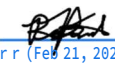

CONTACT PERSON

Academic Unit / Program FCAT/MDM	Name (typically, Graduate Program Chair) Mary Lim	Email mary_lim@thecdm.ca
-------------------------------------	--	-----------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Rachel Ralph	Signature  <small>rr (Feb 21, 2025 16:35 PST)</small>	Date 02/21/25
Department Chair Ted Gervan	Signature 	Date 02/21/25

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Arne Eigenfeldt	Signature 	Date 02/21/25
--	---	---------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date March 14, 2025
--	--	---------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Course: DMED 562: Pitching for Digital Media Professionals 2 (3 units)

Term: Spring 2026

Instructor: Elisabeta Aida Osian Ph.D.

E-mail: elisabeta_osian@sfu.ca

Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the m m Mus ueam , S w w mesh Úxwumi w S uamish , s lilw ta (Tsleil- aututh peoples on whose unceded traditional territories our campus resides.

Course Description

This advanced course will expand on Pitching Skills for Digital Media Professionals 1 (fall semester , further developing your industry-ready pitching skills for MDM studies and career success. It emphasises practical pitching, non-verbal communication, formal informal registers, slide design, and audience engagement Activities include project simulations with real-world technical language analysis, pitching practice for creative professionals, storytelling methods, non-verbal communication exercises, body language training, non-verbal delivery techniques, gestural and facial expression exercises, physical presence and engagement training, posture, gestures, and eye contact drills, and non-verbal communication for persuasive pitching. Technical topics cover UI design, web i S apps, game design, animation, web graphics, software development, media theories, social media and others.

Note: Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.

Course Objectives

Throughout the course, you will:

- Master using space effectively , and engaging audiences in different contexts.

- Practice public speaking by pitching ideas to role-playing clients and analyzing your non-verbal style in project simulations
- Enhance emotional and rational responses during pitches to achieve desired audience reactions through storytelling practice.
- Develop essential communication skills (advanced level for the job market in English-speaking environments)
- Apply the 4MAT system (e.g., Bernice McCarthy) to tailor presentations to audience needs—providing reasons, explanations, demonstrations, and future insights.
- Use industry-specific jargon and buzz words appropriately in slides and both formal and informal pitches.
- Improve pronunciation and intonation for a more natural and confident delivery.
- Strengthen remote presentation skills and create an online culture for pitching projects, products, and ideas.

Course Format

This 13-week course includes interactive sessions and weekly labs emphasizing practical language experimentation rather than traditional lectures. It focuses on *soft* skills, communication and active learning, not *hard* technical skills. Instead, it explores the lexicon used in real-world digital contexts at an advanced level. Activities, assessments, and materials may be adjusted to meet the group's evolving needs.

Week	Stage	Focus	Tasks and assignments
1	Pitching case studies: modelling through better linguistic examples 1	Pitching creative ideas - Tyler Mitchell and Jimmy Chin - expressing your passion through image and words.	In-class pitching practice
2	Project simulation	Pitching creative ideas - verbal and non-verbal elements.	In-class pitching practice
3		Pitching creative ideas - in- class pitch delivery and feedback.	In-class pitch delivery
4		Pitching game ideas - Will Wright - modifying your message to connect to your audience.	In-class pitching practice
5	Pitching case studies: modelling through better linguistic examples 2	Pitching game ideas - explaining technical terms.	Out-of-class project based field trip
6	Project simulation	Pitching game ideas - reacting to client requests.	In-class pitch assignment
7		Reading week - classes cancelled	Project work
8		Pitching stories and characters - Aaron Sorkin group workshop model. Connected speech, storytelling and lexical expressions that build confidence.	In-class pitching practice and assignment.
9	Pitching case studies: modelling	Mid-term pitching session in front of an audience	In-class pitch delivery

10	through better linguistic examples 3 Project simulation	Pitching stories and characters	In-class pitching practice and assignment delivery
11		Leading your audience through stories and creativity.	In-class practice
12		Final pitch delivery	Final pitch delivery 3
13	Wrap up	Final thoughts and feedback.	N/A

Evaluation

Your assessment will be based on pitch delivery (verbal and non-verbal), team collaboration in project simulations, and your final pitch. You'll receive peer and instructor feedback and must demonstrate improvement in error correction stages.

Motivation, Participation, Attendance (20%)

You will be graded on engagement in discussions, peer reviews, self-correction, and professionalism. Device use should be limited to class activities.

Team Pitching Assignments (30%)

Team-based pitches with self, peer, client, and instructor assessments on teamwork and contribution, distributed as follows:

1. Contribution: the team member carries out the assigned tasks and delivers work on time. 10
2. Time management: the team member spends a reasonable amount of time (as decided by the team) on meetings and the development of their work. 5
3. Self-organizing skills: the team member shows initiative and organizes their own work, supporting others to complete the workload. 10
4. Collaboration: the team member shows a respectful attitude towards peers, clients and instructors, listens to others' ideas, and shows good conflict management skills. 5

Final pitch 50%

The final assignment will be a group pitch related to our project simulation. It will be delivered in front of a larger audience and graded according to task achievement, adequate command of the language, fluency, accuracy, coherence, cohesion, and critical thinking. You will receive a detailed rubric before your delivery.

