A meeting of the Council Committee on Undergraduate Admissions and Studies is scheduled for September 7, 2021, 1:00 p.m. - 3:00 p.m. via web conferencing (Zoom).

AGENDA

1. Approval of the Agenda

2. Approval of the Minutes of Meeting June 16, 2021 - circulated with the Agenda

3. Business Arising from the Minutes
   3.1 Faculty of Social Work - Revisions to High School Admission Requirements

4. Reports from Faculties and Academic Units
   4.1 Faculty of Arts
   4.2 Faculty of Education
   4.3 Faculty of Engineering and Applied Science
   4.4 La Cité universitaire francophone
   4.5 Faculty of Media, Art, and Performance
   4.6 Faculty of Science
   4.7 Faculty of Social Work
   4.8 Centre for Continuing Education
   4.9 Registrar's Office

5. Adjournment
3. BUSINESS ARISING FROM THE MINUTES

3.1. FACULTY OF SOCIAL WORK

At the Senate meeting held on June 7, 2021, the following motion was withdrawn and sent back to the Faculty of Social Work for further review over concern that “one math or science course” was removed from the admission requirement. The Faculty of Social Work and Enrolment Services met, revised the rationale for clarity, and submits it to CCUAS again for approval.

3.1.1 REVISION TO SK HIGH SCHOOL ADMISSION REQUIREMENTS FOR PRE-SW / INSW QUAL

MOTION: To revise the Saskatchewan high school admission requirements to the Pre-Social Work and Indigenous Social Work Qualifying programs as indicated below, effective 2022/2023.

Rather than approving specific high school courses for acceptance from Saskatchewan high schools, this motion proposes that the Faculty of Social Work and School of Indigenous Social Work accept any three 30-level course from the Saskatchewan high school curriculum, in addition to requiring English Language Arts (ELA) A30 and B30. Thus, high school admission would still be based on the GPA attained in five 30-level courses.

Note: the Saskatchewan High School Curriculum is available at [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca). The three 30-level courses (in addition to ELA A30 and B30) would be from the following categories: Arts Education, Languages, Physical Education and Wellness, Sciences, English Language Arts, Mathematics, Social Studies, and Additional, as well as other approved courses in the Practical & Applied Arts category as determined by Enrolment Services.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Social Work (U of R and FNUniv) High School Requirements Minimum Average: 65%</td>
<td>Faculty of Social Work (U of R and FNUniv) High School Requirements Minimum Average: 65%</td>
</tr>
<tr>
<td>English Language Arts A30 and B30</td>
<td>English Language Arts A30</td>
</tr>
<tr>
<td>One math or science course chosen from:</td>
<td>English Language Arts B30</td>
</tr>
<tr>
<td>Calculus 30</td>
<td>Two 30-level courses from the areas of Sciences, English Language Arts, Languages, Mathematics, Social Studies, and Additional, as well as other approved courses in the Practical &amp; Applied Arts category as determined by Enrolment Services.</td>
</tr>
<tr>
<td>Chemistry 30</td>
<td>English Language Arts A30</td>
</tr>
<tr>
<td>Computer Science 30</td>
<td>English Language Arts B30</td>
</tr>
<tr>
<td>Earth Science 30</td>
<td>Two 30-level courses from the areas of Sciences, English Language Arts, Languages, Mathematics, Social Studies, and Additional, as well as other approved courses in the Practical &amp; Applied Arts category as determined by Enrolment Services.</td>
</tr>
<tr>
<td>One language, social science, or fine/performing arts course chosen from:</td>
<td>One additional 30-level course</td>
</tr>
<tr>
<td>Arts Education 30</td>
<td>Law 30</td>
</tr>
<tr>
<td>Christian Ethics 30</td>
<td>Mandarin 30</td>
</tr>
<tr>
<td>Cree 30</td>
<td>Music 30</td>
</tr>
<tr>
<td>Drama 30</td>
<td>Native Studies 30</td>
</tr>
<tr>
<td>Economics 30</td>
<td>Psychology 30</td>
</tr>
<tr>
<td>French 30</td>
<td>Social Studies 30</td>
</tr>
<tr>
<td>Geography 30</td>
<td>Spanish 30</td>
</tr>
<tr>
<td>German 30</td>
<td>Ukrainian 30</td>
</tr>
<tr>
<td>History 30</td>
<td>Ukrainian Language Arts 30</td>
</tr>
<tr>
<td>Latin 30</td>
<td>Visual Art 30</td>
</tr>
</tbody>
</table>
| One additional course from the lists above | }
Rationale: Enrolment Services has been working with the faculties to simplify high school admissions requirements and create consistency across the university. Many faculties have already approved using this simplified approach that uses one set of high school courses for all (or most) programs for calculating admission averages, and a separate set of program-specific pre-requisite courses that are not used in the admission average calculation. Examples of universities that use this method include University of Saskatchewan, University of Winnipeg, and University of Toronto. This approach is simple for students to understand and allows for consistency across programs.

Admissions requirements are meant to allow students to demonstrate that they can be successful in the program they are applying to. With the new admissions changes across the university, Enrolment Services is strongly recommending that the only required high school courses for admission be ones that are pre-requisites for courses taken in the program. This eliminates the subjectivity that can be part of admissions requirements decisions. The courses in the Social Work program do not have any specific math or science pre-requisites, therefore we advise against including these as stand-alone requirements. In fact, the Social Work program does not require any university-level math or science courses to be completed.

Accepting a broad selection of courses for use toward the GPA calculation also creates access opportunities for students, which is linked to the inclusion goals of the Strategic Plan. This recognizes that the strengths, knowledge-bases and abilities that may prepare students for success in social work programs are diverse.

Our proposal aligns well with other Social Work program admissions requirements across the country. Here are some examples:

York U (Social Work)
-English A30 and English B30
-And three additional Grade 12 academic subjects numbered 30

Ryerson U (Social Work)
-English A30 and English B30
-Four additional Grade 12 academic courses numbered 30

Please note: Students need to have completed a high school diploma in order to be considered for admission on the basis of high school. Completion of a Science course at the grade 11 or 12 level is compulsory in order to achieve Saskatchewan Secondary School graduation. Therefore, all students entering on the basis of high school will have completed at least one Science course, it just will not necessarily be used in the admission average calculation.

End of Motion
4. REPORTS FROM FACULTIES AND ACADEMIC UNITS

4.1. FACULTY OF ARTS

The Faculty of Arts submits the following motions, which were approved by the Faculty of Arts Council (May 5 and June 9, 2021), for approval to CCUAS:

ITEMS FOR APPROVAL

4.1.1. PROGRAM SUSPENSION – MAJOR AND MINOR IN JAPANESE

MOTION: To suspend admissions to the major and minor in Japanese, effective 202210.

4.1.2. REVISIONS – CERTIFICATE IN JAPANESE

MOTION: To revise the Certificate in Japanese as indicated below, effective 202220.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Japanese</td>
<td>Certificate in Japanese <strong>Language and Culture</strong></td>
</tr>
<tr>
<td>ARTS 099</td>
<td>ARTS 099</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>JAPN 111</td>
<td>JAPN 111</td>
</tr>
<tr>
<td>JAPN 112</td>
<td>JAPN 112</td>
</tr>
<tr>
<td>JAPN 211</td>
<td>JAPN 211</td>
</tr>
<tr>
<td>JAPN 212</td>
<td>JAPN 212</td>
</tr>
<tr>
<td>JAPN 311</td>
<td>One JAPN 200-, 300-, or 400-level course</td>
</tr>
<tr>
<td>JAPN 312</td>
<td>Four Japanese Language and Culture Approved Electives</td>
</tr>
<tr>
<td>JAPN 411</td>
<td>Total Credit Hours: 65% PGPA and <strong>60.00% UGPA</strong> required</td>
</tr>
<tr>
<td>Two Approved Electives</td>
<td>6.0</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Approved Electives for the **Major and Certificate in Japanese**

- HIST 250, 255, 256, 352, 356, 450
- JAPN 290AA-ZZ, 301, 390AA-ZZ, 490AA-ZZ
- LING 100
- RLST 207, 209, 211, 307, 311, 363, 407AA-ZZ (approved topics), 411AA-ZZ (approved topics)

Students should check printed or web listings and/or consult with the Program Coordinator to determine if other Selected Topic courses are approved electives.
Rationale for Motions 4.1.1 and 4.1.2:
These changes are being made in order to reduce the financial footprint of the Japanese program, given the current teaching resources and student demand. The revised certificate will require three fewer Japanese language courses than the current certificate. Reducing the language courses required will affect the course rotation and allow students to complete their requirements more quickly.

Currently the number of declared students are as follows:
- Bachelor of Arts in Japanese: 3
- Minor in Japanese: 0
- Certificate in Japanese: 1

The Department of International Languages and the Art Student Services Office will work with these students through to completion.

Objectives:
- To maintain, some Japanese programming at the University of Regina, but to reduce its financial footprint, given the reality of current teaching resources and student demand;
- To increase interest in the programme; and
- To address the issues of course minima.

Modification to Programme:
- The major, minor and current certificate would be discontinued.
- The certificate has been redesigned to make it more attractive. It would require three fewer Japanese language courses than the current certificate.
- The number of Japanese “language” courses in the program would be reduced by 42.86% (from seven to four). This would affect the course rotation substantially, because language courses must be taken in sequence, requiring would allow students to complete their programme more quickly.
- The language courses offered would be: JAPN 111, 112, 211 and 212.
- To preserve balance in the certificate, one additional Japanese course would be required. Language learning would not be the focus of such a course.
- By reducing the number of language-centred courses to four and increasing the number of approved electives to four, less emphasis is placed on attaining fluency in Japanese and more emphasis placed on breadth of knowledge in related subject matter.
- International experience would be strongly encouraged to satisfy requirements of the programme and address the objective of international experience. The Department would seek recognition for students going abroad in terms of enrollment (or lack thereof) in our own classes. In other words, of a student obtains credit abroad, and uses it in completing a certificate, the credit obtained abroad and ultimately transferred could be counted in our enrollment statistics.
- More advanced-level courses could be offered as directed reading course if there is demand.
- Outstanding and motivated students would still have the possibility of applying to complete an Individual Arts Major in Japanese, subject to approval by the Department and Faculty of Arts.

End of Motions 4.1.1 and 4.1.2
4.1.3. **NEW CERTIFICATE – CERTIFICATE IN HEALTH AND MEDICAL HUMANITIES**  
*In partnership with Campion College*

**MOTION:** That a new *Certificate* in Health and Medical Humanities be created as outlined below, effective 2022.

**Certificate in Health and Medical Humanities**

<table>
<thead>
<tr>
<th>Certificate in Health and Medical Humanities</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 170</td>
<td>3.0</td>
</tr>
<tr>
<td>HUM 270</td>
<td>3.0</td>
</tr>
<tr>
<td>HUM 370</td>
<td>3.0</td>
</tr>
<tr>
<td>Two of: ANTH 242AC, CLAS 120, ENGL 386AL, HIST 271, PHIL 273, RLST 290AM, PSYC 383, 388AF, RLST 290BB, SOC 222, WGST 202.</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Total Credit Hours:**  
65.00% PGPA and 60.00% UGPA required

**Note:** This Certificate is designed to be taken part-time and in conjunction with other University of Regina programs given the prerequisites required for many of the requirements. Some courses in the Certificate have additional prerequisites that may lengthen the time required to complete the Certificate.

**Rationale:** The medical humanities have an over 50-year history in support of training of physicians. Programming is directed to medical students, and delivered through medical programs. The health humanities have arisen over the past decade as a means to address the needs to students and practitioners across the breadth of the health professions, and as a field of study in the humanities that includes the study of ethics, the arts, creativity, literature, history, philosophy, religious studies, anthropology, women’s and gender studies, as well as other disciplines as they intersect health concerns. The combination of the medical humanities with the health humanities occurs in institutions like the U of R that do not have a medical school but wish to deliver to students the benefits that studying the health and medical humanities can provide for their pre-professional preparation (in the case of pre-medicine and pre-dentistry, etc. students), their professional preparation (e.g., Nursing, Health Studies, Public Policy, etc.) and/or their interests in the humanities and health. The certificate will be of interest to students in the Humanities, Social Sciences, Science, KHS, Education, and other areas where health policy, health and illness, and other matters relating to health in society and culture are studied. Students aiming to study medicine will benefit from the certificate, and additionally individuals who are already professionals engaged in their careers will benefit from the opportunity to further expand their education in relation to their work. Across the U of R, there are a great number of students who pursue health-related studies, so a certificate program that provides several core courses to draw together the health and medical humanities as a field of study, supplemented by existing courses that already address health issues, will provide formal recognition and professional preparation to them. A first offering of HUM 170, Introduction to Health and Medical Humanities, in Fall 2020 was fully enrolled even though it could only serve as an elective to students given that the course is not attached to a program. Further, the students came from all areas of the university, several were professionals who took the class to expand their professional knowledge.

See [Appendix 1](#) for additional information.

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**End of Motion**
4.1.4. NEW DIPLOMA – DIPLOMA IN INDIGENOUS STUDIES
In partnership with First Nations University of Canada

**MOTION:** To create a Diploma in Indigenous Studies, effective 2022/23.

<table>
<thead>
<tr>
<th>Indigenous Studies Diploma Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Arts Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ARTS 099</td>
<td>0.0</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>3.0</td>
</tr>
<tr>
<td>Indigenous Language 100</td>
<td>3.0</td>
</tr>
<tr>
<td>Indigenous Language 101</td>
<td>3.0</td>
</tr>
<tr>
<td>Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except 181, 184, 186, 284 OR 288)</td>
<td>3.0</td>
</tr>
<tr>
<td>Any course in ECON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST, WGST</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Indigenous Studies Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>INDG 100</td>
<td>3.0</td>
</tr>
<tr>
<td>INDG 201</td>
<td>3.0</td>
</tr>
<tr>
<td>One of INDG 208, 210, 215, 216, 218, 219, 221, 222</td>
<td>3.0</td>
</tr>
<tr>
<td>One of INDG 224 or 225</td>
<td>3.0</td>
</tr>
<tr>
<td>One of INDG 228 or 229</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Indigenous Studies Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Five additional INDG courses at the 200 or 300 level</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Open Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Five open elective courses</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>60.0</td>
</tr>
<tr>
<td>60% PGPA and UGPA required</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** The issue of the diploma was first raised in connection with the 2 year program of courses being offered through the Battlefords Tribal Council. The program includes six Indigenous Studies courses, two Indigenous Language courses, and courses in other areas of Arts as well as some outside of Arts such as Indigenous Social Work. This program will not leave the students with any accreditation to show for their efforts.

The Diploma would be a way for such distance education students to take two years of courses that would leave them with a diploma. Students who might wish to go further would then be in a laddered position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

See Appendix 2 for additional information.

End of Motion
4.1.5. NEW CERTIFICATE – CERTIFICATE IN INDIGENOUS JOURNALISM AND COMMUNICATIONS

In partnership with First Nations University

MOTION: To create a Certificate in Indigenous Journalism and Communication, effective 2022.

Certificate in Indigenous Journalism and Communication (INJC)

<table>
<thead>
<tr>
<th>Certificate in Indigenous Journalism and Communication (INJC)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCA 100</td>
<td>3.0</td>
</tr>
<tr>
<td>INCA 200</td>
<td>6.0</td>
</tr>
<tr>
<td>INCA 283</td>
<td>3.0</td>
</tr>
<tr>
<td>INCA 284 or ADMN 436AN (ADMN 245/345)</td>
<td>3.0</td>
</tr>
<tr>
<td>INCA 290</td>
<td>6.0</td>
</tr>
<tr>
<td>Any course in INA or INAH</td>
<td>3.0</td>
</tr>
<tr>
<td>Two open electives (INCA 291AA-ZZ and INCA 391AA-ZZ are recommended)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Total Credit Hours: 65.00% PGPA required 30.0

Rationale:
- The 72 credit hour Indigenous Communication Arts (INCA) program has been renamed a diploma, to account for the fact that it is over 60 credits and most certificates are around 30 credit hours. This change has been proposed and accepted and is in the UR calendar.
- The creation of the 30 credit INJC Certificate program will create a stepping stone into the Diploma program, especially for off-campus students.
- Marketing and delivering the INJC program off-campus will expand our national profile and reinforce our reputation as a post-secondary institution that services communities across Canada.
- The INJC certificate expands our community-based program with a permanent program.
- Then INJC certificate will serve the Indigenous media organizations, especially community and regional radio and television societies, by professionalizing their staff.
- The INJC certificate will serve individuals working and volunteering in the Indigenous media industry by providing post-secondary training and accreditation, and also by networking them into the Indigenous media industry.
- Bill C-10 An Act to Modernize the Broadcasting Act is in first reading in the House of Common. As proposed, the Act required mainstream broadcasters to expand their Indigenous journalists, producers, broadcasters and communicators.
- The introduction and expansion of social media applications like TikTok gives Indigenous people, especially youth, new opportunities to express themselves, engage and educate audiences.

See Appendix 3 for additional information

End of Motion

ITEMS FOR INFORMATION

The Faculty of Arts submits new, revised, inactivate, and historical courses as items for information. See Appendix 4.

End of Report from the Faculty of Arts
4.2. FACULTY OF EDUCATION

ITEMS FOR APPROVAL

The Faculty of Education submits the following items for approval to CCUAS.

4.2.1. POST-SECONDARY TRANSFER ADMISSION REQUIREMENT REVISION

**MOTION:** That post-secondary transfer admission requirements for the Faculty of Education be revised in the admissions section of the Undergraduate Calendar, as outlined below, effective 2022.

Applicants who have attempted 24 15 credit hours or more of approved postsecondary courses with a minimum UGPA-Admissions Grade Point Average (AGPA) of 65% will be considered for selection into a Teacher Education Program based on the most recent 30 credit hours of approved university courses. In cases where the AGPA on the most recent 30 credit hours of approved courses is less than (the faculty-specific average requirement), admission based on a minimum AGPA of (the faculty-specific average requirement) on all approved post-secondary courses will be considered. In addition, applicants to the Elementary Teacher program require a PGPA of 65% - 70% to be considered for admission.

**Rationale:** This is an amended version of the motion that was passed at the last Faculty Council. The amendment is a result of a discussion at CCUAS to align the admission requirements for post-secondary students across all Facilities. The change allows students to be assessed on either their most recent 30 credit hours or their whole academic history, whichever is most beneficial.

End of Motion

4.2.2. SECONDARY B.ED REVISIONS – BIOLOGY, CHEMISTRY, AND PHYSICS

**MOTION:** That the following changes be made to the Secondary BEd Biology, Chemistry, and Physics Four-year and BEAD programs, effective 2022.

...
### Biology Major

#### CURRENT

**Secondary BEd Program Biology Major (EBIO)**

<table>
<thead>
<tr>
<th>(120 Credit Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1 (Fall)</strong></td>
<td><strong>Term 2 (Winter)</strong></td>
</tr>
<tr>
<td>BIOL 100 (3)</td>
<td>BIOL 101 (3)</td>
</tr>
<tr>
<td>CHEM 104 (3)</td>
<td>CHEM 140 (3)</td>
</tr>
<tr>
<td>ECS 101 (3)</td>
<td>ECS 102 (3)</td>
</tr>
<tr>
<td>ENGL 100 (3)</td>
<td>INDG 100 (3)</td>
</tr>
<tr>
<td>Minor* (3)</td>
<td>Minor* (3)</td>
</tr>
</tbody>
</table>

**Term 3 & Term 4**

<table>
<thead>
<tr>
<th>Elective (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 275 (3)</td>
</tr>
<tr>
<td>BIOL 276 (3)</td>
</tr>
<tr>
<td>BIOL 223 (3)</td>
</tr>
<tr>
<td>Minor* (3)</td>
</tr>
<tr>
<td>BIOL 205 (3)</td>
</tr>
<tr>
<td>BIOL 288 (3)</td>
</tr>
<tr>
<td>BIOL 266 (3)</td>
</tr>
<tr>
<td>Minor* (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
</tbody>
</table>

**Term 5**

<table>
<thead>
<tr>
<th>ECS 203 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESCI 300 (3)</td>
</tr>
<tr>
<td>ESCI 302 (3)</td>
</tr>
<tr>
<td>E (minor curriculum course)* (3)</td>
</tr>
<tr>
<td>ECS 303 (3)</td>
</tr>
<tr>
<td>ESCI 350 (3)</td>
</tr>
<tr>
<td>ESCI 351 (3)</td>
</tr>
</tbody>
</table>

**Term 6**

<table>
<thead>
<tr>
<th>ECS 310 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCU 400 (3)</td>
</tr>
<tr>
<td>ECS 401 (3)</td>
</tr>
<tr>
<td>EFLD 060 (PLACE) (0)</td>
</tr>
<tr>
<td>EFLD 350 (0)</td>
</tr>
<tr>
<td>ESCI 350 (3)</td>
</tr>
<tr>
<td>ESCI 351 (3)</td>
</tr>
</tbody>
</table>

**Term 7**

<table>
<thead>
<tr>
<th>EPSY 400 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor* (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
</tbody>
</table>

**Term 8**

<table>
<thead>
<tr>
<th>EPSY 400 (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor* (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
<tr>
<td>Elective (3)</td>
</tr>
</tbody>
</table>

*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.

### Biology Major BEAD Planning

#### CURRENT

<table>
<thead>
<tr>
<th>Major*</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BIOL 100 (Intro Biology I) (3)</td>
<td>1. Minor ____________ (3)</td>
</tr>
<tr>
<td>2. BIOL 101 (Intro Biology II) (3)</td>
<td>2. Minor ____________ (3)</td>
</tr>
</tbody>
</table>

#### PROPOSED

<table>
<thead>
<tr>
<th>Major*</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BIOL 100 (Intro Biology I) (3)</td>
<td>1. Minor ____________ (3)</td>
</tr>
<tr>
<td>2. BIOL 101 (Intro Biology II) (3)</td>
<td>2. Minor ____________ (3)</td>
</tr>
</tbody>
</table>

*For Secondary Science majors, a science minor is recommended but any secondary minor may be selected.

1. Where possible, it is recommended that students consider BIOL 396 or 402
3. BIOL 288 (Cell Biology) (3)  
4. BIOL 275 or 276 (3)  
5. BIOL 266 (Plant Physiology) (3)  
6. 3. BIOL 288 (Cell Biology) (3)  
7. BIOL 275 or 276 (3)  
8. BIOL 266 (Plant Physiology) or BIOL 378 (Animal Physiology) (3)  
6. 3. Minor ____________ (3)  
7. BIOL 205 (Genetics) (3)  
8. E (minor curriculum course) (3)  
6, 7 and 8. Three of the following (9):  
BIOL 205 (Genetics)  
BIOL 223 (Microbes and Society)  
BIOL 275 (Ecology)  
BIOL 276 (Environmental Biology)  
BIOL 378 (Animal Physiology)  
BIOL 402 (Evolution)  
6. E (minor curriculum course) (3)  
7 and 8. Two 200-, 300- or 400-level Biology classes (6)  
*Minimum 24 credit hour of academic course work in major

Physics Major

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary BEd Program</strong></td>
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<tr>
<td>Physics Major (EPHY) (120 Credit Hours)</td>
<td>Physics Major (EPHY) (120 Credit Hours)</td>
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<tr>
<td><strong>Term 1 (Fall)</strong></td>
<td><strong>Term 2 (Winter)</strong></td>
</tr>
<tr>
<td>ECS 101 (3)</td>
<td>ECS 102 (3)</td>
</tr>
<tr>
<td>ENGL 100 (3)</td>
<td>MATH 111 (3)</td>
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<td>MATH 110 (3)</td>
<td>MATH 122 (3)</td>
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<tr>
<td>PHYS 111 (3)</td>
<td>PHYS 112 (3)</td>
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<tr>
<td>Minor* (3)</td>
<td>Minor* (3)</td>
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<tr>
<td><strong>Term 3</strong></td>
<td><strong>Term 4</strong></td>
</tr>
<tr>
<td>Elective (3)</td>
<td>ECS 303 (3)</td>
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<td>MATH 213 (3)</td>
<td>MATH 217 (3)</td>
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<td>PHYS 201 (3)</td>
<td>PHYS 202 (3)</td>
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<tr>
<td>PHYS 261 (3)</td>
<td>PHYS 242 (3)</td>
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<tr>
<td>Minor* (3)</td>
<td>PHYS 292 (3)</td>
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<tr>
<td><strong>Term 5</strong></td>
<td><strong>Term 6</strong></td>
</tr>
<tr>
<td>ECS 203 (3)</td>
<td>ECS 310 (3)</td>
</tr>
<tr>
<td>ESCI 300 (3)</td>
<td>ECCU 400 (3)</td>
</tr>
<tr>
<td>ESCI 302 (3)</td>
<td>ECS 401 (3)</td>
</tr>
<tr>
<td>E (minor curriculum course)* (3)</td>
<td>EFLD 060 (PLACE) (0)</td>
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<td>Minor (3)</td>
<td>EFLD 350 (0)</td>
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<td>ESCI 350 (3)</td>
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<td></td>
<td>ESCI 351 (3)</td>
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<tr>
<td><strong>Term 7</strong></td>
<td><strong>Term 8</strong></td>
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<tr>
<td>EFLD 400 (internship) (15)</td>
<td>EPSY 400 (3)</td>
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<td></td>
<td>INDG 100 (3)</td>
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<tr>
<td></td>
<td>PHYS 300-level (3)</td>
</tr>
</tbody>
</table>

*Minimum 24 credit hour of academic course work in major
Chemistry Major BEAD Planning

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
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<tbody>
<tr>
<td><strong>Major</strong></td>
<td><strong>Minor</strong></td>
</tr>
<tr>
<td>1. CHEM 104</td>
<td>1. Minor __________ (3)</td>
</tr>
<tr>
<td>(General Chemistry I) (3)</td>
<td>2. Minor __________ (3)</td>
</tr>
<tr>
<td>2. CHEM 105</td>
<td>3. Minor __________ (3)</td>
</tr>
<tr>
<td>(General Chemistry II) (3)</td>
<td>4. Minor __________ (3)</td>
</tr>
<tr>
<td>3. CHEM 140 (Organic Chem I) (3)</td>
<td>5. Minor __________ (3)</td>
</tr>
<tr>
<td>4. CHEM 210</td>
<td>6. E (minor curriculum course) (3)</td>
</tr>
<tr>
<td>(Analytical Chemistry) (3)</td>
<td></td>
</tr>
<tr>
<td>5. CHEM 230</td>
<td>5. CHEM 230</td>
</tr>
<tr>
<td>(Inorganic Chem I) (3)</td>
<td></td>
</tr>
<tr>
<td>6. CHEM 250 (Physical Chemistry)</td>
<td>6. CHEM 200-level (3)</td>
</tr>
<tr>
<td>4 (3)</td>
<td></td>
</tr>
<tr>
<td>7. CHEM 200/300-level (3)</td>
<td></td>
</tr>
<tr>
<td>8. CHEM 200/300-level (3)</td>
<td></td>
</tr>
</tbody>
</table>

*Minimum 24 credit hour of academic course work in major

Rationale: These changes better align the Four-year program and BEAD academic requirements and allow students additional flexibility in choosing areas of interest to pursue at the 300- and 400-level. They also reflect changes in offerings within the Faculty of Science (some courses in our fall terms are now offered in winter only, etc).

