SFU OFFICE OF THE PROVOST AND VICE-PRESIDENT, ACADEMIC

MEMORANDUM

ATTENTION	Senate	DATE	November 7, 2025
FROM	Peter Hall, Chair	PAGES	1/2
	Senate Committee on Undergraduate Studies		
RE:	New Course Proposals		

For information:

Acting under delegated authority at its meeting of November 6, 2025 SCUS approved the following curriculum revision effective Summer 2026.

a. Faculty of Arts and Social Sciences

1. Department of Gerontology *(SCUS 25-140)*

    (i) New Course Proposal: GERO 455- (1-3), Directed Studies

2. Department of Global Humanities *(SCUS 25-141)*

    (i) New Course Proposal: HUM 131-3, Introduction to Religious Studies: Indigenous and Asian Religions

3. Department of Philosophy *(SCUS 25-142)*

    (i) New Course Proposal: PHIL 305-3, Philosophy of Machine Learning

4. Department of Political Science *(SCUS 25-143)*

    (i) New Course Proposal: POL 304-4, The Politics of South Asia

5. Urban Studies Program *(SCUS 25-144)*

    (i) New Course Proposal: URB 460-4, Transportation and Urban Development *(Fall 2026)*

SIMON FRASER UNIVERSITY   ENGAGING THE WORLD

b. Faculty of Health Sciences *(SCUS 25-145)*

   (i) New Course Proposal: HSCI 360- 3, Global Health with Justice: Equity-Centered Research and Practice

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at https://www.sfu.ca/senate/documents.html

SFU

SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT GERO   **NUMBER** 455

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

Directed Studies

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

Directed Studies

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

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

Independent reading or research on topics selected in consultation with the supervising instructor. Variable units: 1, 2, 3.

REPEAT FOR CREDIT   ☐ YES   ☑ NO   Total completions allowed [   ]   Within a term?   ☐ YES   ☐ NO

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

As a small department with limited course offerings in some academic terms, we would like to introduce a flexible-credit (1–3 credits) Directed Studies course to better support our students' academic progress and completion of the Gerontology Minor. This course is designed to provide students with the opportunity to engage in individualized study or research under faculty supervision, particularly in cases where required courses may not be available or when students need a small number of credits to graduate.

A Directed Studies course will encourage the development of important skills such as critical thinking, academic writing, project planning, and self-directed learning—skills that are highly valued in both professional and academic settings.

The flexible-credit structure allows us to accommodate a range of student needs, from in-depth projects to shorter-term academic engagements, while also making efficient use of departmental resources. Overall, this initiative reflects our commitment to providing flexible and responsive learning opportunities that help our students successfully complete their programs.

This is not a full new course in the traditional sense. As such, we are not removing any existing courses from our calendar.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) | SUMMER 2026

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

Other *(describe)*

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

What is the probable enrollment when offered?   Estimate: | 1-2

UNITS

Indicate number of units: | 1-3

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

OTHER

IND - Contact hours vary depending on independent study/research focus and number of credits (1–3)

FACULTY

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

All CFL.

WQB DESIGNATION

(attach approval from Curriculum Office)

None.

PREREQUISITE AND / OR COREQUISITE

Prerequisite: 60 units. Recommended: GERO 101 or GERO 300.

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

RESOURCES

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

None

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Theresa Pauly

SFU

COURSE SUBJECT | HUM | **NUMBER** | 131

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

Introduction to Religious Studies: Indigenous and Asian Religions

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

Indigenous and Asian Religions

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

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

Introduction to the interdisciplinary field of religious studies, exploring basic methods for the academic study of religion. Provides a framework for understanding how religion is engaged in human cultures and societies and presents case studies in Indigenous, South Asian, and East Asian cultural contexts.

REPEAT FOR CREDIT   ☐ YES ☑ NO   Total completions allowed [　]   Within a term? ☐ YES ☐ NO

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is an extension of and standalone course from HUM 130. HUM 131 also provides an introduction to the exploration, study, and defining of religion, but will take on an entirely different set of module case studies.

The introduction of HUM 131 is necessary to be able to explore the world's religions in greater depth, and provide additional courses for the Certificate in Religious Studies (soon to be Certificate in Religious Literacy).

HUM 131 will explore Coast Salish traditions, West African traditions, Religions of India including Hinduism, Buddhism, Jainism, Sikhism, as well as East Asian traditions such as Daoism, Confucianism, and Japanese Shinto.