**The rest of the assignments are formative, and they will not receive a grade per se. They will, however, be accounted for on the basis of completion.*

Total 100%**Grading Profile**

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course)

Policies (Simon Fraser University)**Accommodations**

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodation on these grounds.

The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities in achieving their educational goals.

<https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what academic dishonesty means, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in any form, destroys the university's values. Furthermore, it is unfair and discouraging to most students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/ga/ette/student/s10-01.html>

Inappropriate use of technology in coursework

If you are using generative AI to produce content that will be part of your graded work in the course, you must be transparent about your tools. Undeclared use of the tool technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracy and be responsible for making the appropriate corrections.

Graduate Studies Notes

Important dates and deadlines for graduate students are found here: <http://www.sfu.ca/dean-gradstudies/current-important-dates-guidelines.html>.

NEW GRADUATE COURSE PROPOSAL

Course Subject (eg. PSYC) DMED	Number (eg. 810) 563	Units (eg. 4) 3
Course title Multi-Platform Media (max. 100 characters)		
Short title Multi-Platform Media (for enrollment/transcript, max. 30 characters)		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description. Max. 50 words) Students will write a production development guide for their transmedia property that focuses on the treatment, functional, and design specifications. Students are expected to be able to create and implement art, audio, and code into interactive digital prototypes, both on their own and within a team.		
Rationale for introduction of this course (if more space is required, add a separate page) Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.		
Term of initial offering Fall 2025 (eg. Fall 2019)	Course delivery 3hrs/12 weeks (eg. 3 hrs/week for 13 weeks)	
Frequency of offerings/year Once per year in the Spring	Estimated enrollment per offering	

EQUIVALENT COURSES

Courses that replicates the content of this course to such an extent that students should not receive credit for both courses. Please select the one that is most relevant.

<input type="checkbox"/> 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 603)) first may not then take this course for further credit.	<input type="checkbox"/> ONE-WAY EQUIVALENCY [is not hard coded in SIMS.] (Place relevant course(s) in the blank below (ex: STAT 603)) will be accepted in lieu of this course.	<input type="checkbox"/> TWO-WAY EQUIVALENCY [is hard coded and enforced by SIMS.] Students with credit for (place relevant course(s) in the blank below (ex: STAT 603)) 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).

Prerequisite and/or Corequisite	
Criminal record check required? <input type="checkbox"/> Yes (if yes is selected, add this as prerequisite)	Additional course fees? <input type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input checked="" type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus	
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Capstone <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> Other: _____	
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete	

Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total completions allowed?	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergraduate course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students. Please include a copy of the undergraduate course outline and fill out the Equivalent Courses section above.		

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Jason Elliott
Additional faculty members, space, and/or specialized equipment required in order to offer this course

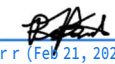

CONTACT PERSON

Academic Unit / Program FCAT/MDM	Name (typically, Graduate Program Chair) Mary Lim	Email mary_lim@thecdm.ca
-------------------------------------	--	-----------------------------

ACADEMIC UNIT APPROVAL

☒ A course outline / syllabus is included

Non-departmentalized faculties need not sign

Graduate Program Committee Rachel Ralph	Signature  <small>rr (Feb 21, 2025 16:33 PST)</small>	Date 02/21/25
Department Chair Ted Gervan	Signature 	Date 02/21/25

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? ☐ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Arne Eigenfeldt	Signature 	Date 02/21/25
--	---	---------------

A library review will be conducted. If additional funds are necessary, Graduate Studies will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Mary O'Brien	Signature 	Date March 14, 2025
--	--	---------------------

ADMINISTRATIVE SECTION (for Graduate Studies office only)

Library Check: _____
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

Course: DMED 563 Multi Platform Media (3 units)

Term: Spring 2026

Delivery Method: In person

Instructors: Jason Lee Elliott

Pre-requisites: None

Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the m m (Musqueam), S w wú7mesh Úxwumixw (Squamish), s lilw ta (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

Course Description

In this course, students will be placed into small teams to develop a production development guide and several prototypes for a transmedia property. Each team will be assigned a public domain novel in which they will deconstruct, in order to identify the core characters, places, events, themes and other story elements. Using this story material, students will research and build prototypes for a range of media forms to determine each one's capabilities, constraints, and development pipeline. Students will then write a production development guide for their transmedia property that focuses on the treatment, functional, and design specifications. Throughout the entire semester, each student is expected to be able to create and implement art, audio, and code into interactive digital prototypes, both on their own and within a team.