End of Motion

ITEMS FOR INFORMATION

The Faculty of Education submits the following items for information to CCUAS, effective 202210.

Course Revisions

EAE 302 0-3:3-1
Pedagogy, Theory and Practices I (Arts Education Program)

This course allows pre-service K-12 Arts Education Program teachers to discuss, plan, implement and reflect on a variety of learning experiences for students. Using various critical lenses, students will examine the complexities of teaching, learning, and assessment, as well as the implications of communities and contexts that are essential components for the school. This course integrates an elementary field placement in schools.

*** Prerequisite: Completion of 60 credit hours.***

***Prerequisites: ECS 100 and EAE 201 or acceptance to Arts Education BEAD program.***

*Note: Restricted to Bachelor of Education students*
ECS 303  
Curriculum and Pedagogy 2  
This course is intended to develop teacher candidates understanding of learners, learning, and teaching by drawing on various theoretical understandings of education for social and ecological justice. This course makes explicit the philosophical underpinnings of pedagogy, and the link between curriculum theory and practice.  
*** Prerequisite: Completion of 60 credit hours.***  
*Note: Required classroom based placement of one day per week for 8 weeks.*  
*Note: Students may only receive credit for one of ECS 303, or ECS 300 and EFLD 310, or ECS 311 and EFLD 317.*

ESCI 310  
Science Education (Pre-K to Grade 5)  
Curriculum, instruction and evaluation in elementary school science. Pedagogical application of prerequisite course material presented in Environmental Education (ESCI 302).  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: ESCI 302 and one approved science elective and acceptance into pre-internship.***

EHE 310  
Health Education in the Elementary School (Pre-K to Grade 5)  
This course provides the background information and skills teachers need to implement comprehensive school health education in the elementary years. It provides opportunities for students to learn how to help children reflect and act on health issues in their lives or in their communities.  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: For elementary pre-internship students only.***

ELNG 310  
Language and Literacy Practices: Elementary  
Children’s language and literacy learning occurs at different rates, requiring differentiated instruction and support. Pre-service teachers are introduced to literacy development theories, approaches for teaching reading, writing, listening and speaking; integrating literacy across curricula; literacy abilities assessment; planning and organizing literacy instruction in the classroom; and the integration of IT with literacy learning.  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: For elementary pre-internship students only.***

EMTH 310  
Teaching Mathematics in Elementary Schools  
This course is designed to address the philosophies, goals, curriculum documents, and methods of instruction and assessment of early elementary school (PreK to 5) mathematics. A critical, resource-based approach to this course will provide opportunities for students to reflect on and construct understandings of key issues in mathematics education.  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: For elementary pre-internship students only.***

ERDG 310  
Teaching Literacy for a Better World (Pre-K to Grade 5)  
This course prepares future Pre-K to Grade 5 teachers to support and instruct beginning readers and writers; to help children grow as readers and writers through progressive and genre pedagogies; to accommodate transience through the literacy program; and to offer children's literature from a variety of cultures and racial groups.  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: For elementary pre-internship students only.***

ESST 310  
Social Studies for Elementary School Teachers  
Objectives, methods of teaching, curricular models, and materials in elementary school social studies are reviewed. Theories and governing philosophies of social studies education are explored. Approaches to social and environmental justice are emphasized. The linkages between social studies education, citizenship education and community based engagement will be examined.  
*** Prerequisite: Completion of 60 credit hours.***  
*** Prerequisite: For elementary pre-internship students only.***
**EPE 310**  
**Physical Education in the Elementary School (Pre-K to Grade 5)**  
This course is designed specifically for student teachers preparing to teach physical education to Elementary students. The course focuses on an overview of curriculum content, teaching methods, assessment and evaluation and learning resource materials and their application in teaching physical education in the context of schools and society today.  
***Prerequisite: Completion of 60 credit hours.***  
***Prerequisite: For elementary pre-internship students only.***

**EPSY 323**  
**Designing Learning Environments for the Inclusive Classroom**  
A dynamic non-categorical approach to assessment and instruction for students with diverse learning styles and disabilities within the regular classroom.  
***Prerequisite or Corequisite: EPSY 322, EPSY 400, or EPSY 418***

**EPSY 326**  
**Change, Collaboration and Consultation to Support Inclusive Education**  
The course explores theories and processes for planning, implementing and sustaining educational change. Course content includes processes for collaborating and consulting with teachers, families, paraprofessionals and other professionals to support inclusive education.  
***Prerequisite or Corequisite: EPSY 322, EPSY 400, or EPSY 418***

**EPSY 329**  
**Enhancing Inclusive Classroom Management**  
A dynamic, systemic approach to the development of a positive classroom environment. The course will address a range of theoretical and practical approaches for prevention and intervention for behavioural issues in the inclusive classroom with an emphasis on positive behavioural supports and interventions.  
***Prerequisite or Corequisite: EPSY 322, EPSY 400, or EPSY 418***

**EPSY 400**  
**Working with Difference & Diversity**  
This course focuses on understanding the construct of "disability". We will look at the writings of people with disabilities and use their self-accounts to develop a cultural understanding of disability. With this information in mind, the course concentrates on methods of working with students whose performance differs from the established norm.  
***Prerequisite: Students must have completed 30 credit hours One of EFLD 400, 402, 405, 407, 409, 411 or status as a secondary minor in Special Education.***  
*Note: EPSY 322 is equivalent to EPSY 400 and EPSY 418. Students will only receive credit for one of the following EPSY 322, EPSY 400, or EPSY 418.*

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**4.3. FACULTY OF ENGINEERING AND APPLIED SCIENCE**

**ITEMS FOR INFORMATION**

The Faculty of Engineering and Applied Science submits the following items for information, effective 202210.

**I. Historical Courses**

**ENSE 496AA** Topics in Digital Networks and Security

**ENSE 496AE** Advanced Topics in Digital Security

**ENEV 495AG** Applied Microbial Systems

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End of Report from the Faculty of Education and Applied Science
4.4. LA CITÉ UNIVERSITAIRE FRANCOPHONE

La Cité universitaire francophone submits the following item for approval.

ITEM FOR APPROVAL

4.4.1. MODIFICATION DES CONDITIONS D’ADMISSION DE LA CITÉ/REVISION TO LA CITÉ’S HIGH SCHOOL ADMISSION REQUIREMENTS

MOTION: Que les conditions d’admission de La Cité soient modifiées comme suit/That the following changes be made to La Cité’s admission requirements, effective 2022.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Cité universitaire francophone (U of R, Campion, Luther, or FNUniv)</td>
<td>La Cité universitaire francophone (U of R, Campion, Luther, or FNUniv)</td>
</tr>
<tr>
<td>High School Requirements</td>
<td>High School Requirements</td>
</tr>
<tr>
<td>Minimum Average: 65%</td>
<td>Minimum Average: 65%</td>
</tr>
<tr>
<td>• English Language Arts A30 and B30</td>
<td>• English Language Arts A30</td>
</tr>
<tr>
<td>• One math or science course chosen from:</td>
<td>• English Language Arts B30</td>
</tr>
<tr>
<td>• Calculus 30</td>
<td>• Two 30-level courses from the areas of Languages, Sciences, English Language Arts, Mathematics, or Social Studies (see <a href="http://www.curriculum.gov.sk.ca">www.curriculum.gov.sk.ca</a> for list of courses)</td>
</tr>
<tr>
<td>• Chemistry 30</td>
<td>• One additional 30-level course</td>
</tr>
<tr>
<td>• Computer Science 30</td>
<td>• Pre-Calculus 20</td>
</tr>
<tr>
<td>• Earth Science 30</td>
<td>• Pre-Calculus 30</td>
</tr>
<tr>
<td>• One language, social science, or fine/performing arts course chosen from:</td>
<td>• Physics 30</td>
</tr>
<tr>
<td>• Arts Education 30</td>
<td>• Law 30</td>
</tr>
<tr>
<td>• Christian Ethics 30</td>
<td>• Mandarin 30</td>
</tr>
<tr>
<td>• Cree 30</td>
<td>• Music 30</td>
</tr>
<tr>
<td>• Drama 30</td>
<td>• Native Studies 30</td>
</tr>
<tr>
<td>• Economics 30</td>
<td>• Psychology 30</td>
</tr>
<tr>
<td>• French 30</td>
<td>• Social Studies 30</td>
</tr>
<tr>
<td>• Geography 30</td>
<td>• Spanish 30</td>
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<tr>
<td>• German 30</td>
<td>• Ukrainian 30</td>
</tr>
<tr>
<td>• History 30</td>
<td>• Ukrainian Language Arts 30</td>
</tr>
<tr>
<td>• Latin 30</td>
<td>• Visual Art 30</td>
</tr>
<tr>
<td>• One additional course from the lists above</td>
<td></td>
</tr>
</tbody>
</table>

Justification / Rationale: L’Université cherche à simplifier les conditions d’admission pour ses programmes. Plusieurs autres Facultés ont déjà modifié leurs conditions d’admission comme proposé ici. Cette version simplifiée des conditions d’admission sera plus claire pour les candidat.e.s et facilitera le travail du bureau Admissions.

The University is seeking to simplify admission requirements for its programs. Several other Faculties have already changed their admissions requirements as proposed here. This simplified version of the admission requirements will be clearer to applicants and simplifies the work of the Admissions department.

End of Report from La Cité universitaire francophone
4.5. FACULTY OF MEDIA, ART, AND PERFORMANCE

The Faculty of Media, Art, and Performance has approved the following program and admission changes and offers them for approval.

ITEMS FOR APPROVAL

4.5.1. POST-SECONDARY TRANSFER ADMISSION REQUIREMENTS REVISION

**MOTION:** That the post-secondary transfer admission requirements for the Faculty of Media, Art, and Performance be revised in the admissions section of the Undergraduate Calendar, as outlined below, effective 2022-20.

Page 17 in the 2021-22 Undergraduate Calendar

Applicants must have attempted 15 credit hours or more of approved post-secondary courses with a minimum UGPA of 60%. Admissions Grade Point Average (AGPA) of 60%, based on their 30 most recent credit hours of approved courses.

In cases where the AGPA on the most recent 30 credit hours of approved courses is less than 60.00% admission based on a minimum AGPA of 60% on all approved post-secondary courses will be considered.

**Rationale:** Many applicants have attended multiple post-secondary institutions. We do not want to punish students for their past academic difficulties, if in the meantime they have been performing well. We currently look at all approved previous post-secondary work when calculating admission averages. Other universities only look at transferable courses or a certain number of credit hours.

For example, University of Calgary uses the past 30 credit hours, University of Alberta uses the past two terms if they contain at least 24 credit hours, and University of Toronto uses the most recent annual average.

End of Motion

4.5.2. BACHELOR OF ARTS (BA) AND BACHELOR OF ARTS HONOURS (BAHONS) IN MEDIA, ART, AND PERFORMANCE, ART HISTORY CONCENTRATION REVISIONS

**MOTION:** That the BA and BAHONS in Media, Art, and Performance, with a concentration in Art History be revised as follows, effective 2022-20.

a. Discontinue Art History (ARTH) as a Concentration in the Bachelor of Arts and the Bachelor of Arts Honours in Media, Art, and Performance.

b. Add Art History as a Major and rename the programs to Bachelor of Arts in Art History and the Bachelor of Arts Honours in Art History.

c. Remove HIST 301 from the Research Skills and Methodologies section of both program templates.
<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Arts in Media, Art, and Performance (Art History)</strong> Required Courses</td>
<td><strong>Bachelor of Arts in Art History</strong> Required Courses</td>
</tr>
<tr>
<td></td>
<td>Credit hours</td>
</tr>
<tr>
<td>MAP 001</td>
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<tr>
<td><strong>Critical Competencies</strong> – 30 Credit hours</td>
<td><strong>Critical Competencies</strong> – 30 Credit hours</td>
</tr>
<tr>
<td>Communication in Writing (at least six credit hours)</td>
<td>Communication in Writing (at least six credit hours)</td>
</tr>
<tr>
<td>Two of: ACAD 100, ENGL 100, 110</td>
<td>Two of: ACAD 100, ENGL 100, 110</td>
</tr>
<tr>
<td><strong>Natural or Social Sciences</strong> (at least six credit hours) Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.</td>
<td><strong>Natural or Social Sciences</strong> (at least six credit hours) Two courses in the following areas: (excluding courses in research/statistics) ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology. Any Science courses, including MATH.</td>
</tr>
<tr>
<td>MAP 202</td>
<td>3.0</td>
</tr>
<tr>
<td>Culture and Society (at least six credit hours)</td>
<td>Culture and Society (at least six credit hours)</td>
</tr>
<tr>
<td>Any course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.</td>
<td>Any course in the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST.</td>
</tr>
<tr>
<td>Research Skills and Methodologies (at least three credit hours)</td>
<td>Research Skills and Methodologies (at least three credit hours)</td>
</tr>
<tr>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. <strong>ARTH 301</strong>, <strong>CTCH 203</strong>, 303, and <strong>THST 250</strong> may be counted in this area if not already counted in another area of the program – see Additional Regulations. <strong>STATS</strong> (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. <strong>CTCH 203</strong>, <strong>CTCH 303</strong>, and <strong>THST 250</strong> may be counted in this area if not already counted in another area of the program – see Additional Regulations. <strong>STATS</strong> (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
</tr>
<tr>
<td>Critical Competency Electives – Nine credit hours</td>
<td>Critical Competency Electives – Nine credit hours</td>
</tr>
</tbody>
</table>
### Bachelor of Arts Honours in Media, Art, and Performance (Art History)

**Concentration Requirements** – 36 credit hours in a single disciplinary area (Art History, Film Studies, or Music). Note: Must include nine credit hours at the 300- or 400-level, three of which must be at the 400-level. 65% required in Concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Studio courses</td>
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</tr>
<tr>
<td>ARTH 100</td>
<td>3.0</td>
</tr>
<tr>
<td>ARTH 301</td>
<td>3.0</td>
</tr>
<tr>
<td>ARTH courses: nine credit hours must be at the 300- or 400-level; three of which must be at the 400-level.</td>
<td>24.0</td>
</tr>
<tr>
<td>Media, Art, and Performance Requirements outside the Concentration</td>
<td>Media, Art, and Performance Requirements outside the Major</td>
</tr>
<tr>
<td>Three courses outside the area of concentration.</td>
<td>9.0</td>
</tr>
<tr>
<td>One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or Designate).</td>
<td>3.0</td>
</tr>
<tr>
<td>Open Electives – 42 credit hours</td>
<td>Open Electives – 42 credit hours</td>
</tr>
<tr>
<td>Open Electives</td>
<td>42.0</td>
</tr>
<tr>
<td><strong>Total: 65.00% PGPA required.</strong></td>
<td><strong>Total: 65.00% PGPA required.</strong></td>
</tr>
<tr>
<td>120.0</td>
<td>120.0</td>
</tr>
</tbody>
</table>

**Major Requirements** – 36 credit hours in the discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or designate.</td>
<td>9.0</td>
</tr>
</tbody>
</table>

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**Page 227-228 in UG Calendar**

Bachelor of Arts Honours in **Media, Art, and Performance** (Art History)

The general requirements for this degree are described under the heading Honours Programs in Media, Art, and Performance in this section above.

Admission to the honours program requires:

- 70.00% overall average and 75.00% in the concentration;
- Acceptance by the Art History faculty members.

Students are advised to apply to the Honours Program after the completion of second year.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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<tbody>
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<td>Bachelor of Arts Honours in Art History Required Courses</td>
</tr>
<tr>
<td>MAP 001</td>
<td>MAP 001</td>
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</tr>
<tr>
<td>Critical Competencies – 30 Credit hours</td>
<td>Critical Competencies – 30 Credit hours</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Communication in Writing (at least six credit hours)</td>
<td>Communication in Writing (at least six credit hours)</td>
</tr>
<tr>
<td>Two of: ACAD 100, ENGL 100, 110</td>
<td>Two of: ACAD 100, ENGL 100, 110</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Natural and Social Sciences (at least six credit hours)</td>
<td>Natural and Social Sciences (at least six credit hours)</td>
</tr>
<tr>
<td>Two courses in the following areas: (excluding courses in research/statistics), ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS (other than Statistics or methodology). Any Science courses, including MATH.</td>
<td>Two courses in the following areas: (excluding courses in research/statistics), ECON, GEOG, PSCI, PSYC, SOC, and SOST, STS (other than Statistics or methodology). Any Science courses, including MATH.</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Culture and Society (at least six credit hours)</td>
<td>Culture and Society (at least six credit hours)</td>
</tr>
<tr>
<td>MAP 202</td>
<td>MAP 202</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST</td>
<td>One course from the following areas (excluding courses in statistics, methods, PHIL 150): ANTH, CLAS, ENGL above 100-level, HIST, HUM, INDG, IDS, IS, JS, Language other than English, Literature in translation or other non-language courses offered through language department or program, LING, RLST, PHIL, WGST</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Research Skills and Methodologies (at least 3 credit hours)</td>
<td>Research Skills and Methodologies (at least 3 credit hours)</td>
</tr>
<tr>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. ARTH 201, CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
<td>Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, WGST 220. CTCH 203, 303, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. STATS (any course), Statistics courses offered through Faculties other than Arts and Science may be used with approval by the Dean or designate.</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Critical Competency Electives – Nine credit hours</td>
<td>Critical Competency Electives – Nine credit hours</td>
</tr>
<tr>
<td>Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or Designate.</td>
<td>Three courses from any of the above areas. Note: Course substitutions in the above categories may be granted by the Dean or Designate.</td>
</tr>
<tr>
<td>9.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>
**Concentration Requirements** – 36 credit hours in a single disciplinary area (Art History, Film Studies, or Music). Note: Must include nine credit hours at the 300- or 400-level, three of which must be at the 400-level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Studio courses</td>
<td>6.0</td>
</tr>
<tr>
<td>ARTH 100</td>
<td>3.0</td>
</tr>
<tr>
<td>ARTH 301</td>
<td>3.0</td>
</tr>
<tr>
<td>Eight ARTH courses:</td>
<td>24.0</td>
</tr>
<tr>
<td>nine credit hours must be at</td>
<td></td>
</tr>
<tr>
<td>the 300- or 400-level; three</td>
<td></td>
</tr>
<tr>
<td>of which must be at the 400-</td>
<td></td>
</tr>
<tr>
<td>level.</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements** – 36 credit hours in the discipline area

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Studio courses</td>
<td>6.0</td>
</tr>
<tr>
<td>ARTH 100</td>
<td>3.0</td>
</tr>
<tr>
<td>ARTH 301</td>
<td>3.0</td>
</tr>
<tr>
<td>Eight ARTH courses:</td>
<td>24.0</td>
</tr>
<tr>
<td>nine credit hours must be at</td>
<td></td>
</tr>
<tr>
<td>the 300- or 400-level; three</td>
<td></td>
</tr>
<tr>
<td>of which must be at the 400-</td>
<td></td>
</tr>
<tr>
<td>level.</td>
<td></td>
</tr>
</tbody>
</table>

**Honours Requirements** – 21 credit hours
Students require an overall GPA of 70% and a GPA of 75% in the discipline area to complete the Honours degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three additional courses at</td>
<td>9.0</td>
</tr>
<tr>
<td>the 300- or 400-level</td>
<td></td>
</tr>
<tr>
<td>Honours paper or project</td>
<td>3.0</td>
</tr>
<tr>
<td>MAP 400 seminar (new course</td>
<td>3.0</td>
</tr>
<tr>
<td>or variable topic as required</td>
<td></td>
</tr>
<tr>
<td>or other senior seminar as</td>
<td></td>
</tr>
<tr>
<td>approved by the Department</td>
<td></td>
</tr>
<tr>
<td>Head or Associate Dean,</td>
<td></td>
</tr>
<tr>
<td>Undergraduate.</td>
<td></td>
</tr>
<tr>
<td>A Language other than English</td>
<td></td>
</tr>
<tr>
<td>relevant to the area of study</td>
<td></td>
</tr>
<tr>
<td>(May be taken as part of the</td>
<td></td>
</tr>
<tr>
<td>Critical Competency require-</td>
<td>6.0</td>
</tr>
<tr>
<td>ments)</td>
<td></td>
</tr>
</tbody>
</table>

**Media, Art, and Performance Requirements** outside the Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three courses outside the</td>
<td>9.0</td>
</tr>
<tr>
<td>area of concentration</td>
<td></td>
</tr>
<tr>
<td>One MAP course or other inter-</td>
<td>3.0</td>
</tr>
<tr>
<td>disciplinary Media, Art, and</td>
<td></td>
</tr>
<tr>
<td>Performance course (approved</td>
<td></td>
</tr>
<tr>
<td>by Dean or Designate).</td>
<td></td>
</tr>
</tbody>
</table>

**Open Electives** – 21 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven Open Electives</td>
<td>21.0</td>
</tr>
</tbody>
</table>

**Total** 120.0
Rationale for a. and b.: Visual Arts has offered a rigorous Art History program for many decades. Currently Art History is designated as a Concentration within these degrees, with parchments/diplomas reading Bachelor of Arts in Media, Art, and Performance. Students express dissatisfaction that their diplomas do not reflect their concentration/specialization or their actual major. The above two proposed changes will clarify the nature of the Art History program when viewing the Catalogue; it will clearly reflect students’ major on their diplomas; and will simplify overly complex nomenclature. There are no associated changes to the program requirements.

Rationale for c. ARTH 301 is already a listed Major requirement so its duplicate listing is unnecessary.

End of Motion

4.5.3. MINOR IN MEDIA, ART, AND PERFORMANCE (ART HISTORY) REVISION

**MOTION:** To revise the Minor in Media, Art, and Performance (Art History) as follows, effective 2022.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor in Media, Art, and Performance (Art History) Required Courses</td>
<td>Minor in Art History Required Courses</td>
</tr>
<tr>
<td>ARTH 100 or INAH 100</td>
<td>ARTH 100 or INAH 100</td>
</tr>
<tr>
<td>ARTH 301</td>
<td>ARTH 301</td>
</tr>
<tr>
<td>Two courses in ARTH or INAH</td>
<td>Two courses in ARTH or INAH</td>
</tr>
<tr>
<td>Two courses in ARTH or INAH at the 300- or 400-level</td>
<td>Two courses in ARTH or INAH at the 300- or 400-level</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>Total Credit Hours</td>
</tr>
</tbody>
</table>

**Rationale:** Opening up Indigenous Art History (INAH) courses for our Art History minors enhances the rigor with which our students can engage Indigenous knowledges in their studies with us. This serves all areas (Discovery; Truth and Reconciliation; Well-being and Belonging; Environment and Climate Action; Impact and Identity) of focus in our Strategic Plan, *All Our Relations / kahkiyaw kiwâhkômâkaninawak*, and will support the growth of partnership between First Nations University of Canada’s Indigenous Communication and Fine Arts program and MAP.