The Course objectives are similar to HUM 130 but explored through entirely different material:

• Define and problematize the terms religion and spirituality
• Become familiar with the core theories, concepts, and methods employed in the study of religion
• Develop religious literacy related to the world's religious traditions as applicable to diverse professional and social settings
• Engage the perspectives of various religious and worldview traditions on their own terms
• Develop critical reading, critical thinking, and writing skills

This course contributes to the students' engagement across the university in the religions of the world and to the development of literacy in the field of religion in whatever discipline, major, or profession they are seeking.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) SUMMER 2026

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

Other *(describe)*

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

What is the probable enrollment when offered? Estimate: 50-100

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Jason M. Brown, Adrian Ivakhiv

WQB DESIGNATION

(attach approval from Curriculum Office)

We are applying for B-HUM with this package.

PREREQUISITE AND / OR COREQUISITE

N/A

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

A first year course introducing to the exploration and learning of the diversity of religious traditions.

Learning objectives:

• Define and problematize the terms religion and spirituality
• Become familiar with the core theories, concepts, and methods employed in the study of religion
• Develop religious literacy related to the world's religious traditions as applicable to diverse professional and social settings
• Engage the perspectives of various religious and worldview traditions on their own terms
• Develop critical reading, critical thinking, and writing skills

This course contributes to the students' engagement across the university in the religions of the world and to the development of literacy in the field of religion in whatever discipline, major, or profession they are seeking.

RESOURCES

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

N/A

OTHER IMPLICATIONS

Final exam required   ☑ YES   ☐ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Jason M. Brown

SFU

COURSE SUBJECT PHIL   **NUMBER** 305

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

Philosophy of Machine Learning

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

Philosophy of Machine Learning

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

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

An examination of the literature on computation as analogous to, constitutive of, or even identical to, learning and cognition by the human mind. Topics may include: the history of computation, the computation theory of the mind, computation as a form of knowledge generation, philosophy of big data, and philosophy of AI.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed [ ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

There is increasing public and academic interest in understanding the potential of machine learning technology to transform or replicate various aspects of human activities. Many of these topics intersect with, or directly stem from, traditional philosophical discussions. Some wonder if machine learning is a knowledge-generating process in the way that other scientific methods are. Properly assessing this claim requires an analysis of the nature of knowledge, which is a topic within philosophy (and extensively covered in Phil 201, Epistemology). Many also wonder if machine learning technology will eventually lead to machines that are conscious, intelligent, or capable of genuine linguistic processing in the way that humans are. A proper assessment of this claim requires analyses of the nature of consciousness, language, and cognition more broadly – all of which are topics within philosophy (and extensively covered in Phil 343, Topics in the Philosophy of Mind and Phil 344, Topics in the Philosophy of Language). One cannot grasp the history, significance, and implications of machine learning without engaging with the philosophical literature on computation, knowledge, language, and mind.

The Philosophy of Machine Learning has been offered as a special topics course in the past, cross-listed with an SDA course. The Department of Philosophy and the SDA Steering Committee have agreed to teach the course regularly under its own course number. The benefit of offering Philosophy of Machine Learning as a separate course is to select only those discussions from traditional philosophy that are relevant to machine learning, explicitly draw out the connection to machine learning, and offer students a comprehensive overview of how to think about issues relating to machine learning in critical ways. A robust philosophical background is needed to both assess and advance contemporary debates about machine learning across disciplines. The proposed course also builds on the Philosophy Department's existing strength in scientifically informed and socially relevant philosophy in that it aims to train students to think carefully about a subject that both academically cutting-edge and has relevance to other aspects of their lives.

The course can be taught by Kino Zhao and Zara Anwarzai, both instructors in the Department of Philosophy.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) SUMMER 2026

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

Other *(describe)*

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

What is the probable enrollment when offered? Estimate: 35

UNITS
Indicate number of units: 3

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

OTHER

FACULTY

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

Kino Zhao and Zara Anwarzai.

WQB DESIGNATION

(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

One of: PHIL 201, PHIL 203, PHIL 270, SDA 270

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

Students with credit for PHIL 302 B100 from Fall 2024 or Fall 2025 or PHIL 302 D100 from Fall 2023 may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

- Provide students with a framework for understanding machine learning as a form of knowledge-acquisition, as a analogy to human reasoning, and as a social technology.
- Equip students with the ability to engage in productive conversations about the promise and pitfalls of machine learning, through in-class discussions.
- Help students see the relevance of traditional philosophical discussions to contemporary debates surrounding machine learning.