Note: Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.

Course Objectives

After completing DMED 563, each student will be able to:

- Effectively identify the commonalities and differences of various digital media pipelines
- Understand development workflows for creating multi-platform content
- Take advantage of a platform's unique characteristics to tell a story
- Analyze and deconstruct a story for use in transmedia
- Demonstrate the ability to work in an interdisciplinary team.
- Produce a well-written transmedia production development guide
- Implement art and code assets into an interactive digital artifact

Format of the Course

The course will run for 12 weeks with weekly class sessions and labs consisting of lectures, in-class activities, and student presentations. Throughout the semester, students may be asked to book

meetings with the instructor to check in with their work. Students will work in teams assigned by the instructor and will be expected to work on the projects outside of class time.

Assignments

Note: Assignments, due dates and weighting are subject to change before the start of the semester

Week	Theme of Class	Assignment	Due
Week 1	WHAT IS TRANSMEDIA ALL ABOUT?	Exploratory Research #1: Story Breakdown	Week 2
Week 2	WHAT ELEMENTS ARE NEEDED TO TELL A STORY?	Exploratory Research #2: Subplots	Week 3
Week 3	WHEN AND WHERE DOES THE STORY TAKE PLACE?	Exploratory Research #3: Variant Concept	Week 4
Week 4	HOW DOES THE MEDIUM AFFECT THE STORY?	Exploratory Research #4: Characters	Week 5
Week 5	WHOSE STORY ARE WE TELLING?	Exploratory Research #5: Story Maps	Week 6
Week 6	HOW DO WE STRUCTURE THE STORY?		
	Reading Week		
Week 7	HOW IS THE STORY COMING TOGETHER?	Final Prototypes/Documentation	Week 12
Week 8	HOW WILL THE AUDIENCE ENGAGE THE STORY?		
Week 9	ARE WE TELLING THE STORY WE THINK WE ARE?		
Week 10	HOW DO WE CONNECT THE STORIES BETTER?		
Week 11	ARE WE READY TO PITCH OUR TRANSMEDIA CONCEPT?		
Week 12	HOW DOES THE STORY END? Final Presentation		

Evaluation

This course focuses on developing the skills required to effectively work on a team and understanding the basics of agile development. This will be achieved through developing three different prototype projects throughout the semester. The focus will be on rapid iterations, team communication, and demonstrating the in-class lessons in an effective way. While much of the work might be in analogue formats, all submissions must be in a digital format.

Grades will be based on the following criteria (subject to revision if deemed necessary):

Exploratory Research

For the first half of the semester, there will be weekly exploratory research assignments. These assignments will include reading various materials and prototyping concepts to better understand how to tell a transmedia story.

Transmedia Production Development Guides

This is the primary product of the course and focuses on a well written set of documentation that describes the proposed multi-platform interpretation of the assigned novel. It consists of three sections:

- Transmedia Treatment: The creative vision of the storyworld
- Functional Specifications: The forms and channels to be used and the requirements
- Design Specifications: How the creative vision will go through the channels

Prototypes / Teaser

There will be a variety of different prototypes built throughout the semester. The focus will be on rapid iterations, creativity, and demonstrating the concept in an effective way. All submissions must be in a digital format.

Exploratory Research	25
Transmedia Production Development Guide	20
Final Prototypes	25
Polished Teaser Scene	15
Final Presentation	15
Total	100

Note on assessment:

Unless specifically specified a student's grade will be based on their INDIVIDUAL contribution to team assignments, presentations, and projects.

Attendance and Participation

Regular attendance is expected of students in all their classes (including participation, group work, tutorials, seminars, online etc.). Students who are unavoidably absent due to illness or disability should notify their instructors of their situation. Students are expected to attend based on the schedule (and their assigned group) and be fully present. Unreported lateness/absence also informs grading.

<https://www.sfu.ca/students/enrolment-services/policies-and-procedures/academic-concessions.html>

Grading Profile

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course).

A student in a master's or doctoral program must maintain a CGPA of 3.0. Under no circumstances will a student whose CGPA is below 3.0, be awarded a graduate degree. <https://www.sfu.ca/students/advising-resources/calculators/gpa-calculator.html>

Ethics

You are required to use course ethics to do user/play testing. Please speak to your supervisor regarding the steps and policies.

Written & Spoken English

English is the official language of the school and all communication (written and spoken) is expected to be conducted in English. SFU and the MDM Program provide a wide range of free language support for those who need and it's up to each learner to seek that support.

Accommodations

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds. The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities so that they achieve their educational goals. <https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the university. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

Inappropriate use of technology in coursework

If you are using any technology, including generative AI, to produce or edit content that will be part of your graded work in the course, you must be transparent about the tools that you use. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracies and be responsible for making the appropriate corrections.

Graduate Studies Notes

Important dates and deadlines for graduate students are found here: http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html.