4.5.4. REVISION TO CERTIFICATE IN ADVANCED STUDIO ART

**MOTION:** To revise the name of the Certificate in Advanced Studio Art to Advanced Certificate in Studio Arts, effective 2022.

**Rationale:** This change reflects the breadth of media students may study in this program, and brings it in to harmony, as a plural, with our other program names.

As well, this is a housekeeping item to align the calendar with what was officially approved and entered into the Banner system. Currently in the undergraduate calendar, this program is listed as Certificate in Advanced Studio Art; however, the original name of the certificate is listed in Banner as Advanced Certificate in Studio Art.

End of Motion
4.5.5. REVISIONS TO MAJOR AND MAJOR CONCENTRATIONS

**MOTION:** That the following majors and major concentrations be revised as indicated below, effective 2022.


b. Discontinue the Open Studio (OPST) Concentration in the Bachelor of Fine Arts in Visual Arts.

**Rationale for a. and b.:** Visual Arts no longer provides curriculum in Open Studio or Intermedia at the undergraduate level and there are no students currently taking courses in these areas.

c. Create a Photo-Based Media (PHBM) Concentration within the Advanced Certificate in Studio Arts and the BFA in Visual Arts

**Rationale for c.:** Visual Arts has provided curriculum in Photo-Based Media at all undergraduate levels for almost a decade. This is a housekeeping item.

d. Discontinue ceramics (CERM), drawing (DRAW), intermedia (INTM), painting (PNTG), printmaking (PRTM), and sculpture (SCLP) as Majors within the Certificate in Advanced Studio Arts, and replace them with Visual Arts (VART).

e. Create ceramics (CERM), drawing (DRAW), photo-based media (PHBM), painting (PNTG), printmaking (PRTM), and sculpture (SCLP) as Concentrations within the Advanced Certificate in Studio Arts (MPADCERTSA).

**Rationale for d. and e.:** Students in this program are not required to study in only one studio area, but may take courses in any/all the studio areas. These changes reflect more clearly the flexibility of study for available to students in this Visual Arts program. Students will select ART courses based on their area of concentration if they so choose.

f. Add ceramics (CERM), drawing (DRAW), photo-based media (PHBM), painting (PNTG), printmaking (PRTM), and sculpture (SCLP) as Concentrations within the Bachelor of Arts in Visual Arts and the Bachelor of Arts Honours in Visual Arts.

**Rationale for f.:** This change reflects the Degree and Concentrations within these programs more accurately and clearly.

r. Discontinue Visual Arts (VART) as a Concentration in the Bachelor of Fine Arts (MPBFA) program.

**Rationale for g.:** Students who declare a Visual Arts Major within the BFA program need not also declare a Concentration in Visual Arts; but they may choose to declare a medium-specific concentration, which includes ceramics (CERM), drawing (DRAW), (photo-based media) PHBM, (painting) PNTG, (printmaking) PRTM, and sculpture (SCLP). These changes provide clarity and accuracy to the Catalogue.

End of Motion
4.5.6. MINORS IN MEDIA, ART, AND PERFORMANCE REVISION

**MOTION:** To revise the first paragraph in the Minors in Media, Art, and Performance in Art History, Cultures of Display, and Visual Arts section of the Undergraduate Calendar, as follows, effective 202220.

<table>
<thead>
<tr>
<th>CURRENT (page 229 of UG Calendar)</th>
<th>PROPOSED (page 229 of UG Calendar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors in Media, Art, And Performance, Art History, Cultures of Display, and Visual Arts</td>
<td>Minors in Media, Art, And Performance, Art History, Cultures of Display, and Visual Arts</td>
</tr>
<tr>
<td>Minors must be in an area distinct from their majors or area of concentration. Courses used in the major discipline cannot be used towards the minor. Indigenous Art History courses cannot be used in the Art History concentration.</td>
<td>Minors must be distinct from majors. Courses used in the major discipline cannot be used towards the minor. Students taking BA or BFA programs in Visual Arts who want to complete a minor in Art History or Cultures of Display may do so but must substitute six additional credit hours in Art History for ARTH 100 and ARTH 301, since these courses are both in the minor and the major.</td>
</tr>
<tr>
<td>Students taking BA or BFA programs in Visual Arts who want to complete a minor in Art History or Cultures of Display may do so but must substitute six additional credit hours in Art History for ARTH 100 and ARTH 301, since these courses are both in the minor and the major.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:** This revision is necessary to reflect the proposed changes in 4.5.5.

End of Motion

4.5.7. BA IN THEATRE AND PERFORMANCE PROGRAM REVISIONS

**MOTION:** That the BA in Theatre and Performance be revised as follows, effective 202220.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA in Theatre and Performing Arts</strong></td>
<td><strong>BA in Theatre and Performing Arts</strong></td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td><strong>Required Courses</strong></td>
</tr>
<tr>
<td>MAP 001</td>
<td>MAP 001</td>
</tr>
<tr>
<td><strong>Critical Competency Requirements – 27 credit hours</strong></td>
<td><strong>Critical Competencies Requirements – 21 credit hours</strong></td>
</tr>
<tr>
<td>Communication in Writing</td>
<td>Communication in Writing</td>
</tr>
<tr>
<td>Two of ACAD 100, ENGL 100 or 110</td>
<td>Two of ACAD 100, ENGL 100 or 110</td>
</tr>
<tr>
<td>MAP 202</td>
<td>MAP 001</td>
</tr>
<tr>
<td>Culture and Society</td>
<td>Culture and Society</td>
</tr>
<tr>
<td>Any three courses in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. May include ELIT, EDRA, EMUS, EVIS 101 or 202.</td>
<td>Any two courses in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. May include ELIT, EDRA, EMUS, EVIS 101 or 202.</td>
</tr>
<tr>
<td>Natural or Social Sciences</td>
<td>Natural or Social Sciences</td>
</tr>
<tr>
<td>Two courses from the following areas: ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology,</td>
<td>Any one course in the following areas: ECON, GEOG, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology, any</td>
</tr>
</tbody>
</table>
### Media, Art, and Performance Courses outside of Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THAC 260</td>
<td>Three courses outside of Concentration</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 110</td>
<td>Media, Art, and Performance Courses outside of Concentration</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 120</td>
<td>Four courses outside of Theatre and Performance Concentration ART, ARTH, CTCH, MAP, FILM, INA, INAH, Music</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 121</td>
<td>Theatre and Performing Arts Requirements – 60 credit hours</td>
<td>9.0</td>
</tr>
</tbody>
</table>

### Theatre and Performance Requirements – 54 credit-hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THDS 121</td>
<td>Nine credit hours THAC 200-, 300-, or 400-level</td>
<td>9.0</td>
</tr>
<tr>
<td>THDS 240</td>
<td>Two courses from THTR 111, THTR 112, THTR 121</td>
<td>6.0</td>
</tr>
<tr>
<td>THDS 365 AA-ZZ</td>
<td>Two from THTR 101, THTR 116, THTR 203, THTR 200- or 300-level elective</td>
<td>6.0</td>
</tr>
<tr>
<td>THTR 122</td>
<td>THTR 120</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 202</td>
<td>THTR 200</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 223</td>
<td>THTR 250</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 315</td>
<td>THTR 380</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 301</td>
<td>Two THST 300- or 400-level courses</td>
<td>6.0</td>
</tr>
<tr>
<td>THTR 330</td>
<td>Two Theatre studies or approved English/Classics courses at the 200- or 300-level* or THTR 301</td>
<td>6.0</td>
</tr>
<tr>
<td>THTR 414</td>
<td>Critical Competency or Media, Art, and Performance electives</td>
<td>6.0</td>
</tr>
<tr>
<td>MAP 499</td>
<td>Any four courses offered by La Cité, the Faculties of Arts, or Science, or Media, Art, and Performance</td>
<td>12.0</td>
</tr>
<tr>
<td>MAP 400</td>
<td>One of THTR 414, MAP 499, or 400-level</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR Elective</td>
<td>THTR Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 330 OR Two MAP electives</td>
<td>Ten Open Electives</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### Open Electives – 15 credit-hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Ten Open Electives</td>
<td>30.0</td>
</tr>
</tbody>
</table>

### Total Credit Hours

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>120.0</td>
</tr>
</tbody>
</table>

*An up to date list of approved English and Classics courses is kept in the Student Program Centre and is published on the Theatre Department website.*
Rationale: Like the recently approved BFA in Devised Performance and Theatre Creation, the revisions to the BA are a reflection of the (relatively) recent AUR. The external report noted, “Closing that BFA program and leaving a BA in Theatre with various specialization options may have seemed prudent at the time, but [it] hasn’t resulted in excitement and the current curriculum, following the closure of the BFA program, lacks a strong focus.” These revisions seek to remedy the current situation with a focused curriculum that challenges students to intellectually engage with contemporary theatre and performance.

The new program title, Bachelor of Arts in Theatre and Performing Arts, echoes the wording of the BFA which connects the two programs and reflects the shared curricula and pedagogical goals of the two degrees.

As proposed, all students coming into the theatre department will enter into the BA program and at the end of the first year all students in the cohort will apply to move forward in either the BA program or the BFA program. Regardless of which program a student ultimately chooses, the cohort created during that common first year continues to be a strong connection to the department. Students in this program will have the opportunity for international travel with the theatre study course as well as coordinating and participating in an annual mini symposium which will be a showcase for theatre research. The department is currently in discussions around adding a BA Honours stream and this theatre research showcase will be foundational to that particular program.

The current degree tried to be “all things to all people” and failed almost everyone. With too many options and not enough structure students were challenged to stay engaged and to feel that they were connected to the department. The revised degree addresses these concerns but still maintains enough electives for students to pursue a double major if they wish.

*Current Approved CLAS and ENGL List

CLAS 211 (Greek and Roman Drama)
ENGL 301 (Shakespeare Comedies)
ENGL 302 (Shakespeare Tragedies)
ENGL 310 AE (Canadian First Nation Drama)
ENGL319 AF (Modern British Women Playwrights)
ENGL 377 AA (Eighteenth-Century Comedy)
ENGL 377 AE (Contemporary Comedy)

The list of approved courses will be kept (at minimum) in the Theatre Department Office, the Student Program Centre, and online (Theatre Department website and Facebook page).

Rationale: The list of approved CLAS and ENGL courses continues the current practice of providing students with flexibility and a greater array of dramatic literature options than the Theatre Department could offer by itself. For many years ENGL 301 and 302 have been accepted as fulfilling course requirements in the BA Theatre (Three Year Special) and those courses have often been used to fulfill course requirements for students in other theatre programs. This practice has worked extremely well. There are, however, a number of other courses that have been cross-listed as ENGL/THTR courses which has become cumbersome for the departments involved as well as confusing for students. Moving away from cross-listing courses to an integrated system of approved courses will eliminate the challenges (including financial) inherent with cross-listing courses across faculties and colleges.

End of Motion
### 4.5.8. BACHELOR OF FINE ARTS (BFA) IN DEVISED PERFORMANCE AND THEATRE CREATION PROGRAM REVISIONS

**MOTION:** That the requirements for the BFA Devised Performance and Theatre Creation be revised as follows, effective 2022.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BFA in Devised Performance and Theatre Creation Required Courses</strong></td>
<td><strong>BFA in Devised Performance and Theatre Creation Required Courses</strong></td>
</tr>
<tr>
<td>MAP 001</td>
<td>MAP 001</td>
</tr>
<tr>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Critical Competencies – 18 credit hours</strong></td>
<td><strong>Critical Competencies – 18 credit hours</strong></td>
</tr>
<tr>
<td>Communication in Writing</td>
<td>Communication in Writing</td>
</tr>
<tr>
<td>Two of ACAD 100, ENGL 100 or 110</td>
<td>Two of ACAD 100, ENGL 100 or 110</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Culture and Society</strong></td>
<td><strong>Culture and Society</strong></td>
</tr>
<tr>
<td>MAP 202</td>
<td>MAP 202 (or equivalent)</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)</td>
<td>Any one course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100 level, HIST, HUM, INDG, IDS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST. (With permission may include ELIT, EDRA, EMUS, EVIS 101 or 202)</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Natural or Social Sciences</strong></td>
<td><strong>Natural or Social Sciences</strong></td>
</tr>
<tr>
<td>Two courses in the following areas (excluding courses in research/statistics): ECON, GEOG, PSIC, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.</td>
<td>Two courses in the following areas (excluding courses in research/statistics): ECON, GEOG, PSIC, PSYC, SOC, SOST, and STS other than statistics or methodology, any Science courses, including MATH and Computer Science.</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration</strong></td>
<td><strong>Concentration Requirements – 81 credit hours, 70% GPA Required in Concentration</strong></td>
</tr>
<tr>
<td>THTR 110</td>
<td>THTR 110</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Two courses from THTR 111, THTR 112 or THTR 121</td>
<td>Two courses from THTR 111, THTR 112 or THTR 121</td>
</tr>
<tr>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>THTR 120</td>
<td>THTR 120</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 122</td>
<td>THTR 122</td>
</tr>
<tr>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>THTR 210 OR THTR 212</td>
<td>THTR 210 OR THTR 212</td>
</tr>
<tr>
<td>3.0</td>
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<td>THTR 223</td>
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<tr>
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<td>THTR 225 or THTR 223 or EDRA 202</td>
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<td>THTR 314</td>
<td>THTR 324 OR THTR 319 AA-ZZ</td>
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<td>Total - PGPA 65.00% required</td>
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*An up to date list of approved English and Classics courses is kept in the Student Program Centre and is published on the Theatre Department website.

Rationale: In the fifteen months that have passed since this program was initially approved in the Theatre Department there have been two tenure track hires to replace retired faculty members and a senior member has returned from sabbatical. This change has given the department time to reflect on the new degree and to make it the degree better before students are admitted to the program. One of the substantial changes is the inclusion of THTR 202 Introduction to Playwriting which came about because of the department’s experience with The Portrait Project but without that experience the course might have remained an option for students and not a fundamental skill required in theatre creation. One of the courses has been removed from the program because the faculty member who had suggested the course is no longer in the department. The addition of the Research Skills and Methodologies competency is an acknowledgement that research is one of the key aspects of devising and creation. The revisions also reflect the ongoing connection between the theatre department and the English department and a desire to move away from cross listing courses and to move to allowing approved English (and Classics) courses to satisfy certain degree requirements. It is also hoped that in being a little less rigid with some of the requirements that faculty members teaching in the program will have some flexibility in teaching assignments and not be caught in the trap of simply teaching the same material over and over again. Driving all of these changes is a commitment and concern for students; ensuring they have the best possible experiences while in this program.

*Current Approved CLAS and ENGL List and rationale is stated above in motion 3.3.9*
4.5.9. NEW CERTIFICATE IN CREATIVE PRACTICE

MOTION: That the Certificate in Creative Practice be created as outlined below, effective 2022.

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<tr>
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<tr>
<td>Creative Practice Courses</td>
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<tr>
<td>ART, CTCH, FILM, MAP, MUXX**, THAC, THDS, or THTR* courses at the 100- or 200-level</td>
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</tr>
<tr>
<td>ART, CTCH, FILM, MAP, MUXX, THTR studio courses at the 200- or 300-level</td>
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<tr>
<td>Total Credit Hours</td>
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<tr>
<td>PGPA 65.00% required</td>
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</table>

*MAP 209 Decolonization in the Arts and THTR* studio courses are not in the catalogue yet. They are currently listed as MAP 200AL or THAC and THDS respectively.

**MUXX refers to MUPE, MUTQ or MUXX instrument courses.

Note: Creative Practice Courses are listed below. This list may be added to at any time and will be updated in Advisor and the calendar. Students should check with their advisor if they have or would like to take a course that is not listed here. This certificate is not an interdisciplinary program. It is a certificate that allows students to take courses from different disciplines if they so choose, however, 300-level courses will likely require 200-level courses as a prerequisite.

Students may require a prerequisite course that is not a studio course, such as ART 100. This course can be counted towards the Certificate in Media, Art, and Performance, or any degree program.

Creative Practice Courses

ART: All ART courses up to the 3XX except for ART 100.

CTCH: CTCH 201, 202, 204, 206, 210AB, 211, 212, 213, 214, 215, 250, 251, 301, 302, 310AA, 310AE, 311, 312, 320AB, 320AC, 320AD, CTCH 410AA-ZZ,

FILM: FILM 101AA, 200, 201, 202, 203, 205, 209, 210, 220, 221, 300, 301, 303, 305, 306, 307, 310, 311, 312, 400, 401, 403, 410, 411, 412, 413

MAP: No courses at this time

MUSIC – All Music performance MUPE, Music Technique courses MUTQ, or Music Lessons MUXX (MUVO for example). MUEN*. Given the size of the certificate no more than three music ensembles would be counted at this time.

THEATRE: All Theatre Acting (THAC), and Theatre Design courses would be counted in this program. These courses will align with new coding (THTR) in the coming year. *** THEA Courses may be considered with permission from the Department of Theatre.
Online and distance options: There are many courses available to students within MAP that are online. Therefore, this program will be of interest and can be marketed to distance students as a wonderful opportunity unique to University of Regina at this time. Not all departments have many online courses but the suite of distance and remote offerings continues to be developed, partly due to the operational requirements of the pandemic.

Length: Six courses allows for students to complete the program in one year while qualifying for student loans.

Laddering: This program easily ladders into the Certificate in Media, Art, and Performance (a 30 credit hour certificate that mixes more studies classes as well as other courses. This certificate also mirrors our qualifying program.)

Creative Practice course study: Students completing other programs of study such as psychology or education may want to use this certificate to qualify for graduate programs in Drama or Art Therapy.

Graduation: Students who completed the requirements for this certificate while working toward completion of a degree program may not apply to have the Certificate awarded if more than one year has elapsed since the degree was awarded.

Rationale: The Certificate in Creative Practice is a program for those who want to pursue creative practice courses that develop their emerging talents in one or more areas. The courses included in the program ensure foundational skills in university writing and research (including academic integrity) as well as sensitivity to Indigenous issues in the Arts. In addition, as noted with an asterisk, there are a number of courses that are available remotely or online so that this program can be completed by those living outside Regina such as International students, those living in the north, or just generally not available to attend face to face courses.

End of Motion

ITEMS FOR INFORMATION

Course Revisions (effective 202220)

ARTH 324 – Canadian Art and Cultural Identity
Art in Canada from the colonial period to the present. Students will be introduced to issues of culture, ethnicity and gender, in relation to the Canadian context.

***Prerequisite: ARTH 100 or INAH 100. Completion of 30 credit hours or permission of Department Head.***

THTR 215 - Understanding Performance Texts
This course introduces students to the tools needed for reading and analyzing dramatic texts. Exploring the dynamic relationship between script, stage, and audience, students will explore plays as a genre of literature as well as blueprints for theatrical production.

*** Prerequisite: ACAD 100 AND ENGL 100 OR ENGL110 Two OF ACAD 100, ENGL 100 OR ENGL 110. ***

THTR 225 - A Survey of Human Performance
Storytelling, mythology, and songs: this course introduces students to the study of scripted performance from the earliest records and possible origins to the present day. Theatre history(s) will be presented in survey, with particular case studies investigated in depth.

*** Prerequisite: ACAD 100 AND ENGL 100 OR ENGL110 Two OF ACAD 100, ENGL 100 OR ENGL 110. ***

*Note students may not receive credit for THTR 225 and THST 200.*

THTR 299 - Selected Topics in Theatre – an AA-ZZ series
Special topics or areas of special interest as required for groups of undergraduate students.

*** Prerequisite: ACAD 100 AND ENGL 100 OR ENGL110 Two OF ACAD 100, ENGL 100 OR ENGL 110 and the successful completion of 30 credit hours. ***
THTR 110 - Performance Foundations: Foundations in Devised Performance 3:0-0 3:1-3-0-1.5
This foundational performance class is designed to unleash creativity, create ensemble, and build strong physical and theoretical groundwork for a responsive, committed and creative theatre artist. This class will focus on theatre exercises and explorations as applied to devised work.
*Note: Registration is restricted to students enrolled in the BFA/BA (Devised Performance)*

THTR 101 – THEA 215AA – Introduction to Foundations of Improvisation 3:1-3-0-1.5
Saying Yes to Yes! An introduction to the fundamental skills of theatre improvisation. This course is a guide to improvisational choices through the use of theatre games and exercises, with an emphasis on artistic perception and creative expression.
*Note: Students cannot receive credit for THEA 215AA and/or THAC 362 and/or THAC 360AA*

THTR 121 - Behind the Magic: Costume Construction
Costumes help create an instantly recognizable character or help tell the story. This course not only gives students fundamental sewing skills (or further develops existing skills) but provides an introduction into pattern development, the role of costume in performance, and the language of costume building. It culminates with an explosion of creativity in support of the spring Cabaret (THTR 120) or the 4th year production (THTR 420) or special project.

THTR 199 - Selected Topic in Theatre - an AA-ZZ series
Special topics or areas of special interest as required for groups of undergraduate students.
***Prerequisite – ACAD 100 and ENGL 100 OR ENGL 110

THTR 202 - Introduction to Scriptwriting Playwriting
This course provides the foundations for writing a play. By experimenting with creative processes and forms students will take their writing from initial impulses to playable draft. Through writing exercises, readings and presentations, students will learn to critique their work and that of their peers. Students will be closely mentored through a variety of dramaturgical techniques. Of interest to play, script and media writers.
***Prerequisite – Two of ACAD 100, ENGL 100 or ENGL 110
*Note: Students cannot receive credit for THTR 202 and THEA 215 AE*

THTR 211 - Selected Topics in Foundational Work in Voice and Movement -an AA-ZZ series
In the studio students will learn foundational training and techniques as required by contemporary theatre performers. In the Selected topics and the areas of voice and movement, training/techniques as required for groups of undergraduate students. Pedagogy and curriculum in selected topics in voice and movement are not sequential.
***Prerequisite: THTR 210 OR THTR 110 and permission of the instructor. ***
*Note: students must complete both THTR 211 AA-ZZ and THTR 411 AA-ZZ in addition to 2 of THTR 311 AA-ZZ. Courses need not be taken sequentially.*

Dramaturgy is a magical recipe that ties together all the elements of a stage/film production and sometimes life in general. This class introduces essential historical texts exploring western and eastern approaches to performance. Students will also conduct practical dramaturgical research for the department's script-based production (THTR 310). How does a director use dramaturgy? What use is dramaturgy to a theatre maker? What is visual dramaturgy? Through multiple perspectives and multiple voices this class seeks to answer: what is dramaturgy and why is it important to performance creation?
***Prerequisite: Two of ACAD 100, and ENGL 100 OR ENGL 110 and successful completion of 15 credit hours at time of registration***

THTR 223 - Dramaturgy: Performance Power Decolonizing Dramaturgy
This class explores the potential of contemporary performance practices such as tanztheater, circus, and performance art. Lectures focus on the historical and contemporary avant-garde and the disruption of
In this class you might explore the dramaturgies of decolonization; or the dramaturgies of non-verbal theatre; or the dramaturgies of verbatim theatre; or the dramaturgies of new play development while also conducting dramaturgical work supporting an upcoming production/performance.

***Prerequisite: THTR 213 OR the successful completion of 30 credit hours and ENGL 110***

THTR 301 - Storytelling, Performance, and Theatre in Canada
The complex and exploration of storytelling traditions, Indigenous and settler performances and Canadian plays with an emphasis on production and historical contexts.

***Prerequisite: ACAD 100 and ENGL 100 and the successful completion of 45 credit hours OR ENGL 110 and the successful completion of 45 credit hours.***

*Note: Students cannot receive credit for THTR 301 and/or THEA 380 and/or THST 380.*

*Note: Cross-listed with English 314AA (Online and F2F).*

THTR 319 - Selected Topics in Applied Technical Theatre Theatre Practices - an AA-ZZ series
Selected topics in the areas of technical theatre, advanced scenography, painting, drafting, sound or projection design, props building, set and costume construction and others as required for groups of undergraduate students. Pedagogy and curriculum in selected topics in applied technical theatre practices are not sequential.