RESOURCES

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

N/A

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Bruno Guindon

SFU

COURSE SUBJECT POL   **NUMBER** 304

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

The Politics of South Asia

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

Politics of South Asia

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

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

Introduction to the government and politics of South Asia. Focuses on long-term effects of colonialism, state formation, democracy, insurgency, the rise of lower caste and religious parties, the rise of Hindutva and ethnic riots. Connects these phenomena to broader debates in comparative politics on democratization and ethnic conflict.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed [ ]   Within a term? ☐ YES ☐ NO

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

Dr. Mukherjee has taught this course as a Special Topics course (POL 339: Politics of South Asia), in Fall 2023 and 2024, and will be again in Fall 2025. The Department would now like to convert this into a permanent course. The course fills a gap in the curriculum of Political Science on South Asia. Given the large South Asian diaspora and international students from South Asia at SFU, there is wide student interest in the region's politics. The course also connects with themes of democracy and conflict from lower division courses (e.g. POL 132, State Formation, Democracy and Conflict in the Global South) - allowing students to deepen their knowledge and apply it to a specific region. The course also fulfills Dr. Mukherjee's teaching responsibilities as the Somjee Chair of Indian Political Development, which focuses on training students in the development and politics of South Asia.

The course teaches students foundational academic skills such as class discussion, analysing a range of sources and memo-writing. It also introduces students to upper division courses by training them in designing research and writing a research paper where they apply theories from Comparative Politics to cases in South Asia.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Summer 2026

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

Other *(describe)*

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

What is the probable enrollment when offered? Estimate: 50-55

UNITS
Indicate number of units: 4

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

OTHER

FACULTY

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

Dr. Shivaji Mukherjee

WQB DESIGNATION

(attach approval from Curriculum Office)

The Department is applying for this course to be designated as B-Hum; the application is being submitted at the same time as this New Course Proposal.

PREREQUISITE AND / OR COREQUISITE

6 lower division units in Political Science or permission of the department.

EQUIVALENT COURSES [For more information on equivalency, see Equivalency Statements under <u>Information about Specific Course components</u>.]

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

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

None

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

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

None

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

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

None

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

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

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

Students with credit for POL 339 Selected Topics in Comparative Politics and Government under the title of Politics of South Asia may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

See Course Teaching Goals in Syllabus for details:
1. Discussion skills: While this course is lecture based, I expect and use very heavy student participation and use the "Socratic Method" of teaching which is based on the philosophy that the students already have the knowledge in their heads and my job is to take it out of their heads and show them that they already know it.

2. Writing research papers: Students have to write a research paper for this course, and this will teach multiple skills.

3. Learning about the culture and politics of South Asia and relate it to broader questions in comparative politics: There are two related goals here which happen throughout the course and specifically through the midterm and final exam.

RESOURCES

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

No need for resources; library already has scanned the syllabus articles/ book chapters (for the POL 339 Special Topics course).

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Dr. Shivaji Mukherjee

SFU SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

COURSE SUBJECT URB   **NUMBER** 460

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

Transportation and Urban Development

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

Transportation

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

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

Explores the relationships between mobility, economic activity, and social interaction that influence urban development. Topics considered will include the spatial dynamics underlying travel behavior, the vehicle and infrastructure technology used in meeting mobility needs, the organizations that deliver transportation services and the public policies that govern an urban transportation system.

REPEAT FOR CREDIT ☐ YES ☑ NO   Total completions allowed [   ]   Within a term? ☑ YES ☐ NO

LIBRARY RESOURCES

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

The movement of goods and people within and between cities is a fundamental factor in shaping how urban areas develop and function. While transportation is central to the form, economy, and sustainability of cities, it is currently underrepresented in the BA in Urban Worlds curriculum. URB 460 fills this gap by providing undergraduate students in the Urban Studies stream with an opportunity to study the development of urban and inter-city transportation systems and their economic, social, and environmental consequences.

The course examines the mobility characteristics of different transport modes, the behavioural aspects of travel demand, and the ways in which planning and policy can influence mobility patterns and outcomes. By engaging with these themes, students will build critical skills in analysing how transportation systems interact with broader issues such as urban development, climate change, and energy transitions.

We propose cross-listing URB 460 with with the graduate-level URB 660, offering advanced undergraduates exposure to a graduate-level learning environment while diversifying the range of upper-division course options available to them.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) Fall 2026

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

Other *(describe)*

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

What is the probable enrollment when offered? Estimate: 20 in total; 10 grad & 1

UNITS
Indicate number of units: 4

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

OTHER

FACULTY

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

Anthony Perl and Peter Hall

WQB DESIGNATION

(attach approval from Curriculum Office)

Seeking WQB approval for Breath in Social Sciences

PREREQUISITE AND / OR COREQUISITE

30 units

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

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

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

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

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

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

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

URB 660

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

1) Understand Urban Mobility: Explain how the movement of people and goods shapes urban form, land use, equity, and sustainability.

2) Analyze Transportation Systems: Assess the impacts of different transport modes, travel behaviours, and inter-city mobility on economic, social, and environmental outcomes.