***Prerequisite: Two of THTR 112 and/or THTR 121 and/or THTR 212 OR the completion of 45 CH and permission of the instructor.***

*Note: students require 3 of THTR 319 AA-ZZ, some of which might be offered in the fourth year of study.*

*Note: Some THTR 319 AA-ZZ offerings may occur in the 4th year of study.

THTR 419 - Selected Topics in Applied Technical Theatre Theatre Practices - an AA-ZZ series
Selected topics in the areas of advanced technical theatre or advanced scenography, painting, drafting, sound or projection design, props building, set and costume construction and others as required for groups of undergraduate students. Pedagogy and curriculum in selected topics in applied technical theatre practices are not sequential.

***Prerequisite: Two of THTR 112 and/or THTR 121 and/or THTR 212 OR the completion of 45 credit hours and permission of the instructor.***

*Note: students require 4 of THTR 419 AA-ZZ some of which may be offered in the third year.***

*Note: Sometimes THTR 419 AA-ZZ may be offered in the third year of study***

THTR 320 – Creative Exploration in Devising and Imagining
Creating your own performance is both challenging and rewarding. This class begins the process of devising the final production. Using the dramaturgical, scenographic and performance skills acquired throughout their program thus far, the third year cohort will prepare the creative framework for the final project.

***Prerequisite: THTR 310***

THTR 414 - Professional Development Developing the Holistic Theatre Artist
This course is comprised of micro-credits which can include seminars, guest speakers, field trips, symposia and workshops (both in-house and out). It runs over both semesters of the fourth year but approved events in years two and three can count towards this class. 60-75 hours of micro-credits is the minimum requirement and this will be supported with other assignments.

***Prerequisite: Successful completion of 75 credit hours at time of registration.***

*Note: ENROLLMENT IS RESTRICTED TO BA/BFA THEATRE STUDENTS.*
Revision to credit hours for the following courses as outlined below, effective 202220:

THTR 210 - Scene Study/New Play Development 3:3-0 3:1-3-0-3
THTR 120 - Cabaret Class 3:3-0 3:1-3-0-3
THTR 221 - Fringe Festival Class 3:3-0 3:1-3-0-3
THTR 224 - Selected Topics in Performance - an AA-ZZ series 3:3-0 3:1-3-0-3
THTR 311 - Selected Topics in Voice and Movement - an AA-ZZ series 3:3-0 3:1-3-0-3
THTR 324 - Selected Topics in Performance - an AA-ZZ series 3:3-0 3:1-3-0-3
THTR 411 - Selected Topics in Voice and Movement - an AA-ZZ series 3:3-0 3:1-3-0-3

Historical Courses, effective 202220.
ART 390AI  Digital Photo in Contemp. Art
ART 396AE  Body Works
ARTH 201  Prehistoric and Ancient Art
ARTH 371  Japanese Art
ARTH 290AA  The Art of the Roman Empire
ARTH 290AB  Architecture and Religion
ARTH 290AO  Curating Latin America
ARTH 380AE  Art Gallery and Its Contexts
ARTH 380AG  Indigenous Art and Colonialism
ARTH 380AH  Childbearing & Infancy in 18 C
ARTH 390AA  Non-Western Art History
ARTH 390AC  K Utamaro and Women
ARTH 490AH  Collecting and Court Society
ARTH 495AA  ARTH Hon. Thesis
ART 396AC  Painting with Acrylic
ARTH 375  Narrative Art of Japan
ARTH 370  Modern & Arts of East Asia
ARTH 290AE  Exhibiting Culture in Museums
THTR 314  Puppets, Masks and Meaning

Inactive Courses, effective 202220.
ART 290AA  Sustainable Three Dimensional
ART 290AB  Ceramic Kiln Construction
ART 290AD  Intro to Mould and Cast Making
ART 290AE  Interactive Art
ART 290AF  Recycled/Reclaimed:Fibre + Art
ART 390AH  Intermediate 3D Studio
ART 490AD  Senior Ceramics Studies
ART 490AI  Senior 3D Studio
ARTH 372  Perspectives on Painting
ARTH 290AC  History of Sculpture
ARTH 290AD  Crossing Boundaries
ARTH 290AH  Rome and Florence
ARTH 290AS  Renaissance in Pop Culture
ARTH 380AA  Public Art and Public Spaces
ARTH 380AC  Portraiture & Pol. of Gender
ARTH 390AD  Art and Religion, c. 1400-1600
ARTH 490AL  Art and its Markets
ART 480  Advanced Intermedia I
ART 481  Advanced Intermedia II
ART 482  Advanced Intermedia III
ART 483  Advanced Intermedia IV
ART 484  Advanced Intermedia V
ART 396AD Gender Identity & Subjectivity
ARTH 202  Medieval Art History
ARTH 270  Traditional Arts of Asia
ARTH 214  18th Century Art & Arch
ARTH 490AJ Display in Architecture

Course Creation (effective 2022-20)

THTR 115 - Foundations of Scripted Performance 3:1-3:0-1.5
An introduction to some of the fundamental acting methods practiced by professional actors working in mainstream North American theatre and film.
*Note: Student cannot receive credit for THTR 115 and THEA 260 and/or THAC 260.*

THTR 116 - Foundations of Mediated Performance 3:1-3:0-1.5
An introduction to some of the fundamental acting methods and techniques used by professional actors working in mainstream North American film and streamed performance.
*Note: Student cannot receive credit for THTR 116 and THAC 290AA.*
*Note: A student enrolled in the BFA in DP&TC can only take this class with permission of the Department Head.*

THTR 430 - Theatre Research Seminar 3:3-0
In this course you might study a particular playwright, investigate a theme that runs through the work of several playwrights or explore a particular form of drama or performance. Throughout the semester, and with support from the Theatre Department, this class designs, organizes and presents an annual mini symposium which serves as a showcase for undergraduate research in theatre and performance.

End of Report from the Faculty of Media, Art, and Performance

4.6. FACULTY OF SCIENCE

ITEMS FOR APPROVAL

The Faculty of Science has approved the following program changes and offers them for approval.

4.6.1. CHEMISTRY AND BIOCHEMISTRY CO-OPERATIVE EDUCATION PROGRAM CHANGE

MOTION: Update the Chemistry/Biochemistry Co-operative Education Program as outlined below, effective immediately.

Page 54 2021-22 Undergraduate Calendar

Co-operative Education Program Entrance Requirements

During the placement cycle, the Co-op Office uses a computerized Match process to place students with employers. The process lets employers select candidates for interviews from all students eligible for Co-op employment. After the Match process, a Direct Offer system is used. Employers submit job descriptions, which are posted continually. Interested students apply, and the Co-op Office sends resumes to employers and sets up the interview.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>PGPA</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Number of</th>
<th>Required courses</th>
</tr>
</thead>
</table>

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Co-operative Education Program in Chemistry and Biochemistry

Entrance Criteria
At the time of application for admission to the placement cycle, a student:
- must have completed at least 21 credit hours toward a BSc degree, including CHEM 104 and CHEM 140;
- must have completed no more than 60 credit hours toward the BSc;
- must have achieved a minimum GPA of 72.50% in courses required for the major and overall;
- must be enrolled in a program to complete at least three (3) biochemistry/chemistry courses beyond CHEM 104, prior to commencement of the first work term.

Successful completion of three work terms is required for the Co-op designation, with a fourth work term being optional. Students follow a schedule of work/academic terms similar to that shown for Computer Science. To continue in the Co-op option, students must maintain a GPA of 72.50% and must enroll in at least 12 credit hours in academic terms between work terms. One of the first two work terms must be in a fall or winter term (i.e. both may not be in summer terms).

For further details, contact the Co-operative Education Office or the head of the Department of Chemistry and Biochemistry.

Rationale: This change was made to provide consistency between the Co-operative Education and Faculty of Science section in the undergraduate calendar.

End of Motion

4.6.2. ELECTIVE REQUIREMENTS IN BACHELOR OF SCIENCE PROGRAMS

MOTION: To update the elective requirements structure of Bachelor of Science programs to include INDG 100 and ENVS 100, effective 202230.

Bachelor of Science (BSc) (page 243-244)

A minimum of 66 credit hours must be taken in the Faculty of Science. Of these:
- A minimum of 42 credit hours in a major discipline;
- For BSc and BSc Honours students who are majoring in Geography, Economics and Psychology, courses within the major requirements are considered to be within the Faculty of Science. Additional courses in these disciplines will continue to be treated as Arts electives (see below); and
- A minimum of 18 credit hours in disciplines other than the major.
The following courses must be included:

- Six credit hours of natural science courses (must have a lab component). These courses are taught in the departments of Biology, Chemistry and Biochemistry, Geology and Physics;
- MATH 103 or MATH 110; CS 110;
- A minimum of 18 credit hours, including ENGL 100 and 110, must be taken in the Faculties of Arts and/or Media, Art, and Performance;
- Up to 36 credit hours of electives (as required to TOTAL: 120 credit hours), which may include a maximum of 18 credit hours in courses from faculties other than Science, Arts, La Cité, or Media, Art, and Performance.

1 The Faculty of Science encourages its students to include at least one of INDG 100 (Indigenous Studies) or ENVS 100 (Indigenous Environmental Studies) among their electives.

Rationale: This is part of the continuing efforts of the Faculty of Science to include Indigenous content in its programs.

End of Motion

4.6.3. DIPLOMA IN GENERAL SCIENCE ELECTIVE REQUIREMENTS

MOTION: To update the elective requirements structure of the Diploma in General Science to include INDG 100 and ENVS 100, effective 2022.

Diploma in General Science (page 243)

The Diploma in General Science is designed to introduce students to the methods and values of scientific inquiry. It encourages students to identify a field of study that interests them and to develop a deeper understanding of that field.

Eligibility requires that students complete courses representative of core science competencies and a concentration of courses in a particular field of study offered by the Faculty of Science. A maximum of 30 credit hours of eligible transfer credit may be used to meet the program requirements, and transfer credit may not be used to meet greater than half of the credits required to complete the concentration. (At least half of the credits used to meet the concentration requirements and program requirements must be completed at the University of Regina, as outlined in the Faculty of Science Residency Requirements.)

Students who have earned a previous degree in Science or Engineering at a Canadian post-secondary institution, or who have completed the requirements to graduate with a bachelor’s degree (or higher) in Science or Engineering are not eligible to graduate with a Diploma in General Science.

The Diploma in General Science is a laddering credential: courses used to complete the Diploma in General Science may be used subsequently to fulfill the requirements of any Bachelor of Science program offered by the Faculty of Science.
### Diploma in General Science

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<th>Course and Title</th>
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<tr>
<td>12.0 – 18.0</td>
<td>Completion of a Concentration in Science*</td>
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<tr>
<td>3.0</td>
<td>One Arts, La Cité, or Media, Art, and Performance course**</td>
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<tr>
<td>0.0-6.0</td>
<td>Science, Arts, La Cité, or Media, Art, and Performance course(s)</td>
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<tr>
<td>60.0</td>
<td>Total: 65.00% PGPA and 60.00% UGPA</td>
</tr>
</tbody>
</table>

*For the purposes of the Diploma in General Science, requirements for a Concentration in Science corresponds with the Minor requirements outlined in the Department section for each discipline.

** The Faculty of Science encourages students to include INDG 100 (Indigenous Studies) or ENVS 100 (Indigenous Environmental Science) for their electives.

**Rationale:** This is part of the continuing efforts of the Faculty of Science to include Indigenous content in its programs.

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**4.6.4. NEW CERTIFICATE IN FOUNDATIONS OF SCIENCE**

**MOTION:** To create the Certificate in Foundations of Science as outlined below, effective 2022/23.

The Certificate in the Foundations of Science introduces students to the foundations of scientific thought and equips students with knowledge and experience that provide a basis for postsecondary studies in science and related fields. As a one-year program at the introductory level, the Certificate in the Foundations of Science is suited to those students who have educational and career goals that do not necessarily lead to, or require, a Bachelor’s Degree or Diploma in Science.
A maximum of 9 credit hours of eligible transfer credit may be used to meet the program requirements of 30 credit hours.

Students who have earned a previous degree or two-year diploma in Science or Engineering at a Canadian post-secondary institution, or who have completed the requirements to graduate with a bachelor’s degree (or higher) in Science or Engineering are not eligible to graduate with a Certificate in the Foundations of Science.

The Certificate in Foundations of Science is a stackable credential: courses used to complete the Certificate in the Foundations of Science may be used subsequently to fulfill the requirements of the Diploma in General Science or any Bachelor of Science program offered by the Faculty of Science.

<table>
<thead>
<tr>
<th>Credit hours</th>
<th>Certificate in the Foundations of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>SCI 099</td>
</tr>
<tr>
<td>3.0</td>
<td>ENGL 100</td>
</tr>
<tr>
<td>3.0</td>
<td>BIOL 100 or 101</td>
</tr>
<tr>
<td>3.0</td>
<td>CHEM 104</td>
</tr>
<tr>
<td>3.0</td>
<td>CS 110</td>
</tr>
<tr>
<td>3.0</td>
<td>GEOL 102</td>
</tr>
<tr>
<td>3.0</td>
<td>MATH 103 or 110</td>
</tr>
<tr>
<td>3.0</td>
<td>PHYS 109</td>
</tr>
<tr>
<td>6.0</td>
<td>Any two electives from Arts, La Cité, Media, Art, and Performance, or Science*</td>
</tr>
<tr>
<td>3.0</td>
<td>Open elective*</td>
</tr>
<tr>
<td>30.0</td>
<td><strong>Total: 65.00% PGPA and 60.00% UGPA</strong></td>
</tr>
</tbody>
</table>

*From any Faculty, including Science. The Faculty of Science encourages students to include INDG 100 (Indigenous Studies) or ENVS 100 (Indigenous Environmental Science) for their electives.

**Rationale:** The Certificate in Foundations of Science aims to fulfill the following objectives:

a) to increase accessibility of postsecondary science education to students who may not have the means or desire to commit to a two-year diploma or four-year degree program;

b) to provide students who abandon their postsecondary studies for their own reasons financial, personal, etc.) with an opportunity to leave the University with a post-secondary credential (if they meet the requirements for the Certificate);

c) to allow students to remain in their own communities for their first year of Science by eventually offering most or all of the required courses for the Foundations of Science Certificate through the use of distance teaching and learning technologies.

End of Motion
ITEMS FOR INFORMATION

The Faculty of Science has approved the following course creations and updates and offers them for information only.

COURSE REVISIONS

Effective Date for all Changes: 202210

MATH 127  3:3-0  
Introductory Finite Mathematics II
Elementary linear programming, counting methods involving permutations and combinations, probability, statistics, regression, and consumer mathematics including interest calculations, annuities and amortizations. ***Prerequisite: Foundations of Math 20 or Precalculus 20 or Math B30 or AMTH 092 or MATH 101.*** *Note: Mathematics 127 is not algebra, nor pre-calculus, nor calculus. It satisfies the critical thinking requirement in the Faculty of Arts. Students outside of the Faculty of Education cannot take this course for credit if they have received credit for a MATH/STAT/ACSC course above 200.*

MATH 317  3:3-0  
Real Analysis
Construction of the real numbers, structure of metric spaces, continuous functions on metric spaces, convergence of series, differential equations. ***Prerequisite: MATH 217 and 313.***

MATH 411  3:3-0  
Real Analysis II  Measure and Integration
Measurable functions, Lebesgue integrals, Lp spaces, modes of convergence, signed measures, Radon-Nikodym Theorem. ***Prerequisite: MATH 313.***

MATH 431  3-0  
Differential Geometry I
Differential invariants of curves and surfaces in Euclidean three-space. ***Prerequisite: MATH 217.*** Differentiable manifolds, the tangent bundle, differential forms, and the general Stokes' theorem. ***Prerequisite: MATH 313 or MATH 335.***

Cross List the following courses with STAT 856, effective 202210.

ACSC 456 3:3-0  
Applied Stochastic Processes
An introduction to stochastic processes; Markov chains; Poisson processes; renewal processes; Brownian motion; simulation. ***Prerequisite: STAT 351.*** *Note: Credit can be earned for only one of STAT 456 and ACSC 456.*

STAT 456 3:3-0  
Applied Stochastic Processes
An introduction to stochastic processes; Markov chains; Poisson processes; renewal processes; Brownian motion; simulation. ***Prerequisite: STAT 351.*** *Note: Credit can be earned for only one of STAT 456 and ACSC 456.*

NEW COURSES

MATH 183  1:1-0  
Problem Solving Techniques I
A course on hands-on training in mathematical problem solving, with a view towards the Putnam Competition. The course covers strategies to tackle problems, as well as selected topics from algebra, combinatorics, number theory, geometry, and analysis. Note that this class carries only one credit hour. *** Prerequisites: Precalculus 30 with at least 75%, or Calculus 30, or Mathematics B30 and C30 with a grade of at least 65% in each, or MATH 102.***

MATH 283  1:1-0  
Problem Solving Techniques II
A course on hands-on training in mathematical problem solving, with a view towards the Putnam Competition. The course covers strategies to tackle problems, as well as selected topics from algebra, combinatorics, number theory,
geometry, and analysis. Note that this class carries only one credit hour. *** Prerequisites: MATH 183 or permission of the instructor.***

MATH 383  1:1:0
Problem Solving Techniques III
A course on hands-on training in mathematical problem solving, with a view towards the Putnam Competition. The course covers strategies to tackle problems, as well as selected topics from algebra, combinatorics, number theory, geometry, and analysis. Note that this class carries only one credit hour. *** Prerequisites: MATH 283 or permission of the instructor.***

MATH 443  3:3:0
Homological Algebra
A first course in homological algebra. Topics include modules over rings, chain complexes, homology, projective and injective resolutions, derived functors, abelian categories, derived categories, and selected additional topics. *** Prerequisites: MATH 222 and MATH 323.*** Cross list MATH 443 with MATH 843

MATH 335  3:0
Introduction to Differential Geometry
Differential invariants of curves and surfaces in Euclidean three-space. ***Prerequisite: MATH 217.***

Historical Course

MATH 432  3:3:0
Differential Geometry II
Continuation of topics covered in Differential Geometry I. ***Prerequisite: MATH 431.

End of Report from the Faculty of Science

4.7. FACULTY OF SOCIAL WORK

The University of Regina Faculty of Social Work and First Nations University Indigenous Social Work submit the following item for approval:

ITEM FOR APPROVAL

4.7.1. REVISIONS TO THE POST-SECONDARY ADMISSION REQUIREMENTS FOR PRE-SW / INSW QUALIFYING PROGRAMS

MOTION: To revise the Pre-Social Work and Indigenous Social Work Qualifying admission requirements for post-secondary transfer students as indicated below, effective 2022.

From the Undergraduate Admissions section (page 18) of the Undergraduate Calendar, 2021/22:

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work (U of R)</td>
<td>Social Work (U of R)</td>
</tr>
</tbody>
</table>
| Applicants to Pre-Social Work who have attempted 24 credit hours or more of approved post-secondary course must have achieved a minimum AGPA of 70% on all courses attempted or have completed a bachelor’s degree. Applicants who have completed less than 24 credit hours will be admitted on the basis of their high school courses or by Mature Admission and must present a UGPA of 70% on any post- | Pre-Social Work
Applicants to Pre-Social Work who have attempted 15 or more credit hours of approved post-secondary courses will be considered for admission on the following criteria:
- A minimum Admissions Grade Point Average (AGPA) of 70% based on a maximum of their 30 most recent credit hours of approved courses; or |

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secondary courses completed.  The completion of a bachelor’s degree.

To be added to the Undergraduate Calendar on page 18 above the current paragraph about admission requirements to the Certificate in Indigenous Social Work / Bachelor of Indigenous Social Work:

<table>
<thead>
<tr>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Social Work (FNUniv)</td>
</tr>
</tbody>
</table>

**Indigenous Social Work Qualifying**

**Applicants to Indigenous Social Work Qualifying who have attempted 15 or more credit hours of approved post-secondary courses will be considered for admission on the following criteria:**

- A minimum Admissions Grade Point Average (AGPA) of 70% based on a maximum of their 30 most recent credit hours of approved courses; or
- The completion of a bachelor’s degree.

**Rationale:**

- For consistency (goal for same requirement across faculties)
- Changing the point at which applicants are considered for post-secondary admission to the Pre-Social Work and Indigenous Social Work Qualifying programs from 24 to 15 credit hours because 15 credit hours is a sufficient indicator of success in post-secondary.
- Aligns with recent change to BSW admission requirement (approved at Faculty Council, but not yet presented at CCUAS)
- Aligns with recommendations from Enrollment Services.
- Aligns with other universities that only look at transferable courses or a certain number of credit hours. For example, University of Calgary uses the past 30 credit hours, University of Alberta uses the past two terms if they contain at least 24 credit hours, and University of Toronto uses the most recent annual average.
- Provides a stronger indicator of success:
  - By using only recent course work, we will have a clearer picture of what the student is capable of now, rather than what the student was capable of in the past.
  - Students who have had a difficult recent term resulting in lower grades than usual could quickly improve their GPA by having a strong 1-2 terms, whereas it could take quite a while to improve the current UGPA.
- In the past, Admission to INSW Qualifying followed U of R Pre-SW admission requirements. Now we are explicitly stating the INSW Qualifying requirements in the calendar for clarity.

End of Report from the Faculty of Social Work
4.8. CENTRE FOR CONTINUING EDUCATION

At their June 15, 2021 meeting, CCE’s Council approved the following items to be moved forward to CCUAS for consideration.

ITEM FOR APPROVAL

4.8.1. REVISION TO CCE HIGH SCHOOL ADMISSION REQUIREMENTS

**MOTION:** That the admission requirements to CCE Credit programs be revised as follows, effective 2022.

The following proposal from Enrollment Services simplifies CCE high school admission requirements, both from a student and a university processing perspective.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Education U of R or FNUniv High School Requirements Minimum Average: 65%</td>
<td>Centre for Continuing Education U of R or FNUniv High School Requirements Minimum Average: 65%</td>
</tr>
<tr>
<td>• English Language Arts A30 and B30</td>
<td>• English Language Arts A30</td>
</tr>
<tr>
<td>• One math or science course chosen from:</td>
<td>• English Language Arts B30</td>
</tr>
<tr>
<td>• Calculus 30</td>
<td>• Pre-Calculus 20</td>
</tr>
<tr>
<td>• Chemistry 30</td>
<td>• Pre-Calculus 30</td>
</tr>
<tr>
<td>• Computer Science 30</td>
<td>• Physics 30</td>
</tr>
<tr>
<td>• Earth Science 30</td>
<td>• Two 30-level courses from the areas of Languages, Sciences, English Language Arts, Mathematics, or Social Studies (see <a href="http://www.curriculum.gov.sk.ca">www.curriculum.gov.sk.ca</a> for list of courses)</td>
</tr>
<tr>
<td>• One language, social science, or fine/performing arts course chosen from:</td>
<td>• One additional 30-level course</td>
</tr>
<tr>
<td>• Arts Education 30</td>
<td>• Law 30</td>
</tr>
<tr>
<td>• Christian Ethics 30</td>
<td>• Mandarin 30</td>
</tr>
<tr>
<td>• Cree 30</td>
<td>• Music 30</td>
</tr>
<tr>
<td>• Drama 30</td>
<td>• Native Studies 30</td>
</tr>
<tr>
<td>• Economics 30</td>
<td>• Psychology 30</td>
</tr>
<tr>
<td>• French 30</td>
<td>• Social Studies 30</td>
</tr>
<tr>
<td>• Geography 30</td>
<td>• Spanish 30</td>
</tr>
<tr>
<td>• German 30</td>
<td>• Ukrainian 30</td>
</tr>
<tr>
<td>• History 30</td>
<td>• Ukrainian Language Arts 30</td>
</tr>
<tr>
<td>• Latin 30</td>
<td>• Visual Art 30</td>
</tr>
<tr>
<td>• One of:</td>
<td>• One of:</td>
</tr>
<tr>
<td>• Accounting 30</td>
<td>• Photography 30</td>
</tr>
<tr>
<td>• Catholic Studies 30</td>
<td>• Theatre Arts 30</td>
</tr>
<tr>
<td>• Entrepreneurship 30</td>
<td>• Wildlife Management 30</td>
</tr>
<tr>
<td>• Graphic Arts 30</td>
<td>• One additional course from the two bulleted lists immediately above.</td>
</tr>
<tr>
<td>• Information Processing 30</td>
<td></td>
</tr>
</tbody>
</table>

Note: For applicants to the Certificate in Indigenous Access Transition Education Certificate (IATEC), a 20-level math or science course will be substituted if students are missing a 30-level math or science requirement.
Background:

CCE admission requirements follow the Faculty of Arts’ requirements. This proposal was approved at Faculty of Arts Council and at the CCUAS meeting held in May, 2021.

Rationale:

Proposal from Enrolment Services

Our admissions practices have become convoluted and inconsistent over the years and have not been looked at with a university-wide lens for some time. Currently, each faculty has its own long list of high school courses that can be used for admissions purposes. These courses are used in the calculation of the final admission average for students who are admitted based on high school.

In doing research of high school admissions requirements in universities across Canada, many have a simplified approach that uses one set of high school courses for all (or most) programs for calculating admission averages, and a separate set of program-specific required courses that are not used in the admission average calculation. Examples of universities that use this method include University of Saskatchewan, University of Winnipeg, and University of Toronto. This approach is simple for students to understand and allows for consistency across programs.

One positive aspect of the way we currently process high school admissions is that many faculties allow one or two fine art, physical education, language, or other courses (ex. accounting) to be included in the average calculation. This shows that we appreciate all types of knowledge and value well-rounded learners. Guidance counsellors often express their appreciation of this practice. The downsides of this practice are that lists of accepted courses become long and convoluted, and the process for deciding which subjects are included in lists is not consistent between faculties.

We propose that in order to combine the best of both worlds (the simplified approach along with our current practice of accepting a variety of high school courses), the University of Regina should have two separate final admission average calculation formulas, and every faculty would use one of these two formulas. Any required courses that are not listed in the formulas would be listed separately as requirements but would not be used in the final admission calculation.

End of Motion

ITEM FOR INFORMATION

The following revisions will be made to the CCE introduction section of the Undergraduate Calendar.

CENTRE FOR CONTINUING EDUCATION

CCE Programs and Services

The Centre for Continuing Education is an approved academic unit of the University of Regina.

At CCE, we believe that learning is a lifelong experience and doesn’t start or stop with a degree. To grow and thrive, both personally and professionally, each of us will continue building skills and knowledge across a career and a lifespan.

The Centre for Continuing Education (CCE) links the University’s resources to individual and group learning needs, our communities of individuals, employers and industry in the community, Regina, across Saskatchewan, and beyond our borders, nationally and internationally.

The Centre for Continuing Education’s mandate is to meet lifelong learning needs by offering high quality, flexible and accessible, innovative and responsive education and training programs to learners of all ages that build on the strengths of, and collaborating with, the resources of the University and community.

A wide selection of programs is offered in seven general categories. CCE offers:
1. Undergraduate certificate and bridging programs for adults seeking to upgrade their qualifications or pursue new career paths. Programs can normally be completed within one to five years.

2. **Nights, online, Saturday, spring and summer credit courses.** All applicable to degree, diploma and certificate programs. Program courses offered outside the traditional Monday to Friday schedule, including early morning, evenings, weekends and spring/summer offerings.

3. Collaborative programming with University Faculties, Federated and Regional Colleges to deliver credit courses, including off-campus, face-to-face, live-streamed, online and blended classes. Off-campus, Face-to-face, Live-streamed and video conference courses, which carry credit toward a University degree.

4. English as a Second Language provides programming, providing students with oral and written English language skills sufficient to meet requirements for admission to University certificate and degree programs, as well as the Government of Canada’s Language Instruction for Newcomers (LINC).

5. Lifelong Learning Centre: **Learning opportunities programming**, providing personal enrichment programs for adults, on and off-campus, and alongside applied research and outreach projects in Saskatchewan and beyond.

6. Conservatory of Performing Arts offers programming, offering group classes and private instruction in music, dance, theatre, film and video, and spoken and dramatic arts and drama for children and adults of all ages.

7. **Certificates and Professional certificates, seminars, and microcredentials, supporting for professionals in their career and development goals, including URegina alumni, by emphasizing real-world expertise while balancing theoretical and practical information in every course.**

Mailing Address:
Centre for Continuing Education
University of Regina
3737 Wascana Parkway
Regina, SK S4S 0A2
Website: [www.uregina.ca/cce/](http://www.uregina.ca/cce/)
Student and Instructor Services (Credit and Non-credit)

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Student and Instructor Services (Credit) and Student Services (Non-credit) offer support services to CCE students, instructors, and internal and external partners in the following areas:

- Admissions (Credit) and Registrations (Credit and Non-Credit)
- Exam Invigilation (Credit)
- Instructor Appointments (for credit and non-credit courses administered by CCE)
- Scheduling of courses (for credit and non-credit courses administered by CCE)

General Inquiries and information on support services provided for Career and Professional Development (Credit) and Flexible Learning Divisions can be directed to:

**Student and Instructor Services (Credit)**
Centre for Continuing Education
University of Regina
Room 212, College Avenue Campus
2155 College Avenue
Regina, SK S4S 0A2 Tel: 306-585-5807
Email: CCE.StudentServices@uregina.ca
Website: [www.uregina.ca/cce/](http://www.uregina.ca/cce/)

Inquiries for support services provided for Career and Professional Development (Non-credit) Division, Conservatory of Performing Arts Division, and Lifelong Learning Centre can be directed to:

**Student and Instructor Services (Non-credit)**
Centre for Continuing Education
University of Regina
Room 118, College Avenue Campus
2155 College Avenue
Regina, SK S4S 0A2
Tel: 306-585-5748
Email: SIS.noncredit@uregina.ca
Website: [www.uregina.ca/cce/](http://www.uregina.ca/cce/)
**Student Academic Policies**

Students enrolled in CCE programs at the University of Regina must follow the academic and other policies and procedures of the University. The following policies apply to students enrolled in credit and non-credit certificates, as well as students enrolled in the ESL program.

**Academic Misconduct**

Students enrolled in CCE programs at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. Plagiarism is a form of intellectual dishonesty in which another person’s work is presented as one’s own. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, or expulsion from the University. Refer to the [Academic Regulations](#) section in this Calendar for University regulations on academic misconduct.

**Appeal Guidelines and Procedures**

The CCE Student Appeals Committee (or its delegate) will hear all appeals and applications by students in connection with academic action decisions, including probation, discontinuance, re-admission after RTD, MW, and exceptions from program requirements. The committee does not hear appeals of grades; consult the [Academic Regulations](#) section.

Appeals are to be made in writing within two weeks of notification of the academic action and addressed to:

Chair, Student Appeals Committee  
Care of the Director's Office  
Centre for Continuing Education, Room 219  
College Avenue Campus, University of Regina 3737 Wascana Parkway  
Regina SK S4S 0A2

Late appeals will not be heard.

Appeal guidelines and information about the supporting documentation that may be needed by the Student Appeals Committee are available at [www.uregina.ca/cce](http://www.uregina.ca/cce).

Appeals of CCE decisions may be heard by the Council Committee on Student Appeals (see the [Student Code of Conduct and Right to Appeal](#) section). The decision of CCE with respect to admission and conditions for continuation is final.

Students may appeal the imposition or severity of a penalty for misconduct (academic or non-academic) to the Council Discipline Committee. Requests for a hearing must be submitted as per the procedure outlined in the [Student Code of Conduct and Right to Appeal](#) section for definitions and guidelines related to Academic and Non-academic Misconduct.

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**End of Report from the Centre for Continuing Education**
4.9. REPORT FROM THE REGISTRAR’S OFFICE

ITEMS FOR APPROVAL

4.9.1. REVISE THE DEFINITION OF EQUATED CREDITS

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equated Credits</td>
<td>Equated Credit Hours</td>
</tr>
<tr>
<td>The number of contact hours (time spent in class) in the Academic Recovery Program (ARP) which aids students in progressing their course of study while maintaining their full-time status.</td>
<td>The number of contact hours (time spent in class) in specific programs that aids students in maintaining full-time status while they progress in their course of study. Specific programs may include, but are not limited to, Co-op work terms, Academic Recovery Program, Arts Transition Program, Pathway Program, Arts Qualifying Year, and Summer Bridge Program. Equated credit hours are not included in the total credit hours required for a credential.</td>
</tr>
</tbody>
</table>

Rationale: The proposed definition includes all programs with equated credit hours and clarifies that equated credit hours are not included in the total credit hours required for a credential.

End of Motion

4.9.2. ACADEMIC RECOVERY PROGRAM REVISIONS

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Recovery Program (ARP) is a two-term program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically. These include participating in support workshops, creating a personal and professional development portfolio, and participating in guided study sessions. Students will have access to additional tutoring and support as well as academic success advice from experts.</td>
<td>The Academic Recovery Program (ARP) is a two-term program that gives students who have experienced difficulties in university an opportunity to strengthen their study skills, evaluate their education and career direction, and build strategies to aid with future academic and personal goals. Students will take credit courses and participate in other activities designed to help them succeed academically.</td>
</tr>
</tbody>
</table>

Rationale: ARP is a two-term program and has three different curricula, one per term, to avoid
unnecessary repetition. The activities proposed vary per term and also per delivery modality (online or face-to-face). The activities are clearly displayed on UR Courses and course syllabi.

2. Program Eligibility

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any U of R student who needs extra support is encouraged to apply to the ARP. Acceptance is dependent on faculty regulations.</td>
<td>Any U of R student who needs extra support is eligible to apply to the ARP. Students facing a Must Withdraw (MW) are encouraged to apply to the ARP. Acceptance is dependent on faculty regulations.</td>
</tr>
</tbody>
</table>

**Rationale:** Students not facing an MW are discouraged from doing ARP. ARP can be done only once and students may need the program in a future term.

3. Application and Deadline for Application

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the ARP is not automatic. Students must submit a program application form and have a meeting with the Intake Advisor to determine admissibility. A personal statement by the student describing why they would be a good candidate for the ARP must accompany the application. The deadline for submission of applications and acceptance into the program is the start of the term.</td>
<td>Admission to the ARP is not automatic. Students must submit a program application form. A meeting with the Intake Advisor may be needed to determine admissibility. A personal statement by the student describing why they would be a good candidate for the ARP must accompany the application. The deadline for submission of applications and acceptance into the program is the day before the last day to add/drop courses.</td>
</tr>
</tbody>
</table>

**Rationale:** A meeting with Intake Advisor is not a requirement to determine admissibility. The meeting may become a requirement if the ARP application is incomplete or inconsistent, or when students need to be informed of additional conditions to their admission. ARP applicants often communicate with an ARP Intake Advisor and have all their questions answered prior to submitting their applications.

ARP applicants are students facing either a Must Withdraw or a Required to Discontinue academic action. Students are assessed for academic actions at the end of each term and only after all their grades are in the system. Unfortunately, it is not always possible for the faculties to assess students by the start of the new term, and the majority of these students are notified about the MW/RTD and ARP just a few days before the add/drop deadline.

4. Cost and Funding

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cost of the ARP is $900 per term for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses. The equated credit will be considered as credit hours for funding purposes.</td>
<td>The cost of the ARP is $900 per term for six hours of equated credit, plus regular tuition and course fees for credit and non-credit courses.</td>
</tr>
</tbody>
</table>

**Rationale:** A definition of “equated credit” was recently added to the Glossary and Abbreviations section of the Undergraduate Calendar.
## 5. Time Commitment

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Commitment</strong></td>
<td>Academic Recovery Program Requirements</td>
</tr>
<tr>
<td>Each week students will be required to attend 10 to 17 hours in addition to homework and student time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SSW ACT:</strong></td>
<td><strong>SSW ACT:</strong></td>
<td><strong>SSW ACT:</strong></td>
<td><strong>SSW ACT:</strong></td>
</tr>
<tr>
<td>(six equated credit hours for funding purposes) - required</td>
<td>(six equated credit hours for funding purposes) - required</td>
<td>six equated credit hours</td>
<td>six equated credit hours</td>
</tr>
<tr>
<td><strong>One Course</strong> (three credit hours) - required</td>
<td><strong>ACAD 100</strong> (three credit hours) - required</td>
<td><strong>One Course</strong> - required three credit hours</td>
<td><strong>ACAD 100</strong> - required three credit hours</td>
</tr>
<tr>
<td><strong>One Course</strong> (three credit hours) - optional</td>
<td><strong>One Course</strong> (three credit hours) - optional</td>
<td><strong>One Course</strong> - optional three credit hours</td>
<td><strong>One Course</strong> - optional three credit hours</td>
</tr>
<tr>
<td><strong>One Course</strong> (three credit hours) - optional</td>
<td></td>
<td><strong>One Course</strong> - optional three credit hours</td>
<td></td>
</tr>
</tbody>
</table>

SSW ACT is a weekly eight-hour program, and it includes workshops on academic success, personal and academic coaching, guided study sessions, and action lab. SSW ACT is a pass/fail zero-credit course required for students enrolled in ARP. There are weekly mandatory sessions and attendance is required. The course provides tools and strategies for academic success.

A minimum of three credit hours per term is required. If a student has already passed ACAD 100, another course may be substituted.

**Rationale:** The subtitle “Time Commitment” should say “Requirements” since the table below it shows the ARP requirements. The amount of weekly hours varies according to the delivery method (online or face-to-face). The SSW ACT definition proposed is more accurate than the current one.

## 6. Completion of the Academic Recovery Program

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must fulfill all requirements of the program to successfully complete the ARP, as follows: A minimum grade of 60% is required in each credit course. The non-credit portion must be passed, including successful portfolio development and adherence to the attendance policy.</td>
<td>Students must fulfill all requirements of the program to successfully complete the ARP, as follows: A minimum grade of 60% is required in each credit course. The non-credit portion must be passed, including adherence to the attendance policy.</td>
</tr>
</tbody>
</table>

**Rationale:** Remove “successful portfolio development and.” The term “portfolio” is not used since 2014-2015.
7. Students with a RTD or a MW in the Appeals Process

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
</table>
| Students who are in the process of appealing an academic action of RTD or MW have two options:  
• they can complete the appeal process;  
• they can abandon the appeal process and apply for admission to the ARP; or  
• they can opt to pursue their appeal and if it is successful, proceed in their program according to the conditions of the appeal. If the appeal is unsuccessful, students may decide to apply to the ARP. | Students who are in the process of appealing an academic action of RTD or MW have two options:  
• they can opt to pursue their appeal and if it is successful, proceed in their program according to the conditions of the appeal. If the appeal is unsuccessful, students may decide to apply to the ARP; or  
• they can abandon the appeal process and apply for admission to the ARP. |

**Rationale:** It says “two options” and it presents three. Remove first option. Since the subsection is about appeals that are in process, it is proposed that the order of the two remaining options changes to first show “pursue appeal,” and then “abandon appeal.”

8. Status of RTD and MW on Admission to and Completion of ARP

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>When students are successfully admitted to the ARP program their MW or RTD status will be suspended. The MW or RTD status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.</td>
<td>When students are successfully admitted to the ARP program their MW or RTD status will be placed on hold. The MW or RTD status will be reinstated in the event the student discontinues the program and/or is unsuccessful in the program on the date of withdrawal or the end of the term the student is deemed to be unsuccessful.</td>
</tr>
</tbody>
</table>

**Rationale:** “MW on hold” and “RTD on hold” are the academic actions that appear on the advising reports.

9. Program Status on Completion of ARP

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty, federated college, or academic unit, and ARP, will result in students being able to automatically continue in the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing. Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will be determined when students enter the ARP.</td>
<td>Successful completion of the ARP, which includes the meeting of all conditions set out by the faculty, federated college, or academic unit, and ARP, will result in students being able to automatically continue in the faculty, federated college, or academic unit that approved their ARP application. Conditions may be placed on the student’s continuance by the faculty/college or the ARP. These conditions will be determined when students enter the ARP.</td>
</tr>
</tbody>
</table>

**Rationale:** Some students can be sponsored by another faculty, federated college, or academic unit as per the subsection “Acceptance.” It is important to state that upon successful completion of ARP, these students will be allowed to continue in the faculty, federated college, or academic unit that sponsored them into ARP and not in the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW).
Students who continue their studies following successful completion of the ARP and have a GPA that continues to fall below the faculty and university minimum acceptable averages will be allowed an additional 15 credit hours of probation.

Unsuccessful completion of the ARP will result in enforcement of the original academic action. In this case, credit courses taken as part of the ARP will be used toward determining further academic action.

Rationale: The attainability of students' UGPA being the University minimum average (60%) is taken into account for the additional 15 credit hours of probation.

The academic action originated from failing to increase the UGPA to 60% by the end of the term in which students complete the additional 15 credit hours is based on the academic action received prior to entering ARP. RTD’d and MW’d students may study 4-5 additional terms after having received the RTD/MW (two terms of ARP plus the additional 15 credit hours). The consequence of failing to increase the UGPA to 60% by the end of the term in which students complete the additional 15 credit hours for RTD’d students is an MW, and for MW’d students is an MW6 (indefinite).

10. Policies and Regulations within the Academic Recovery Program

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who continue their studies following successful completion of</td>
<td>Students who continue their studies following successful completion of</td>
</tr>
<tr>
<td>the ARP and have a GPA that continues to fall below the faculty and</td>
<td>the ARP and have a UGPA that continues to fall below the university</td>
</tr>
<tr>
<td>university minimum acceptable averages will be allowed an additional</td>
<td>minimum acceptable average (60%) will be allowed additional 15 credit</td>
</tr>
<tr>
<td>15 credit hours of probation.</td>
<td>hours of probation. Failure to increase the UGPA to 60% by the end of</td>
</tr>
<tr>
<td>Unsuccessful completion of the ARP will result in enforcement of the</td>
<td>the term in which they complete the additional 15 credit hours will</td>
</tr>
<tr>
<td>original academic action. In this case, credit courses taken as part</td>
<td>result in a Must Withdraw (for students who entered ARP facing an RTD)</td>
</tr>
<tr>
<td>of the ARP will be used toward determining further academic action.</td>
<td>or a Must Withdraw Indefinite (for students who entered ARP facing an</td>
</tr>
<tr>
<td></td>
<td>MW). These students are assessed by their faculties at the end of the</td>
</tr>
<tr>
<td></td>
<td>term in which they complete the additional 15 credit hours.</td>
</tr>
<tr>
<td></td>
<td>Unsuccessful completion of the ARP will result in enforcement of the</td>
</tr>
<tr>
<td></td>
<td>original academic action. In this case, credit courses taken as part</td>
</tr>
<tr>
<td></td>
<td>of the ARP will be used toward determining further academic action.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>a) The Intake Advisor must approve all credit course selection made by</td>
<td>a) The Intake Advisor must approve all credit course selection made by</td>
</tr>
<tr>
<td>program participants in conjunction with their academic advisors.</td>
<td>program participants in conjunction with their academic advisors.</td>
</tr>
<tr>
<td>Students are limited to up to three 3-credit hour courses per term of</td>
<td>Students are limited to up to two 3-credit hour courses on the first</td>
</tr>
<tr>
<td>the program, including the mandatory credit course offerings.</td>
<td>term of the program, and three 3-credit hour courses on the second term</td>
</tr>
<tr>
<td>b) Students must succeed in all components of the program each term in</td>
<td>b) Students must succeed in all components of the program each term in</td>
</tr>
<tr>
<td>order to continue their studies at the University of Regina.</td>
<td>order to continue their studies at the University of Regina.</td>
</tr>
<tr>
<td>c) Students who enter the ARP as the result of an MW and do not</td>
<td>c) Students who enter the ARP as the result of an MW and do not</td>
</tr>
<tr>
<td>successfully complete Term 1 or 2 of the program will have their MW</td>
<td>successfully complete Term 1 or 2 of the program will have their MW</td>
</tr>
<tr>
<td>reinstated and be forced to withdraw from the university.</td>
<td>reinstated and be forced to withdraw from the university.</td>
</tr>
<tr>
<td>d) Students who enter the ARP after they receive an MW and successfully</td>
<td>d) Students who enter the ARP after they receive an MW and successfully</td>
</tr>
<tr>
<td>complete Term 1, but do not enroll in Term 2 will have their MW</td>
<td>complete Term 1, but do not enroll in Term 2 will have their MW</td>
</tr>
<tr>
<td>reinstated and be forced to withdraw from the university. In normal</td>
<td>reinstated and be forced to withdraw from the university.</td>
</tr>
<tr>
<td>circumstances Term 1 and 2 must be sequential, either fall to winter,</td>
<td>Students who enter the ARP as the result of an RTD and do not</td>
</tr>
<tr>
<td>winter to Spring/Summer or fall, or spring/summer to fall.</td>
<td>successfully complete Term 1 or 2 of the program will be assessed for</td>
</tr>
<tr>
<td></td>
<td>further academic action and may be forced to withdraw from the</td>
</tr>
<tr>
<td></td>
<td>university.</td>
</tr>
</tbody>
</table>

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e) Students who have not received an MW and enroll in ARP will not be required to complete both terms.

f) Students may begin the program in either the fall, winter, or spring/summer terms.

g) If students successfully complete the ARP, they will automatically be re-admitted to the program and faculty from which they were required to discontinue (RTD) or forced to withdraw (MW), with the exception of the Faculty of Nursing. Faculty/college specific conditions may be placed on the students upon entry into the ARP.

h) If a student fails to complete the requirements of ARP and has previously been unsuccessful in the Arts Transition Program, then the student will be forced to withdraw from the University of Regina indefinitely.

e) Students who have not received an MW and enroll in ARP may not be required to complete both terms. The decision will be made by the student’s faculty, federated college, or academic unit in consultation with the Academic Transition Programs Coordinator.

f) Students may begin the program in either the fall, winter, or spring/summer terms.

g) If students successfully complete the ARP, they will be allowed to continue in the faculty that approved their ARP application. Faculty/college specific conditions may be placed on the students upon entry into the ARP.

h) If a student fails to complete the requirements of ARP and has previously been unsuccessful in the Arts Transition Program, then the student will be forced to withdraw from the University of Regina indefinitely.

**Rationale:**

a) As per the ARP requirements, students are limited to two 3-credit hour courses in term 1 and three 3-credit hour courses in term 2 of the program.

c) Both MW’d and RTD’d students do ARP. There was nothing explaining what happens for RTD’d students who fail ARP.

e) Students may be required to complete both terms of the program. This is decided based on a number of factors such as performance in term 1 of ARP and current UGPA.

g) *Same as 9.1 rationale.*

End of Report from the Registrar’s Office

5. **Adjournment**
Registrar’s Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Health and Medical Humanities

Type of Program:

<table>
<thead>
<tr>
<th>Credential Name</th>
<th>Specified Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Certificate</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
<td></td>
</tr>
<tr>
<td>After Degree</td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td></td>
</tr>
</tbody>
</table>

Credential Name (if different from Program Name): n/a

Faculty(ies)/School(s)/Department(s): Arts

Expected Proposal Submission Date (Month/Year): 04/2021

Expected Start Date (Month/Year): 01/2022

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The medical humanities have an over 50-year history in support of the training of physicians. Programming is directed to medical students, and delivered through medical programs. The health humanities have arisen over the past decade as a means to address the needs of students and practitioners across the breadth of the health professions, and as a field of study in the humanities that includes the study of ethics, the arts, creativity, literature, history, philosophy, religious studies, anthropology, women’s and gender studies, as well as other disciplines, as they intersect health concerns. The combination of the medical humanities with the health humanities occurs in institutions like the U of R that do not have a medical school but wish to deliver to students the benefits that studying the health and medical humanities can provide for their pre-professional preparation (in the case of pre-medicine and pre-dentistry, etc., students), their professional preparation (e.g., Nursing, Health Studies, Public Policy, etc.) and/or their interest in the humanities and health. The certificate will be of interest to students in the Humanities, Social Sciences, Science, KHS, Education, and other areas where health policy, health and illness, and other matters relating to health in society and culture are studied. Students aiming to study medicine will benefit from the certificate, and additionally individuals who are already professionals engaged in their careers will benefit from the opportunity to further expand their education in relation to their work. Across the U of R, there are a great number of students who pursue health-related studies, so a certificate program that provides several core courses to draw together the health and medical humanities as a field of study, supplemented by existing courses that already address health issues, will provide formal recognition and professional preparation to them. A first offering of HUM 170, Introduction to Health and Medical Humanities, in Fall 2020 was fully enrolled even though it could only serve as an elective to students given that the course is not attached to a program. Further, the students came from all areas of the university, and several were professionals who took the class to expand their understanding...
2. What are the key objectives and/or goals of this program and how will it be delivered?

Key objectives are to deliver a program that:

- comprises and exploration of health through the methods and materials of the creative arts, humanities, and social sciences;

- provides understanding of the Health and Medical Humanities as a broad interdisciplinary field that examines the inter-relationship between medicine, health, society, and culture across a range of times and places; and understanding of how human societies in the past and present construct and engage with health, wellness, illness, medicine, healing, and the body form the focus of the certificate, drawing knowledge domains that privilege social, cultural, and human perspective on these topics;

- delivers a program that will be of interest to students in the humanities, social sciences, pre-medicine, nursing, creative arts, and the natural and health sciences, and whatever considerations of health intersect disciplinary study and practice;

- and that delivers a program that will afford those working in the health professional – broadly conceived – the opportunity to frame their professional contexts within the theoretical and applied considerations of the health and medical humanities.