3) Evaluate Policy and Planning: Critically examine how planning and policy influence transportation systems and explore strategies for sustainable and resilient mobility.

4) Communicate Transportation Issues: Present evidence-based perspectives on transportation and urban development to academic, professional, and community audiences.

RESOURCES

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

N/A

OTHER IMPLICATIONS

Final exam required ☐ YES ☑ NO

Criminal Record Check required ☐ YES ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Anthony Perl

SFU

COURSE SUBJECT HSCI

NUMBER 360

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

Global Health with Justice: Equity-Centred Research and Practice

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

Global Health with Justice

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

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

Global health aims to improve health and equity worldwide. Achieving justice in global health requires addressing systemic inequalities, resource disparities, and colonial legacies. The course explores new global partnerships and community engagement that are essential to decolonizing global health and promoting fair, inclusive, and locally driven health systems and outcomes.

REPEAT FOR CREDIT   ☐ YES   ☑ NO   Total completions allowed [   ]   Within a term?   ☐ YES   ☐ NO

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

RATIONALE FOR INTRODUCTION OF THIS COURSE

Since 2008, FHS has been offering a first-year elective global health course, HSCI 160 – Global Perspectives on Health (initially developed and taught by Dr. Kate Tairyan, Senior Lecturer). This introductory course has generated strong and consistent interest among students both within FHS and across other programs, with high enrollment and positive student feedback over the years. As students progressed through their programs, many expressed a growing desire for more in-depth knowledge and applied skills in global health. However, no additional global health courses were available to them until their final year, when they became eligible for 400-level seminar courses such as HSCI 486.

In response to this gap, Dr. Tairyan developed a Special Topics course (HSCI 199) in an online format. It was offered in the Summer 2024 and Summer 2025 terms and received overwhelmingly positive feedback. Many students noted that they would highly recommend the course to their peers.

The course covers a broad range of global health topics, offering a unique opportunity to explore areas of study and practice that are rarely addressed in other undergraduate health sciences courses. Another feature students valued was the opportunity to develop practical skills—particularly in crafting effective policy briefs targeted at law- and policy-makers.

HSCI 360 will also incorporate ample space for student reflection and peer feedback, which are meaningfully embedded into both individual and group assignments throughout the course and particularly suitable for the online format.

Some of the pedagogical advantages of the online format—beyond the traditional "anywhere, anytime, any pace" learning, convenience, and flexibility—include enhanced quality of dialogue. The asynchronous structure allows learners to reflect on the material and peer comments before contributing to discussions. This leads to more thoughtful and meaningful engagement. Asynchronous discussions and group activities also provide greater opportunities for student-centered learning. Individual students can respond to parts of the conversation that resonate with their personal concerns and needs, while also gaining insights they find relevant and valuable.

Finally, the asynchronous online format helps create a so-called "level playing field" by reducing disruptions and minimizing discriminatory factors. This allows the focus to remain on content and the students' ability to respond thoughtfully and meaningfully.

SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016) **Summer 2026**

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

Other *(describe)*

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

What is the probable enrollment when offered? Estimate: **75-100**

UNITS
Indicate number of units: **3**

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

OTHER

Fully online, self-paced learning experience, with a clear module-based structure and weekly assignments

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

Kate Tairyan, Kelley Lee, Nicole Berry

WQB DESIGNATION
(attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

45 units. Recommended: HSCI 160.

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

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

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

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

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

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

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

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO
Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).

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

Students with credit for HSCI 199 - ST: Global Health and Justice may not take this course for further credit.

FEES

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

COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

This course aims to empower students to become critical thinkers and change agents in the pursuit of global health equity and social justice. A central objective is to provide a holistic understanding of global health challenges, with a specific focus on equity, justice, and the social determinants of health.
By the end of this course, students will be able to:
1. Demonstrate an understanding of global health and the principles of equity, justice, and the social determinants of health within a global context.
2. Identify key actors in global health governance—including governments, international organizations, non-governmental organizations (NGOs), and local communities—and explain their roles.
3. Analyze contemporary global health challenges (e.g., pandemics, health workforce shortages, and resource maldistribution), with a focus on their underlying causes and potential solutions.
4. Critically evaluate the systemic, societal, social, and environmental factors that contribute to global health disparities and inequities, including poverty, racism, colonialism, gender inequality, and environmental degradation.
5. Explore and assess strategies for addressing global health inequities, including new global partnerships, community engagement, ethical research practices, and advocacy for policy change.

SFU

RESOURCES

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

OTHER IMPLICATIONS

Final exam required   ☐ YES   ☑ NO

Criminal Record Check required   ☐ YES   ☑ NO

OVERLAP CHECK

Checking for overlap is the responsiblity of the Associate Dean.

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

Name of Originator

Kate Tairyan