It is the intention to offer all core course as remote-deliver courses. HUM 170 is already approved for development as a distance learning course via CCE. The proposed HUM 270 and HUM 370 will be initially delivered remotely with the intention to develop them for distance learning as well. The rationale is that given that the students are drawn from all over campus, as well as from people already working, the greatest reach will be achieved by offering flexibility to students. As there are a large number of courses to draw from for the electives, students will have significant choice in any given year in terms of when they take those classes, so it is not necessary to deliver electives remotely.

3. How does this program compare to similar programs (Provincial/National)?

There are no similar programs in Saskatchewan, so this will offer completely new opportunities to students. Nationally, there is a newly-formed minor in Health Humanities at the University of Toronto Scarborough, which is broader in scope, and Dalhousie University, in collaboration with King’s University College, offers a 12-credit certificate in Medical Humanities. There appear to be no other similar programs in Canada. Some universities with medical schools offer medical humanities seminars to their medical students, but do not have a formal program as such. The proposed HMH Certificate is most similar to the Dalhousie/King’s program in that it offers several core courses that are supplemented by existing courses drawn from a wide range of Arts disciplines so that students can construct a certificate that fulfills their interests.

4. List the expected benefits of the program to University of Regina students.

Key benefits to University of Regina students are:

- exposure to the health and medical humanities as a vibrant and necessary field of study for all interested in health
- delivery of a program to formalize the health and medical humanities
- strengthening of preparation for pre-professional students
- providing context for students who wish to study an aspect of health and the health professions
- the offering of a program that is unique to the U of R as the only health and medical humanities program in Saskatchewan, and only the third in Canada
- providing new opportunities in the city and province for those already in the health fields to return to university to augment their education

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

There is no overlap with, or duplication of, current programs.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty’s Strategic Plan?

Please see the discussion below relating to the U of R’s Strategic Plan.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

The program supports strategic aims in the 2020-2025 strategic plan. In particular:

- strategic focus area 1: Discovery – students will be empowered through a grounded educational opportunity in the health fields, contextualized by the humanities, to better engage in their future careers in the health fields, or as creative practitioners who intersect health

- strategic focus area 2: Well-being and Belonging – students will gain knowledge of their health and well-being through interdisciplinary lenses and thus be better prepared to find balance in their lives

- strategic focus area 5: Identity and Impact – the certificate will mark the U of R as a unique institution in Saskatchewan in its delivery of a program in the health and medical humanities, and it will be only the third university nationally to do, which will strengthen our national impact; further, the program will have an impact in the health professions by providing graduated who have a well-balanced education in the health fields.

3. Are there any other strategic considerations for this program?

N/A

4. Does this program support external and/or community needs? Please attach letters of support if available.

There is a demonstrated need for further professional training in the health and medical humanities: this is demonstrated by the enrollment of students in the first offering of HUM 170 of students who are in the
professions (e.g., an addictions counsellor from New Brunswick took HUM 170 as a way to augment their professional training). It is expected that there will be external demand for the program as a consequence.

IV. PROGRAM PLAN

1. What are the program admission requirements?

All students who are admitted to the U of R, regardless of Faculty/program, are eligible to enroll in the program.

2. Insert the proposed curriculum here.

<table>
<thead>
<tr>
<th>Course Name or Subject Area</th>
<th>Subject and Course Number(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 170, Introduction to Health and Medical Humanities</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>HUM 270, Foundations in the Health and Medical Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM 370, Applications in the Health and Medical Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elective Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 242AC, Anthropology of Death</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CLAS 120, Latin and Greek in Scientific Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 386AL, Health, Trauma, and Loss in Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST 271, Health, Disease and the Body: The History of Medicine in Western Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 273, Biomedical Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 383, Health Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 388AF, Psychology of Evil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RLS 290AM, Death and Dying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RLS 290BB, Religion, Spirituality and Health: Beliefs, Practices, Impacts and Implications</td>
<td></td>
<td></td>
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<tr>
<td>SOC 222, Sociology of Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGST 202, Women and Reproductive Technologies: Ancient and Modern</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Is any of the curriculum new or under development? If so, list here.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject and Course Number</th>
<th>New</th>
<th>UD</th>
<th>Anticipated Date of Course Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Health and Medical Humanities</td>
<td>HUM 170</td>
<td>X</td>
<td></td>
<td>First delivered in Fall 2020</td>
</tr>
<tr>
<td>Foundations in the Health and Medical Humanities</td>
<td>HUM 270</td>
<td>X</td>
<td></td>
<td>W2022</td>
</tr>
<tr>
<td>Applications in the Health and Medical Humanities</td>
<td>HUM 370</td>
<td>X</td>
<td></td>
<td>W2022</td>
</tr>
</tbody>
</table>

Note: Please attach new and under development course descriptions as appendices.
4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

15 credit hours

5. Are there any program specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

No

6. What is the source of students for the program?

Students will be drawn from across campus given the broad interdisciplinary constitution of the health and medical humanities. The certificate is expected to supplement their major or pre-professional program. Some students will be drawn from the health professions – broadly defined – as such students will want to add to their professional training.

7. How will students be recruited to the program?

Campion College is committed to providing support to recruit students to the program via advising, and dissemination of information about the program and offerings across campus and in the community.

8. What is the expected 5-year enrolment?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

9. How will prospective and current students receive academic advising?

Advising will be provided through the Faculty of Arts, Campion College, and by the program coordinator, who will be a Campion faculty member.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses will be delivered:

   __X__ Online

   ____ At a distance (in a specific community for example)

   __X__ Video-conferenced or distributed.

Please provide details.

HUM 170 is approved for distance delivery via CCE and is in development. Due to Covid-19, the course was initially offered remotely but as soon as CCE returns to its conventional development schedule, the class will be converted to a distance delivered course. The proposed other core courses will initially be delivered remotely, but application will be made to CCE to deliver them as distance-education courses.

Electives will continue to be delivered as they are currently as these are drawn from existing courses.
V. Needs and Cost of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

No new faculty resources will be required. The core courses will be taught by current Campion faculty. Administrative support will be provided by Campion College.

2. What is the budget source of the new resources?

N/A

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

Two faculty members at Campion College will offer the core courses. There is no additional workload. HUM 170, which is a core course, is already part of the regular workload, and an existing course in English will be replaced by HUM 270 as part of the workload. Likewise, HUM 370 will involve the redirection of an existing workload allocation. In any case, Campion is committed to providing teaching resources for the core courses, so no U of R or Faculty of Arts resources will be required.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

HUM 170 is already approved for development as a distance-delivery course. Once it is developed in that manner, it will replace the current remote delivery mode of the course. Discussion with CCE are beginning about development of HUM 270 and HUM 370. It is expected that these courses will be taught remotely until they can be developed for distance-learning deliver.

Campion College classrooms have been updated with remote-delivery technology, which will facilitate the offering of new remote classes.

5. Proposed budget and revenue from the Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Revenue</th>
<th>Projected Expenses</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$159,425</td>
<td>-</td>
<td>$159,425</td>
</tr>
<tr>
<td>2</td>
<td>$318,850</td>
<td>-</td>
<td>$318,850</td>
</tr>
<tr>
<td>3</td>
<td>$318,850</td>
<td>-</td>
<td>$318,850</td>
</tr>
<tr>
<td>4</td>
<td>$318,850</td>
<td>-</td>
<td>$318,850</td>
</tr>
<tr>
<td>5</td>
<td>$318,850</td>
<td>-</td>
<td>$318,850</td>
</tr>
<tr>
<td>5 Year Total</td>
<td>$1,434,825</td>
<td>0</td>
<td>$1,434,825</td>
</tr>
</tbody>
</table>

6. What additional Library holdings are required and what is the cost?

Library holdings are strong in the health and medical humanities, so it is not anticipated that increased
holdings are needed. As new titles are released, then they will be ordered using existing funds (e.g., the Campion College library budget).

7. Will the program have any specialized classrooms, laboratory, or space needs? If yes, please specify.

There are no specialized space needs.

VI. Faculty/Department/Academic Unit Contact Person

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Riegel</td>
<td><a href="mailto:Christian.Riegel@uregina.ca">Christian.Riegel@uregina.ca</a></td>
<td>306-359-1219</td>
</tr>
</tbody>
</table>

VII. Approvals

<table>
<thead>
<tr>
<th>Department Head/Program Director</th>
<th>Signature (if required)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean (Undergraduate)</td>
<td></td>
<td></td>
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<tr>
<td>Departmental/Program Council</td>
<td></td>
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<tr>
<td>Faculty Council</td>
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<tr>
<td>CCUAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCB (if deferred)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCAM (if deferred)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive of Council</td>
<td></td>
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</tr>
<tr>
<td>Senate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of Appendix 1
Registrar’s Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program Name: Diploma in Indigenous Studies

Type of Program:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Baccalaureate</th>
<th>After Degree</th>
<th>Other (specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Arts/Indigenous Studies

Expected Proposal Submission Date (Month/Year): November 2020

Expected Start Date (Month/Year): September 2021

II. RATIONAL (CCAM)

1. Describe the rationale/need of this program.

The issue of the diploma was first raised in connection with the 2 year program of courses being offered through the Battlefords Tribal Council. The program includes 6 Indigenous Studies courses, 2 Indigenous Language courses, courses in other areas of Arts as well as some outside of Arts such as Indigenous Social Work. This program will not leave the students with any accreditation to show for their efforts.

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a laddered position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

2. What are the key objectives and/or goals of this program and how will it be delivered?

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a laddered position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree. It is assumed that costs associated with community-based programs are covered by those programs and therefore there will be minimal if any impact on Indigenous Studies programs.

3. How does this program compare to similar programs (Provincial/National)?

The structure of a diploma at the University of Regina is usually 10 courses (50% of courses) in the major...
area. For example, the Diploma of Business Administration has 10 courses in the subject area supplemented by other required courses and 5 open electives. No other departments in the Faculty of Arts have a diploma program. The Faculty of Arts Diploma in Liberal Arts consists of up to 8 courses in a subject area supplemented by other Arts courses and 3 open electives. In the proposed Indigenous Studies diploma a total of 20 course will break down as follows: 10 classes in major area, 5 other prescribed for the Arts degree and 5 open electives.

4. List the expected benefits of the program to University of Regina students.

The Diploma would be a way for such distance education students to take 2 years of courses that would leave them with a diploma. Students who might wish to go further would then be in a laddered position to complete a full degree. Such a diploma could also be useful for on-campus students who have taken some courses but have not done enough to complete their degree.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the host unit(s) and affected unit(s) have established a plan for managing the program overlap.

No impact on current programs.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty’s Strategic Plan?

It enables students, particularly distance education students, to obtain credentials.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

The program supports greater success for Indigenous Students.

3. Are there any other strategic considerations for this program?

The availability of the option for a Diploma in Indigenous Studies should be promoted.

4. Does this program support external and/or community needs? Please attach letters of support if available.

The initial request to look at the possibility of a Diploma in Indigenous Studies came from Associate Vice-President Bettina Schneider. Her message read:

“It would be great to be able to meet with Indigenous Studies unit sometime soon to discuss the INDG MA program and the possibility of a diploma in Indigenous Studies. The need for a diploma in Indigenous Studies came up during the establishment of the recent BATC community based program. BATC is pursuing two years of Indigenous Studies courses, but will only graduate with course credits at the end of the two years because there is no diploma in place. Bob [Kayseas] asked that we look into the possibility of a diploma in Indigenous Studies.”

IV. Program Plan

1. What are the program admission requirements?
Normal requirements as with the BA in Indigenous Studies.

2. Insert the proposed curriculum here.

<table>
<thead>
<tr>
<th>Course Name or Subject Area</th>
<th>Subject and Course Number(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDG 100</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>INDG 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of INDG 208, 210, 215, 216, 218, 219, 221, 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of INDG 224 or 225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of INDG 228 or 229</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDG Elective Requirements</td>
<td>Five additional INDG courses at the 200 or 300 level</td>
<td>15</td>
</tr>
<tr>
<td>Arts Course Requirements</td>
<td>ENGL 100</td>
<td>15</td>
</tr>
<tr>
<td>Indigenous Language 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous Language 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any course in ANTH, GES 100 or 120, INDG 232, 234, 238, 332, or 432, RLST (except 181, 184, 186, 284 or 228).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any course in ENCON, GES (except GES 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429 or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td>Five open electives (these can be outside the Faculty of Arts)</td>
<td>15</td>
</tr>
</tbody>
</table>

3. Is any of the curriculum new or under development? If so, list here.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject and Course Number</th>
<th>New</th>
<th>UD</th>
<th>Anticipated Date of Course Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A – no new courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Please attach new and under development course descriptions as appendices.

4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

20 courses = 60 credit hours, no other conditions.

5. Are there any other program specific regulations that differ from other programs within the faculty
(minimum GPA requirements, etc.)?

No.

6. What is the source of students for the program?

Students would come primarily from distance programs but can include on-campus students as well.

7. How will students be recruited to the program?

Through regular FNUniv communications.

8. What is the expected 5 year enrolment?

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
</tr>
</tbody>
</table>

9. How will prospective and current students receive academic advising?

Through regular on-campus or off-campus counsellors.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses will be delivered:

    ____ Online
    ___X__ At a distance (in a specific community for example)
    ____ Video-conferenced or distributed

Please provide details.

Most community-based programs have face-to-face classes.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

Not in Indigenous Studies

2. What is the budget source of the new resources?

None – it is assumed that any costs will be borne by community-based programs.

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

There could be increased workload within the counselling and Registrar’s Office.
4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and deliver (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

Any specialized needs would be covered by community-based programs.

5. Proposed Budget and revenue from the Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Revenue</th>
<th>Projected Expenses</th>
<th>Net</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<tr>
<td>5</td>
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<td></td>
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</tr>
<tr>
<td>5 Year Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

6. What additional Library holdings are required and what is the cost?

N/A

7. Will the program have any specialized classrooms, laboratory, or space needs? If yes, please specify.

No.

VI. Faculty/Department/Academic Unit Contact Person

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Blair Stonechild</td>
<td><a href="mailto:abstonechild@fnuniv.ca">abstonechild@fnuniv.ca</a></td>
<td>306-790-5950 x 3205</td>
</tr>
</tbody>
</table>

VII. Approvals

<table>
<thead>
<tr>
<th>Department Head/Program Director</th>
<th>Signature (if required)</th>
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<td>Departmental/Program Council</td>
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<td>Faculty Council</td>
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<tr>
<td>CCUAS</td>
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<tr>
<td>CCB (if deferred)</td>
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<tr>
<td>CCAM (if deferred)</td>
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<td>Executive of Council</td>
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<tr>
<td>Senate</td>
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</tbody>
</table>

End of Appendix 2
Registrar’s Undergraduate Academic Programming Questionnaire

I. PROGRAM INFORMATION

Program name: Indigenous Journalism and Communication (INJC)

Type of Program:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Certificate</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
</tr>
<tr>
<td></td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td>After Degree</td>
</tr>
<tr>
<td></td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

Credential Name (if different from Program Name):

Faculty(ies)/School(s)/Department(s): Department of Indigenous Communications and Fine Arts, First Nations University of Canada

Expected Proposal Submission Date (Month/Year): January 2021

Expected Start Date (Month/Year): September 2021

II. RATIONALE (CCAM)

1. Describe the rationale/need for this program.

The INCA Diploma program is a 72 credit-hour program that has been available at First Nations University for over 30 years. This new 30-credit Indigenous Journalism and Communication (INJC) Certificate program provides accreditation and is also a stepping stone into the Diploma program. The INJC certificate has the advantage of being completed in just one calendar year (September to August) and being delivered almost entirely (ten months out of twelve) remotely.

We will attract students who are already working in Indigenous media outlets in their communities, but who lack credentials. The INJC will professionalize them and give them credibility in their organizations, as well as expanding their employability. The potential students already work in the media and have a role disseminating information in their own communities; so, the INJC program will build awareness of First Nations University as an institution that delivers community-based programs.

Indigenized media is rapidly expanding social phenomenon that present myriad opportunities for students to engage with Indigenous communities and understand Indigenous ways of knowing. It is also rapidly expanding professional field, with increased demand for Indigenous content across Canadian media platforms in response to the Truth and Reconciliation Commission’s Calls to Action 84 to 86 on Reconciliation and the Media. However there is currently no certificate available that is explicitly focused on Indigenous media. We are unique in Canada. The Indigenous Journalism and Communication (INJC) certificate program will fill that void by building on existing program and courses. In addition to teaching, the program’s related research and service will transform the media landscape by bringing forward new approaches in respectful inquiry and representation of Indigenous stories, through an Indigenous lens.
2. What are the key objectives and/or goals of this program and how will it be delivered?

The first goal of this program is to give individuals who are already working in media and communications in their communities an opportunity to be educated and professionalised. It will also serve as a recruiting tool for students who would want to continue into the INCA Diploma program, or other programs at First Nations University. Of the 30 credits, 24 credits will be delivered remotely, so students only have to leave their communities and families for six-seven weeks.

Of value to all students in the Age of Information, this degree will augment cultural knowledge with the knowledge and skills of multimedia storytelling. It will also provide a theoretical base pertaining to media representations of Indigenous people and the role of Indigenous media in combating negative stereotypes and promoting and Indigenous worldview. Students will gain exposure to alternative sources and enhance their media literacy on Indigenous topics. Through the study of multimedia storytelling and strategic communication, students will enter into wider discussions of representations, knowledge sharing, respectful research, Indigenous history and culture, and community engagement, and will gain widely transferrable media production and strategic communication skills.

3. How does this program compare to similar programs (Provincial/National)?

First Nations University is the only institution to offer a diploma program in Indigenous Communication Arts. The recent creation of a department of Indigenous Communications and Fine Arts has created new opportunities for thinking about how Indigenous stories can be told.

The program that is being proposed will give communication students the option to complete a one-year certificate program first in their home communities first. This is especially important and attractive to individuals who are interested and/or already working or volunteering in media – doing community newsletters, contributing to regional news sites, producing community radio programs, using Facebook live to produce content in their language, and/or producing video content for local access television, YouTube and TikTok. For people who are already producing content, INCA certificate program will give them an opportunity to expand their knowledge of Indigenous media, strategic communication, art and storytelling. It will also give them an opportunity to “meet” other students who are working in their home communities, and develop a professional network. After two semesters, all of these students will come together for the six-week Summer Institute at the national campus of First Nations University in Regina.

The certificate program proposed here will be available online – except for the six-seven week Summer Institute in Journalism that will be offered every second summer. The next Summer Institute is planned for May-June 2022. Starting in Fall 2021, students will take three courses in Fall, three in Winter and in the spring (May-June) they will take the Summer Institute in Regina, and in Summer (July-August) they will complete a two month Internship in a media organization – which can be in their home community. The Summer Institute and Internship are both 6-credit courses (two courses) so over the summer they will be completing the equivalent of 4 courses to finish off the program and graduate in the Fall convocation.

The Certificate in INCA will ladder into the Diploma program that is already in place, so students who want to continue their studies will have that option.

4. List the expected benefits of the program to University of Regina students.

This program will be primarily aimed at and designed for students who live and work in their communities across Canada. Enrolling them in this program will benefit First Nations University of Canada by increasing
enrolment. It will also increase the availability and visibility of FNUniv across Canada. Students will benefit from learning Indigenous communications within the cultural, social and intellectual supports of an Indigenous-led educational institution. The courses will also be open to University of Regina students who wish to learn and grow their communications knowledge and skills in this environment. The primary program benefits will be an opportunity to gain cultural knowledge in relation to storytelling and to help shape the future of Indigenous communication, a fast-growing multi-platform field. Students will engage in a full range of multimedia storytelling in theory and practice. Through internships and career mentoring, they will graduate with career prospective in digital media creation, journalism, social media management, design, and strategic communication fields. They will also be able to continue their studies by taking the INCA Diploma program, which is already available.

5. What is the impact on current programs? Does this program duplicate or overlap with existing University programming in any way? If so, the affected unit(s) must be consulted. Attach letters from affected units that show the hot unit(s) and affected unit(s) have established a plan for managing the program overlap.

The impact of the Certificate in INCA will be expanded to enrolments in INCA courses that are already available – including INCA 100, 283, 284, ADMN 235 and 345, INCA 200 (Summer Institute), INCA 290 (Internship) and the two new special topics that have already been approved by the FNUniv Academic Council and are being moved through the U of R by Registrar Lianda Tanner. We plan to attend meetings of the Academic Program Review Committee an Faculty Council at the U of R, following approvals by FNUniv’s CRC and Academic Council, to ensure that the Certificate in Indigenous Journalism and Communication can be offered starting in September 2021.

The INJC Certificate program does not duplicate or overlap with any other University programs. Additional electives will be partnered with Indigenous Fine Arts, in an effort to reflect a merging of visual and communicative arts in storytelling. This will be developed as a mutual symbiotic relationship rather than an overlap.

III. STRATEGIC CONSIDERATIONS (CCAM)

1. How does this program support your Faculty’s Strategic Plan?

This program expands our remote offerings, which makes First Nations University more visible across Canada. This program also demonstrates that FNUniv offers programs that support community and regional development. This program also offers students an opportunity to complete a one-year program that they can build on down the road, by taking the INCA Diploma program and/or other programs. Most importantly, this Certificate program creates a solid foundation for the development of a Bachelor of Indigenous Journalism and Communication (INJC) degree, which had been a goal of the faculty for many years.

2. How does this program support the University Strategic Vision and Objectives and/or create other opportunities for the University?

The proposed program is very much focused on ôtê nîkân with its imaging of a future media landscape that is decolonize and uplifted with the vibrancy of Indigenous culture. Indigenous people view the world through lenses of interconnectedness and interrelationships of all life. Our approach will be founded in this worldview, through which the students will learn to navigate new technologies and techniques to assert Indigenous identity in an increasingly media-connected world. The program will be student-focused, working with each student to explore and enhance their unique creative interests. Student success will be at the heart of all aspects of teaching and program delivery.
3. Are there any other strategic considerations for this program?

No.

4. Does this program support external and/or community needs? Please attach letters of support if available.

Letters of support can be solicited from every Native Communication Society, and community media outlets in Canada. Faculty in the INCA and IFA program already have relationships with many of the societies and organisations. They have already expressed an interest in the program but in the past they have not been able to release their employees to come to Regina for two years; so the potential for have a program that is almost entirely remote delivery is very attractive to them.

IV. Program Plan

1. What are the program admission requirements?

Admission to First Nations University of Canada.

2. Insert the proposed curriculum here.

<table>
<thead>
<tr>
<th>Course Name or Subject Area</th>
<th>Subject and Course Number(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Indigenous Communication Arts</td>
<td>INCA 100</td>
<td>3</td>
</tr>
<tr>
<td>Indigenous Fine Arts</td>
<td>INA or INAH</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>INCA 291 (AA-ZZ) recommended</td>
<td>3</td>
</tr>
<tr>
<td><strong>WINTER SEMESTER</strong></td>
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<tr>
<td>Indigenous Media in Canada</td>
<td>INCA 283</td>
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</tr>
<tr>
<td>Business or Strategic Communication</td>
<td>One of INCA 284, ADMN 436AN, ADMN 245, or ADMN 345</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>INCA 391 (AA-ZZ) recommended</td>
<td>3</td>
</tr>
<tr>
<td><strong>SPRING/SUMMER SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Institute</td>
<td>INCA 200</td>
<td>6</td>
</tr>
<tr>
<td>Internship</td>
<td>INCA 290</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

3. Is any of the curriculum new or under development? If so, list here.

Not applicable. All classes in the INJC Certificate program are already developed at First Nations University of Canada. The following courses are still in approvals:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject and Course Number</th>
<th>New</th>
<th>UD</th>
<th>Anticipated Date of Course Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Indigenous Communication</td>
<td>INCA 100</td>
<td></td>
<td></td>
<td>Spring/Summer 2021</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>ADMN 245/345</td>
<td></td>
<td></td>
<td>Spring/Summer 2021</td>
</tr>
<tr>
<td>INCA 291 AA-ZZ</td>
<td>Topics</td>
<td></td>
<td></td>
<td>Spring/Summer 2021</td>
</tr>
<tr>
<td>INCA 391 AA-ZZ</td>
<td>Topics</td>
<td></td>
<td></td>
<td>Spring/Summer 2021</td>
</tr>
</tbody>
</table>
4. What are the total credit requirements? Are there other conditions a student must fulfill to graduate?

<table>
<thead>
<tr>
<th>Year 1 (2021-22)</th>
<th>Year 2 (2023-24)</th>
<th>Year 3 (2025-26)</th>
<th>Year 4 (2027-28)</th>
<th>Year 5 (2029-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

The INJC Certificate program is a 30-credit program.

Students take three classes in the Fall, three in the Winter and four in Spring/Summer. This will make the students eligible for funding through their First Nations and also through Student Loans.

5. Are there any other programs specific regulations that differ from other programs within the faculty (minimum GPA requirements, etc.)?

Students will be required to have a 65 percent overall GPA to complete the Certificate program.

6. What is the source of students for the program?

Students will be recruited from Indigenous communities across Canada—both on- and off-reserve. Individuals who already work in Indigenous media will be targeted through their organizations. When INCA 200 Summer Institute was offered online in May-June 2020, there was interest from at least three organizations (Wawatay, CHON-FN and IBC) in sending employees to our training. This confirms the high level of interest in an online program.

7. How will students be recruited to the program?

Recruiting will target individuals who have graduated high school or are eligible for mature entrance who are already involved in media production—including community radio, television, social media and other platforms. The program description and promotional materials will be distributed to all Indigenous media outlets across Canada—especially community radio stations, which are usually connected to publications/online news sources and television production and distribution.

8. What is the expected 5 year enrolment?

In order for the students in the Certificate program to complete the requirements in one year, they will have to take the Fall and Winter courses leading up to a Summer Institute, which is currently offered every second year.

9. How will prospective and current students receive academic advising?

Students will be enrolled into a cohort, starting in Fall 2021. They will take the same classes, which they will select with their faculty advisor.

Treating them as a cohort will improve retention and will improve their experience. It will end with the Summer Institute, when they come together in person, and an internship, when they return to their home communities (or other opportunity) to complete the work experience.

10. Will this program be delivered in a distance or distributed manner? That is, is it planned that the entire program or specific courses be delivered:
Due to Covid, all FNUniv courses are available remotely. All of the courses in the INJC Certificate program will be taught remotely with the classes being synchronous – in order to ensure that the members of the cohort have the experience of being in class together. The only part of the program that will be taught on campus will be the Summer Institute. Assuming that by Myay-June 2022, we are back to face-to-face teaching, the Institute will be held at the First Nations University national campus in Regina. The internships will be set up individually for each student. It is anticipated that most of the Internships will be at media organizations in their home community; however, students will have the option of doing Internships wherever there are opportunities for experience and mentorship.

V. Needs and Costs of the Program (CCB)

1. Are there any new faculty/staff resources required for the program? What will be the cost of the new resources?

The Certificate program does not require additional faculty/staff resources, except for one sessional or TA position. Students will be assigned to a consultant in Student Success Services. The classes are all offered already, including the Summer Institute. Internships are set up by a faculty member in INCA and supervised by a sessional lecturer or TA.

2. What is the budget source of the new resources?

FNUniv and tuition.

3. What existing faculty/staff resources will be used? Is this additional workload or are these resources being redirected?

The faculty/staff already employed by the Indigenous Communication and Fine Arts program will deliver the Certificate program as part of their current teaching load.

4. Will the program have any specialized needs for off-site delivery, either online or video-conferenced or live-streamed or at a distance? If so, is there specific funding arranged for the development and delivery of such courses? What timelines are present for development and delivery of such courses? What timelines are present for development and delivery (given it usually takes up to a year to develop an online course)? Have you consulted the Distance and Distributed Learning Committee and the Flexible Learning Division of CCE about such proposed development?

Remote delivery using facilities and platforms provided by First Nations University of Canada. For the Summer Institute, there will be a need for a larger classroom/lab space, since the cohort from the Certificate program will join INCA Diploma students, which could push enrolment up to 40 students.

5. Proposed budget and revenue from the program.
<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Revenue</th>
<th>Projected Expenses</th>
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<tr>
<td></td>
<td><strong>5 Year Total</strong></td>
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<td><strong>$600,000</strong></td>
</tr>
</tbody>
</table>

6. What additional Library holdings are required and what is the cost?

No additional library holdings are required.

7. Will the program have any specialized classrooms, laboratory, or space needs? If yes, please specify.

The Summer Institute requires a media lab that will hold up to 40 students. Each student will need a computer with MS Office. INCA currently has six Mac desktops and three Mac laptops suitable for multimedia work – especially video editing. We will need licenses for the Adobe Suite of programs for all of these computers.

VI. Faculty/Department/Academic Unit Contact Person

<table>
<thead>
<tr>
<th>Contact Person(s)</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audrey Dreaver, Program Coordinator and Shannon Avison, Faculty Member</td>
<td><a href="mailto:adreaver@fnuniv.ca">adreaver@fnuniv.ca</a></td>
<td>306-790-5950</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:savison@fnuniv.ca">savison@fnuniv.ca</a></td>
<td>306-536-8069</td>
</tr>
</tbody>
</table>

VII. Approvals

<table>
<thead>
<tr>
<th>Department Head/Program Director –</th>
<th>Signature (if required)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean (Undergraduate)</td>
<td></td>
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<tr>
<td>Departmental/Program Council</td>
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<tr>
<td>Faculty Council</td>
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End of Appendix 3
ITEMS FOR INFORMATION

The Faculty of Arts submits the following items for information to CCUAS.

NEW COURSES

HIST 319 (202210)  3:3-0
History in a Digital World
This course considers history in the digital era, focusing on how to do digital research and how to create digital resources. Questions regarding access, the marginalization of non-digital resources, and the roles of social media and Big Tech are addressed. This course builds skills in digital research and content creation. ***Prerequisite: One HIST course or completion of 30 credit hours.***

HUM 270 (202220)
Foundations in the Health and Medical Humanities
This course focuses on the foundations of the health and medical humanities, drawing from literature, culture, creativity, bioethics, philosophy, pedagogy, narrative medicine, and disability studies to examine core concepts and concerns in health settings. Students will learn to better understand theoretical, professional and personal foundations of the health humanities. ***Prerequisite: HUM 170, or approval of the instructor.***

HUM 370 (202220)
Applications in the Health and Medical Humanities
This course focuses on the applications of the health and medical humanities. This course takes as its focus a specific area of the health and medical humanities, developing specific understanding of applied contexts in health milieus. ***Prerequisites: HUM 170, 270, or the approval of the instructor.***

INDG 235 (202220)
IK and Nat Resource Mgmt (Indigenous Knowledge and Natural Resource Management)
This course examines the knowledge, practices, beliefs and relationships linking Indigenous peoples and their environments. We consider the relevance of these systems for land stewardship with Indigenous communities and non-Indigenous settings. ***Prerequisite: INDG 100.***
*Note: Students may receive credit for one of INDG 235 or INDG 290AE.*

INDG 342 (202220)
Buffalo & People of the Plains (Buffalo and the People of the Plains)
This course explores the artistic, ecological, economic, social and spiritual relationships between American Buffalo and Indigenous peoples of the Great Plains. Course includes a required field trip to participate in buffalo harvest guided by First Nations members. Course registration includes additional $175.00 fee. ***Prerequisite: INDG 100.***
*Note: Students may receive credit for one of INDG 342 or INDG 290AD. This course may include additional registration fees. Please contact the Program Coordinator for more information.*

COURSE REVISIONS

ANTH 242AB (202220)  3:3-0
The Anthropology of Violence and Conflict
This course will apply anthropological theories to explore violence and conflict as social processes rather than as isolated events. We will utilize various cross-cultural examples to explore how violence and conflict maintain social stability while disrupting social norms. ***Prerequisite: ANTH 100 or completion of 12 credit hours, or permission of Department Head.***
*Note: Students may receive credit for one of ANTH 242AB or ANTH 320AM.*

ANTH 242AC (202220)  3:3-0
Anthropology of Death
The main focus of this course will be a cross-cultural study of death and mortuary rituals. The dynamic relationships that exist between living and deceased members of communities and nations will be explored through attentive review of early and contemporary ethnographic research. This course will demonstrate that ethnographic engagement with death and mortuary
rituals can help reveal further understandings of fundamental aspects of our social lives. **Prerequisites: ANTH 100 or completion if 12 credit hours, or permission of department head.***

**ANTH 242AG (202220)**

**Community Museums and Engagement for Sustainability**

Communities around the globe strive for cultural, economic and ecological sustainability. Many follow an ecomuseum model where they understand heritage to be multifaceted and engage with in dynamic ways. This course will study the ecomuseum movement and participate in the development of an emerging ecomuseum in central Saskatchewan. **Prerequisite: ANTH 100 or completion of 12 credit hours, or permission of department head.***

*Note: This course cannot be taken for credit with IDS 290AB.*

*Note: Students may receive credit for one of ANTH 242AG, ANTH320AL, or IDS 290AB.*

**ANTH 247 (202220)**

**Ethnography of Polynesia**

This course surveys the cultures and societies of the islands of Polynesia. It investigates the region in historical perspective, including its place in the popular imagination of the West. Topics covered include social organization, cosmology, gender, art, tourism, globalization, and ethnicity. **Prerequisite: ANTH 100 or completion of 12 credit hours, or permission of department head.***

*Note: Formerly numbered ANTH 241AF. Students may count only one of ANTH 241AF or 247 for credit.*

**ANTH 248 (202220)**

**Ethnography of New Guinea**

This course explores the diverse cultures of Papua New Guinea and other parts of Melanesia. It will investigate such topics as social organization, gender roles, and exchange, and reveal anthropological insights into the practice of cannibalism, love magic, and sorcery. **Prerequisite: ANTH 100 or completion of 12 credit hours, or permission of department head.***

*Note: Formerly numbered ANTH 241AG. Students may count only one of ANTH 241AG or 248 for credit.*

**ANTH 390AI (202220)**

**Anthropology of Death**

The main focus of this course will be cross-cultural study of death and mortuary rituals. The dynamic relationships that exist between living and deceased members of communities and nations will be explored through attentive review of early and contemporary ethnographic research. This course will demonstrate that ethnographic engagement with death and mortuary rituals can help reveal and further understandings of fundamental aspects of our social lives. **Prerequisite: Completion of 30 credit hours including at least 3 credit hours in ANTH, or permission of the department head.***

*Note: Students may receive credit for one of ANTH 390AI or ANTH 242AC.*

**ANTH 401 (202220)**

**Theory in Anthropology I**

An examination of the major ideas and prominent figures in the development of anthropological thought. Although other eras will be covered, emphasis will be placed on the period from 1850 to 1950. **Prerequisite: ANTH 202 and 203, or permission of the course instructor.***

**ANTH 402 (202220)**

**Theory in Anthropology II**

An overview of the principal schools of thought that have shaped the work of anthropologists since 1950. **Prerequisite: ANTH 202, 203, and 401, or permissions of the course instructor.***

*Note: Students can only receive credit for one of ANTH 402, ANTH 304, ANTH 400, ANTH 404, and ANTH 890AQ.*

*Note: Students may receive credit for one of ANTH 402, ANTH 400 or ANTH 890AQ.*

**ARTS HSS 001 (202220)**

**Arts HSS Co-op Work Term (Arts Humanities and Social Sciences Co-op Work Term)**

Four-month, not for credit, Co-op work term approved by the Faculty and arranged by the Co-op Coordinator. **Prerequisite: Acceptance into the Arts Humanities and Social Sciences Co-operative Education Program.***

*Note: This course is graded on a pass/fail basis.*

*Note: Students may receive credit for one of ANTH 242AC or ANTH 390AI.*
**ARTS HSS 002 (202220)** 0:1:0:0

**ARTS HSS Co-op Work Term II (Arts Humanities and Social Sciences Co-op Work Term II)**

Four-month, not for credit, Co-op work term approved by the Faculty and arranged by the Co-op Coordinator. ***Prerequisite: Acceptance into the Arts Humanities and Social Sciences Co-operative Education Program.*** **Permission of the Co-op Coordinator is required to register.**

*Note: This course is graded on a pass/fail basis.*

**ARTS HSS 003 (202220)** 0:1:0:0

**ARTS HSS Co-op Work Term III (Arts Humanities and Social Sciences Co-op Work Term III)**

Four-month, not for credit, Co-op work term approved by the Faculty and arranged by the Co-op Coordinator. ***Prerequisite: Acceptance into the Arts Humanities and Social Sciences Co-operative Education Program.*** **Permission of the Co-op Coordinator is required to register.**

*Note: This course is graded on a pass/fail basis.*

**ARTS HSS 004 (202220)** 0:1:0:0

**ARTS HSS Co-op Work Term IV (Arts Humanities and Social Sciences Co-op Work Term IV)**

Four-month, not for credit, Co-op work term approved by the Faculty and arranged by the Co-op Coordinator. ***Prerequisite: Acceptance into the Arts Humanities and Social Sciences Co-operative Education Program.*** **Permission of the Co-op Coordinator is required to register.**

*Note: This course is graded on a pass/fail basis.*

**ARTS HSS 099 (202220)** 0:0:0

**Academic Integrity**

This course is designed to help students learn about academic integrity, thereby positioning them to succeed in undergraduate studies. The information in this course is applicable for all subjects and research areas and any level of study. *Note: This course must be completed during the first semester in which students register with the Faculty of Arts Humanities and Social Sciences (through Campion College, Luther College, the First Nations University of Canada, or the University of Regina). Students must register themselves into this class. If they do not do so, they will be registered in the class and still required to complete it on-time.* *Note: This course is offered on a Pass/Fail basis.* *Note: Students who fail, or do not attempt, this class during their first semester of studies will have a hold preventing further registration until such a time a passing grade is earned.*

**ARTS HSS 199 (202220)** 3:3:0

**Issues in the Liberal Arts – an AA-ZZ series**

Courses offered in this series will address relevant topics and/or issues from a multi-disciplinary perspective that exposes students to the various disciplines in the Faculty of Arts Humanities and Social Sciences.

**ARTS HSS 199AA (202220)** 3:3:0

**Sports, Play, and Competition**

Join faculty from the humanities and social sciences as they explore Sports, Play, and Competition from a variety of perspectives. In this course, we will discuss such topics as magical thinking, religion and fan culture, gender identities, sports psychology, and, of course, The Roughriders. Through these discussions, you will be introduced to the variety of disciplines in the humanities and social sciences.

To Make Note:

To change the course code for all active and inactive undergraduate ARTS courses from “ARTS” to “HSS”, effective 202220. Program templates will be updated to reflect these changes.

**CATH 290 (202220) 6:6:0**

**Selected Topics in Catholic Studies – an AA-ZZ series**

Selected topics in Catholic Studies. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.***

**CLAS 290AB (202220)** 3:3:0

**Ancient & Early Christian Art**

This course begins with a review of Greek and Roman art, with a focus on key words and their principles and ideals. It then examines early Christian artistic production, with an emphasis on how craftsmen adopted and transformed the practices of their Classical predecessors. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.*** *Note: Students may receive credit for one of CATH 290AB or CLAS 290AB.*
CATH 290AC (202220) 3:3-0
Science and Ethics with a view from a Catholic Perspective
Scientific breakthroughs have indelibly changed our lives, yet one seldom reflects on what these changes do to us as human beings. This course will survey different lines of anthropological perspectives, including that of the Catholic Church. With these in mind, the implications of contemporary scientific and technological issues will be discussed. These include topics such as reproductive technologies, stem cell research, the human genome project, human enhancement technologies, ecology and internet-related matters. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.***

CATH 290AG (202220) 3:3-0
Mary in Catholic Tradition
Mary of Nazareth's impact on Christianity has been undeniable. But what is her relevance today? This class will approach Mary from various perspectives: scripture, history, popular devotions, and official Church teaching. Other topics will address her contribution to art, culture, literature, women, indigenous and other marginalized groups. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.***

CATH 290AH (202220) 3:3-0
Principles of Catholic Education
Developed in consultation with the Faculty of Education and Regina Catholic Schools, this course is designed to equip both Education students and teachers to serve in Catholic Schools. The course will explore Catholic pedagogy of education from both theoretical and practical points of view. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.***

CATH 290AI (202220) 3:0-0
Catholicism and the Paranormal
This course will survey the Catholic Church's historical and contemporary reactions to the supernatural. It will focus in particular on topics such as apparitions, levitation, ghosts and possession, mystical visions, Eucharistic miracles, bilocation, the occult, stigmata, as well as other unexplained religious phenomena. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator.***

CATH 290AJ (202220) 6:6-0
Catholic Heritage & Culture: Ireland
This course explores the legends, sites, monuments, and landscapes that make Ireland unforgettable. Day trips around Dublin, Belfast, Galway, and Kildare will engage Ireland’s most famous landmarks. Time for independent study will allow students to encounter scenic rural landscapes and lively music scenes from Dublin to Galway. ***Prerequisite: CATH 200 or permission of the instructor Program Coordinator.***

CATH 290AK (202220) 3:3-0
Mystics, Saints, and Sinners
This course explores the collective legacy of ten influential Catholics whose work and writings continue to resonate across religious as well as secular society. A thematic engagement of renowned saints, reputed sinners, and quirky mystics will provide insight into the diversity of oddball characters that help comprise the Catholic Church. ***Prerequisite: CATH 200 or permission of the instructor Program Coordinator.***

CATH 290AL (202220) 3:3-0
Catholicism & Human Sexuality
Exploration of the Catholic Church’s understanding of sexual expression with a focus on topics such as reciprocity, fidelity, romantic love, sexual identities, and intimacy with special attention given to the work of Pope St. John Paul II as well as other contemporary Catholic thinkers. ***Prerequisite: CATH 200 or permission of the instructor Program Coordinator.***

CATH 290AM (202220) 6:6-0
Catholic Heritage & Culture: Scotland
This course explores the legends, sites, and monuments that make Scotland unforgettable. Day trips around historic cities such as Edinburgh and Glasgow will highlight the country's most famous landmarks. Time for independent study will allow students to encounter rustic landscapes and bustling culture from Loch Ness to Balmoral Castle. ***Prerequisite: CATH 200 or permission of the instructor Program Coordinator.***
CATH 390 (202220) 3:3-0
Selected Topics in Catholic Studies – an AA-ZZ Series
Selected topics in Catholic Studies. ***Prerequisite: CATH 200 or permission of the instructor Program Coordinator. ***

CATH 390AB (202220) 3:3-0
History of the Jesuits
The Society of Jesus (Jesuits) left an indelible mark on the history of the Church and the modern age. This course explores the origin, expansion, suppression and return of the Jesuits, examining their impact on political, religious, socio-cultural and intellectual life in Europe, the Americas, Africa and Asia. ***Prerequisite: CATH 200, or permission of the instructor Program Coordinator. *** *Note: Students may receive credit for one of CATH 390AB, HIST 390AF, or RLST 390AL.*

CHIN 211 (202220) 3:3-1
Intermediate Chinese I
This course is designed to reinforce and further develop the material covered in introductory courses. Everyday speech patterns are stressed in order to strengthen communicative competence. Simplified short stories, poems, and idioms are introduced to further develop students’ ability to read and write in both Chinese Pinyin and characters. ***Prerequisite: CHIN 112, or 110 or permission of the department the Department Head.*** *Note: Students may not receive credit for both CHIN 211 and CHIN 210* *Note: Formerly numbered CHIN 101. Students may receive credit for only one of CHIN 102 or CHIN 211.*

CHIN 212 (202220) 3:3-1
Intermediate Chinese II
A continuation of CHIN 211, this course will further the development of communicative skills using more complex structures in a culturally appropriate manner. Students are expected to write paragraphs in Chinese characters. ***Prerequisite: CHIN 211 or permission of the Department Head.*** *Note: Students may not receive credit for both CHIN 212 and CHIN 210.* *Note: Formerly numbered CHIN 200. Students may receive credit for only one of CHIN 200 or CHIN 212.*

CHIN 311 (202220) 3:3-1
Intermediate Mandarin Chinese II
A continuation of CHIN 212, this course will further enhance the student's ability to comprehend and produce more complicated speech patterns. Edited Chinese classic works and modern literature are introduced to enhance students' cultural appreciation and reading comprehension. Students will recite short texts and produce letters and biographical information in Chinese characters. ***Prerequisite: CHIN 212, or permission of the Department Head.*** *Note: Formerly numbered CHIN 201. Students may receive credit for only one of CHIN 201 or CHIN 311.*

CHIN 312 (202220) 3:3-1
Advanced Mandarin Chinese I
This course involves the comprehension of more complex topics that are closer to normal native speed and require extended vocabulary and knowledge of structure, grammar and culture. Reading and writing skills are further developed. Students are expected to use more sophisticated structures in their speaking and writing. ***Prerequisite: CHIN 311, or permission of the Department Head.*** *Note: Formerly numbered CHIN 300. Students may receive credit for only one of CHIN 300 or CHIN 312.*

CHIN 411 (202220) 3:3-1
Advanced Mandarin Chinese II
This course will strengthen students' overall language and cultural proficiency. Authentic materials such as newspapers, magazines, news broadcasts, movies, TV shows and Chinese computer software will be used to improve communicative competence. Selected authentic Chinese classic works and examples of modern literature will be introduced and discussed to deepen students' appreciation of the Chinese language and culture and to develop a high level of sophistication in the use of the language. ***Prerequisite: CHIN 312, or permission of the Department Head.*** *Note: Formerly numbered CHIN 301. Students may receive credit for only one of CHIN 301 or CHIN 411.*

CLAS 151 (202220) 3:3-0
Introduction to Latin II
The follow-up course to Introduction to Latin I. Students will continue to learn many of the basic elements of Latin grammar and syntax in addition to expanding their acquisition of vocabulary. The course aims to improve students’ facility in translating Latin into English, and also English into Latin. ***Prerequisite: CLAS 150, or permission of the instructor Department Head.***

CLAS 161 (202220) 3:3-0
Introduction to Ancient Greek II
The follow-up course to Introduction to Ancient Greek I. Students will continue to expand their knowledge of Greek vocabulary and grammar, with emphasis placed on mastering the fundamental components of the language. By the end of the course will be translating longer passages excerpted or adapted from ancient authors. ***Prerequisite: CLAS 160, or permission of the instructor Department Head.***

**CLAS 200 (202220) 3:3-0**

**Classical Mythology**
A survey of the main myths and legends of ancient Greece and Rome. The course examines many of the major myth cycles through a study of their expression in literature and the visual arts, the cultural context in which they were produced and transmitted, and some of the main theoretical approaches critics have adopted to interpret them. ***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.***

**CLAS 210 (202220) 3:3-0**

**Greek and Roman Epic**
An introduction to epic poetry in the Greek and Roman literary traditions. Through study of such authors as Homer, Apollonius, and Virgil, students will learn about the main features and conventions of the genre, its history and evolution, and how the works operated within their respective cultural contexts. ***Prerequisite: CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.***

**CLAS 211 (202220) 3:3-0**

**Greek and Roman Drama**
An introduction to the dramatic texts and performances of Greek and Rome. The course prioritizes close readings of representative playwrights such as Euripides, Aristophanes, and Plautus. But there is also discussion of such topics as the conventions of performance and the social contexts of production. ***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.*** *Note: This course is cross-listed with THEA 350. Students may receive credit for one of CLAS 211, THST 300AA, or THEA 350.*

**CLAS 230 (202220) 3:3-0**

**Ancient Sport and Spectacle**
Explore the sport, physical training, athletic competitions, and spectacles of the Classical world. Topics include the ancient Olympics, gymnasiums, athletic festivals, chariot races, gladiators, staged hunts & arena games in the Roman empire, sport & spectacle venues. ***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.*** *Note: Students may receive credit for one of CLAS 230 or CLAS 290AC.*

**CLAS 280 (202220) 3:3-0**

**Cities of Rome and Pompeii**
This course examines the cities of Rome and Pompeii as they existed and flourished in the ancient world. Through lectures, assigned readings, and visits to various sites it aims to explore the topography and architecture of the cities and to analyze their infrastructure and relationships with their environs. ***Prerequisite: either CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.*** *Note: Students may receive credit for one of CLAS 280 or CLAS 290AA.*

**CLAS 290 (202220) 3:3-0**

**Selected Topics in Classical Studies**
A critical examination of some selected topics in Classical Studies. ***Prerequisite: CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.***

**CLAS 290AB (202220) 3:3-0**

**Ancient & Early Christian Art**
This course begins with a review of Greek and Roman art, with a focus on key works and their principles and ideals. It then examines early Christian artistic production, with an emphasis on how craftsmen adopted and transformed the practices of their Classical predecessors. ***Prerequisite: CLAS 100, or completion of 15 credit hours, or permission of the instructor Department Head.*** *Note: Students may receive credit for one of CLAS 290AB or CATH 290AB.*

**CLAS 291 (202220) 3:3-0**

**Introduction to Classical Archeology**
An exploration of the material cultures of pre-classical and classical civilizations of Greece and Rome. Particular attention will be paid to the ways in which archaeological methods contribute to our understanding of the history and culture of these civilizations. ***Prerequisite: CLAS 100 or CLAS 200, or permission of the Department Head.*** *Note: Students may receive
credit for one of CLAS 291 or CLAS 390AB.*

CLAS 390 (202220) 3:3-0  
Advanced Studies in Classical Studies  
A critical examination of some selected topics in Classical Studies. ***Prerequisite: Four 200-level CLAS courses in classical studies, or permission of the Department Head or instructor.***

CLAS 390AA (20220) 3:3-0  
Honours Paper in Classical Studies  
Completion of an honours paper in Classical Studies under the supervision of an appropriate faculty member and approved by the coordinator of the program. **Permission of the Department Head is required to register.**

CLAS 390AB (20220) 3:3-0  
Adv Studies – Class. Archaeology  
An advanced exploration of the material cultures of pre-classical and classical civilizations of Greece and Rome. Particular attention will be paid to the ways in which archaeological methods contribute to our understanding of the history and culture of these civilizations. ***Prerequisite: Four 200-level CLAS courses in classical studies, or permission of the Department Head or instructor.***  
*Note: Students may receive credit for one of CLAS 390AB or CLAS 291.*

CREE 101 (202220) 3:3-0  
Elementary Cree II  
A continuation of CREE 100. Further grammar and oral practice in Cree. This course completes preparation for CREE 202. ***Prerequisite: CREE 100.***  
*Note: Students may receive credit for only one of CREE 101 or CREE 105.*

CREE 206 (202220) 3:3-0  
Cree Linguistics  
Linguistic concepts for the scientific analysis of Cree, with comparison to the closely related Algonquian language Saulteaux. Application to language teaching. ***Prerequisite: CREE 101 or CREE 105 or permission of the Department Head Program Coordinator.***

CREE 230 (202220) 3:0-0  
Cree Syllabics  
Introduction to the Cree syllabics writing system. Reading and writing in syllabics. ***Prerequisite: CREE 101 or permission of the Department Head Program Coordinator.***  
*Note: Students may receive credit for only one of CREE 230 or CREE 330.*

CREE 340 (202220) 3:3-0  
Oral Tradition of Cree  
Stories and legends on audio and video cassettes will be analyzed and transcribed by students. Storytelling sessions by students and elders. Visiting lecturers will also be included in the course. ***Prerequisite: CREE 203 or permission of the Department Head Program Coordinator.***

CREE 390 (202220) 3:3-0  
Selected Topics in Cree  
Courses designed as required for senior undergraduate. ***Prerequisite: One 300-level Cree course or permission of the head of the Department of Indigenous Languages, Arts and Cultures Program Coordinator.***

CREE 490 (202220) 1:3:3-0  
Courses designed as required for senior undergraduates. ***Prerequisite: Three CREE 300-level Cree courses.***  
**Permission of the Department Head Program Coordinator is required to register.**

DAK 100 (202220) 3:3-0  
Conversational Dakota I  
Course Description: Introduction to the Dakota language, with emphasis on oral expression, basic grammar, and writing in Roman orthography.  
*Note: Students may receive credit for one of DAK 100 or DAK 104.*

DAK 101 (202220) 3:3-0
Conversational Dakota II
A continuation of DAK 100. Further grammar and conversational practice for Dakota. ***Prerequisite: DAK 100. ***Note: Students may receive credit for one of DAK 101 or DAK 105.*

DAK 104 (202220) 3:3-0
Dakota Grammar and Orthography I
This course is designed for students who speak some Dakota. Emphasis is on Roman orthography and basic grammar, with some attention to dialect variation. **Prerequisite of the Department Head Program Coordinator is required to register.** ** Note: Students may receive credit for one of DAK 101 or DAK 104.*

DAK 105 (202220) 3:3-0
Dakota Grammar and Orthography II
A continuation of DAK 104. Further study of the grammar and orthography. An introduction to short composition. ***Prerequisite: DAK 104.*** **Note: Students may receive credit for one of DAK 101 or DAK 105.*

DAK 206 (202220) 3:3-0
Dakota Linguistics
Linguistic concepts for the scientific analysis of Dakota, with comparison to the closely related Nakota dialect. Application to language teaching. ***Prerequisite: DAK 101 or DAK 105 or permission of the Department Head Program Coordinator.***

DENE 101 (202220) 3:3-0
Conversational Dene II
A continuation of DENE 100. Further grammar and conversation practice for Dene. ***Prerequisite: DENE 100.*** **Note: Students may receive credit for one of DENE 101 or DENE 105.*

DENE 105 (202220) 3:3-0
Dene Grammar and Orthography II
A continuation of DENE 104. Further study of the grammar and orthography. An introduction to short composition. ***Prerequisite: DENE 104.*** **Note: Students may receive credit for one of DENE 101 or DENE 105.*

DENE 202 (202220) 3:3-0
Intermediate Dene I
This course is a continuation of the Dene oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature. ***Prerequisite: DENE 101 or DENE 105.***

DENE 206 (202220) 3:3-0
Dene Linguistics
Linguistic concepts for the scientific analysis of Dene, with comparison to closely related Athapaskan languages. Application to language teaching. ***Prerequisite: DENE 101 or DENE 105 or permission of the Department Head Program Coordinator.***

ECON 231 (202220) 3:3-0
Money, Banks, and Financial Institutions
How did money evolve and who controls its supply? How do banks work and what is the role of the central bank? How do stock and bond markets work and what purpose do they serve? ***Prerequisite: 15 credit hours or ECON 100.*** **Note: Formerly numbered ECON 296AA. Students may not receive credit for both ECON 231 and ECON 296AA.***

ECON 233 (202220) 3:3-0
Issues in Canadian Agriculture
Applies economic theory to current problems facing Canadian and world agriculture. Supply and demand conditions in world markets. Causes and effects of government support programs. Impact of WTO agreements. ***Prerequisite: 15 credit hours or ECON 100.*** **Note: Formerly numbered ECON 296AB. Students may not receive credit for both ECON 233 and ECON 296AB.***

ECON 238 (202220) 3:3-0
Economics of Sport
Are professional athletes paid too much? Should governments pay for stadiums? Can small-market franchises survive? ***
Prerequisite: 15 credit hours or ECON 100.

ECON 281 (202220) 3:3-0
Wages & Employment in Canada
How are wages determined? What are the causes of unemployment? What policies are best suited for dealing with industrial injuries, part-time work, employee health, and retirement? ***Prerequisite: 15 credit hours or ECON 100.*** *Note: Formerly numbered ECON 381. Students may not receive credit for both ECON 281 and ECON 381.*

ENGL 110 (202220) 3:3-0
Critical Reading and Writing II
A study of a special topic in literature, which may include non-literary texts, in conjunction with a continuation of the writing program begun in ENGL 100. ***Prerequisite: ENGL 100.*** *Note 1: Students who have passed former ENGL 100, Literature and Composition (4 credit hours) or former ENGL 120, 130, or 140 may not receive additional credit for ENGL 110.* *Note 2: Every section of ENGL 110 has a different focus. Please consult the Department’s Supplementary Calendar or the list of current course offerings on the Departmental website at: http://www.arts.uregina.ca/english.* *Note 2: Students who fail ENGL 110 twice should contact their faculty or their federated college immediately.*

ENGL 152 (202220) 3:3-0
Introduction to Creative Writing
This creative writing course will focus on grammar and syntax basics for writers, and on the skill of reading literature as someone engaged in the craft. Through the workshop process, the course will help students develop their skills in writing for an audience and editing their work. It may be offered online or face-to-face. ***Prerequisite: ENGL 100, or permission of Instructor the Department Head.***

ENGL 252 (202220) 3:3-0
Creative Writing I
The craft of creative writing, with work in poetry, drama or non-fiction, and prose fiction. ***Prerequisite: ENGL 100 and either ENGL 100 or ENGL 152.***

ENGL 275 (202220) 3:3-0
Literature and Popular Culture
This course focuses on popular culture as manifested in a variety of forms, including mass and social media, music, film, graphic novels, etc. The course aims at exploring the connections between popular culture and literature, and the ways in which popular culture can be analyzed using the tools of literary analysis. ***Prerequisite: ENGL 100, plus six credit hours.***

ENGL 276 (202220) 3:3-0
Literature and Interdisciplinary Contexts
This course engages students in the study of literature in the context of various disciplines (justice, health, psychology, disability studies, science, environmentalism, urban studies, law, etc.). The focus of individual offerings of the course will be determined by the individual instructor in consultation with the Department Head of English. ***Prerequisite: ENGL 100, plus six credit hours.***

ENGL 302 (202220) 3:3-0
Shakespeare Hist/Hist/Trag (Shakespeare: Histories and Tragedies)
A study of five to seven of Shakespeare’s histories and tragedies. ***Prerequisite: ENGL 100 and either ENGL 100 or completion of 48 credit hours.***

ENGL 304AP (202220) 3:3-0
Comedies of Menace: Pinter
A study of the plays of Harold Pinter. We will study works spanning the career of Novel Laureate playwright Harold Pinter, master of comedic menace and of the infamous “Pinter Pause.” ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Students may receive credit for one of ENGL 304AP, THST 381AA, THST 382.*

ENGL 310AA (202220) 3:3-0
Contemp Cdn Aboriginal Fiction
Selected novels and short stories written in English and published by Canadian Aboriginal Indigenous writers after 1973. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***
ENGL 310AB (202220) 3:3-0
American First Nation Fiction
Fiction by prominent contemporary First Nations Indigenous authors. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 310AC (202220) 3:3-0
Residential School Lit
For over 100 years, residential schools were the cornerstone of the Canadian government’s policy of assimilation. The last school closed in 1986. Residential schools have had a profound effect on Aboriginal Indigenous people who attended them and continue to affect Aboriginal Indigenous people today. This class will study works of Aboriginal Indigenous literature that use narrative, poetry, and to drama to expose the effects of the school in an effort to heal from them. We will also look briefly at film and visual art. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 310AE (202220) 1:3-0
Canadian First Nation Indigenous Drama
This course will examine works by prominent Canadian First Nations Indigenous playwrights. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 310AG (202220) 3:3-0
Canadian Native Indigenous Literature
This course is a survey of contemporary Canadian Native Indigenous Literature written in English. The survey will begin with so-called protest or resistance writing from the 1960’s and 1970’s and examine developments since then, focusing on both divergences and continuities in the writing. Drama, fiction, and poetry will be considered. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 314AA (202210) 3:3-0
Canadian Drama
This course examines Canadian plays from the 1960s to the present with a focus on the diversity of theatrical styles and themes, in works from across the country. The course also looks at Canadian Theatre History in relation to Canadian drama and Canadian literature. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** **Note: Students may receive credit for one of ENGL 314AA or THEA 380.**

ENGL 317AB (202220) 3:3-0
Contemporary American Literature
This course examines a number of very recent American novels and short stories recent American fiction, poetry, and creative non-fiction to ascertain the nature of contemporary American experience. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 319AH (202220) 3:0-0
Other Worlds: 18th Century Women Writers and Exploration
This class features readings from 18th century women who were engaged in various forms of scientific, geographical, and cultural exploration. We'll read pieces of early science fiction, letters from abroad, and explore the many worlds that made up 18th century London. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** **Note: Students may receive credit for one of ENGL 319AH or WGST 380AT.**

ENGL 336AQ (202220) 3:3-0
19th Century: Religion and Literature
Once known as “the age of faith and doubt” and later as a flashpoint for the rise of the scientific understanding and secularization, the 19th century is under scrutiny by critics who no longer take for granted religion’s modern decline. This course examines the robust debates in Victorian culture and literature over religion, modernization, and secularization, as well as the internecine conflicts in Christianity itself. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: students may receive credit for one of ENGL 336AQ or RLST 390BZ.*

ENGL 352AE (202220) 3:3-0
Creative Writing II: Playwriting and Writing for Performance
In this course students will receive detailed instruction in playwriting coupled with a discussion of such dramaturgical problems as style, structure, and characterization. Students will also receive instruction in writing for diverse performance contexts. ***Prerequisite: ENGL 252.*** **Permission of the Department Head is required to register.** **All students wishing to enrol
in this course must submit a sample of their creative writing and be interviewed by the instructor before registering.**

**ENGL 367 (202220) 3:3-0**
Gender and Language
A study of issues related to gender and language, including stylistic variation between the sexes, differing male and female strategies for dealing with social context, and sexist language, genders, differing strategies for dealing with gendered interactions in a social context, the history of sexist language, and debates about political correctness and inclusive language usage. ***Prerequisite: ENGL 100 and 110, or LING 220*** *Note: This course is cross listed with WGST 367. Students may not receive credit for both ENGL 367 and WGST 367.*  *Note: Students may receive credit for one of ENGL 367 or WGST 367.*

**ENGL 377AE (202220) 3:3-0**
Contemporary Comedy
This course will study plays written from the 1960s to the present, and will attempt to define comedy as it appears on the contemporary stage. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Students may receive credit for one of ENGL 377AE or THEA 456AA.*

**ENGL 377AF (20220) 3:3-0**
Staging the Passion
A study of various texts, medieval to contemporary, that dramatize the events of Christ’s passion: his trial, crucifixion, and burial. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Students may receive credit for one of ENGL 377AF or THEA 454AC.*

**ENGL 377AG (202220) 3:3-0**
Melodrama to Modernism
A survey of European and North American plays written and produced from 1830 to 1950. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Students may receive credit for one of ENGL 337AG or THST 302AA.*

**ENGL 386AC (20220) 3:3-0**
Adventure & Idea Masculine Adventure & the Masculine Idea
Linking gender and genre, this course examines the construction of masculine heroism through a range of texts, from the romance to the classic adventure tale to its re-invention in the hands of seminal contemporary writers. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

**ENGL 387AG (202220) 3:3-0**
Ideas of the University
Universities have long experienced lively tensions: between free expression and official doctrine; between study for its own sake and study for some marketable purpose; between separation from and integration with the community. These and other themes are explored in a selection of texts centered around the university. ***Prerequisites: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Students may receive credit for one of ENGL 387AG or ENGL475AK.*

**ENGL 388 (202220) 3:3-0**
Methods for the Study of Literary Genre
An exploration of methods used in the study of literary genres. Students will be required to write essays which analyze literature according to generic approaches. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Note: Formerly numbered ENGL 270. Students may not receive credit for both ENGL 388 and ENGL 270.*

**ENGL 390 (202220) 3:3-0**
History of Criticism
A chronological study of theories of literary criticism from Plato to T.S. Eliot ancient to modern writers. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

**ENGL 394AC (202220) 3:3-0**
Early Modern Play of Gender
The course examines the ways in which early modern English drama interrogates gender categories, particularly through its practice of casting boys in women's roles. We study how the one-sex model in early modern England relates to cross dressing in five or six selected plays by Shakespeare and his contemporaries. We study how the one-sex model in early modern England relates to the history of cross-dressing, as well as queer performances and criticism, in five or six selected plays by Shakespeare.
ENGL 399 (202220) 3:3-0
Methods for the Study of Literary Theory
An exploration of methods used in some recent approaches to reading literary texts. Students will be required to write papers which offer textual readings based on the application of these approaches.
***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 400 (202220) 3:3-0
Methods for the Study of Literary Theory
An exploration of methods used in some recent approaches to reading literary texts. Students will be required to write papers which offer textual readings based on the application of these approaches.
***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 405 (202220) 3:3-0
Studies in Middle English Literature – an AA-ZZ series.
This course will engage with a variety of Early Medieval texts (500-100CE), including poetry, prose, and artwork from the era.
**Intended for Honours or prospective Honours students only. Students who are not English Honours majors are require permission of the Department Head to register.***

ENGL 405AA (202220) 3:3-0
Women & Lit in the Middle Ages
A study of the images of women that dominated medieval culture. *Note: Students may receive credit for one of ENGL 405AA or ENGL 801AA.*

ENGL 405AB (202220) 3:3-0
Middle English Visionary Lit
Middle English writers case narratives in the form of personal visions to treat a wide variety of subjects. Using both reader response and narrative theory, the course analyses how these authors construct the fictional audience, as they speak on matters of vital concern.
*Note: Students may receive credit for one of ENGL 405AB or ENGL 801AB.*

ENGL 405AD (202220) 3:3-0
Medieval Materialism
This honours/grad course will concentrate on the medieval material world and the five senses, including texts that engage with: arms and armour, stained glass, the elements and eco-criticism, fashion, animal lives, and magic as a material force. We'll read texts in both their original languages and translations. ***Prerequisite: ENGL 100 & and ENGL 110.***

ENGL 410AA (202220) 3:3-0
Spenser: The Faerie Queene
This course will read all six books of the Faerie Queene as a struggle with the dangers of idolatry. It also focuses on Spenser’s concern for the private and public virtues, especially with the “politics of friendship”. *Note: Students may receive credit for one of ENGL 410AA or ENGL 802AA.*

ENGL 410AB (202220) 3:3-0
Marlowe and Shakespeare
This course treats Marlowe and Shakespeare as early modern dramatists who both overreach traditional categories in developing their own personal mythology. We examine 3-5 of Marlowe’s canonical plays in relation to the five 3-5 plays of Shakespeare with which they have been most often compared. *Note: Students may receive credit for one of ENGL 410AB or ENGL 802AB.*

ENGL 410AC (202220) 3:3-0
Poststructuralism and Shakespeare
This course uses select plays by Shakespeare as test cases to examine the challenges presented by five poststructuralist approaches – deconstruction, psychoanalysis, Marxism, feminism, and queer theory. The course explores how poststructuralism aids us in formulating an ethics of the other in Shakespeare’s plays. ***Prerequisite: Completion of 60 credit
hours, and at least a 70% average in both overall and in English courses.*** *Note: Students may receive credit for one of ENGL 410AC or ENGL 802AC.*

**ENGL 410AE (202220) 3:3-0**

**Shakespeare as a Cultural Icon**

This course examines the ways in which Shakespeare has been used as a national and international icon, both to maintain institutionalized power and to serve as a resistance point for underprivileged groups. We trace this fundamental paradox through the cultural reception of four popular, contested plays in the Shakespeare canon. *Note: Students may receive credit for one of ENGL 410AE or ENGL 802AE.*

**ENGL 415AB (202220) 3:3-0**

**Shakespeare**

A study of one or more aspects of Shakespeare’s works. *Note: Students may receive credit for one of ENGL 415AB or ENGL 803AB.*

**ENGL 415AC (202220) 3:3-0**

**Renaissance Lyric Poetry**

This course examines English Renaissance lyric poetry in the light of current scholarship on emerging concepts of self in the early-modern period. The primary focus is to examine the variety of lyric poetic voices of this period, particularly of the seventeenth century. *Note: Students may receive credit for one of ENGL 415AC or ENGL 803AC.*

**ENGL 415AD (202220) 3:3-0**

**Preachers, Players & Community**

This course examines what early modern players and preachers had in common and how their “performances” contributed to cultural formation. It also explores the nature of the communication network within which they operated and its similarities to our own electronic web. Texts include plays, sermons, documentary and pictorial evidence. *Note: Students may receive credit for one of ENGL 415AD, ENGL 803AD, or THEA 810AA.*

**ENGL 415AF (202220) 3:3-0**

**The Body in 17th Century Literature**

Using a number of theoretical approaches, we will examine representations of the body and its functions in literary and medical texts from the 17th century. We will consider how these representations reflect cultural values and perpetuate gender, economic, naturalist, and colonialist ideology. Preerequisite: Englı honours students only or permission of department head. *Note: Students may receive credit for one of ENGL 415AF or ENGL 803AF.*

**ENGL 415AH (202220) 3:3-0**

**Colonialism & Renaissance Lit**

We will explore the influence of the “discovery” of the New World on early modern literature and culture, considering, for example, reactions to new lands, peoples, products (like tobacco), and diseases. We will focus on English texts from the seventeenth century, including travel writing, religious tracts, poetry, and drama. ***Prerequisite: Must be an English Honours student or have permission of the Department Head***. *Note: Students may receive credit for one of ENGL 415AH or ENGL 803AH.*

**ENGL 420AB (202220) 3:3-0**

**She-Tragedy**

This course examines the phenomenon of the female scapegoat, who is intended to serve both as a cure and an indictment for society’s sexual double standard, in representative male-authored tragic drama of the 17th and 18th centuries, and culminates in an examination of Richardson’s novel Clarissa. *Note: Students may receive credit for one of ENGL 420AN or ENGL 804AB.*

**ENGL 420AC (202220) 3:3-0**

**18 Century Women’s Fiction**

This course will examine a selection of fiction written by women between 1688 and 1798 using several theoretical approaches. *Note: Students may receive credit for one of ENGL 420AC or ENGL 804AC.*

**ENGL 420AD (202220) 3:3-0**

**Sex/Tex Trans Baroque/Augus Lit** Sexual and Textual Transgression in Baroque and Augustan Literature

This course examines the various ways that seventeenth- and eighteenth-century writers transgress social, political, and religious conventions. The course will focus especially on the way sexual transgression acts as a metaphor for literary
transgression. *Note: Students may receive credit for one of ENGL 420AD or ENGL 804AD.*

**ENGL 420AE (202220) 3:3-0**  
**Restoration and Eighteenth-Century Drama**  
This course will sample some of the plays written between 1660 and 1700. Although the primary focus of the plays will be on comedy, the selections will include a broad sample of genres, including heroic tragedy, tragedy, experimental farce, and ballad opera. ***Prerequisite: Completion of 60 credit hours with an average of 70% both overall and in English courses.*** *Note: Students may receive credit for one of ENGL 420AE or ENGL 804AE.*

**ENGL 420AF (202220) 3:3-0**  
**Melancholy/Madness 18-Century**  
This course explores the under-belly of the so-called “Age of Reason” by examining a range of literary and medical representations of melancholy and madness. We will supplement our investigations with a series of critical texts, and topics of discussion will centre around the relationship between 18th-century mental illness and gender, genius, culture, and creativity. ***Prerequisite: Completion of 60 credit hours, and an average of at least 70% both overall and in English courses.*** *Note: Students may receive credit for one of ENGL 420AF or ENGL 804AF.*

**ENGL 420AP (202220) 3:3-0**  
**Eighteenth Century Sexualities**  
This seminar will explore issues of gender and sexuality in Eighteenth Century culture, including literature, artwork, music, and fashion. *Note: Students may receive credit for one of ENGL 420AP or ENGL 820AP.*

**ENGL 420AQ (202220) 3:3-0**  
**The Golden Age of Piracy and its Contexts**  
The literary image of the pirate – including dress, speech, and demeanour – stems from a very specific historical period, namely, the years from 1715 to 1730, generally known as the final phase of the Golden Age of Piracy (roughly 1680 to 1730). During this period, the British government undertook to eradicate pirate activity in the Caribbean, installing Woodes Rogers as governor of The Bahamas, and charging him with waging a “war on piracy” that successfully drove piracy out of North America by 1726. This course will consider the literature about pirates that emerged during this period. *Note: Students may receive credit for one of ENGL 420AQ or ENGL 804AG.*

**ENGL 425AA (202220) 3:3-0**  
**John Keats**  
This course explores the writings and life of John Keats. *Note: Students may receive credit for one of ENGL 425AA or ENGL 805AA.*

**ENGL 425AB (202220) 3:3-0**  
**The Romantic Lyric**  
*Note: Students may receive credit for one of ENGL 425AB or ENGL 805AB.*

**ENGL 425AE (202220) 3:0-0**  
**Knowing Feeling: Romantic Affects**  
Romanticism is typically – almost stereotypically – concerned with feeling. What did the Romantics think about the role of feeling? Why and how did feeling become so important? To explore these questions we will read literary, scientific, and philosophical texts in the context of contemporary affect theory.  
Assessment: seminar, précis, essay, exam.  
*Note: This course is intended for ENGL honours students.*  
*Note: Students may receive credit for one of ENGL 425AE or ENGL 805AE.*

**ENGL 425AF (202220) 3:0-0**  
**Representations of Judaism from Romanticism to Modernity**  
Beginning with literary context from the Bible, Jewish mythology, and Shakespeare, this course ultimately focuses on British representations of Judaism from the mid 18th to the late 19th century. The aim is to investigate how “Judaism,” as imagined by various artists, complicates narratives of historical and national identity in England. ***Prerequisite: ENGL 100 & ENGL 110.***  
*Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the Department Head to register.*  
*Note: Students may receive credit for one of ENGL 425AF or ENGL 805AF.*

**ENGL 425AG (202220) 3:3-0**  
**Shelley’s Monsters: Mary Shelley’s Life and Art**
This course focuses on the topic of monstrosity in several of Mary Shelley’s novels, some of her short stories and essays, and her editing work. We will read these texts in biographical context and alongside shorter contributions by Percy Shelley and Lord Byron. **Prerequisite: ENGL 100 & 110.** *Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the department head to register.*

ENGL 430AB (202220) 3:3-0
Victorian Social-Justice Novel
A study of the conventions of, and the political philosophies underlying, the Victorian social justice novel. *Note: Students may receive credit for one of ENGL 430AB or ENGL 811AA.*

ENGL 430AC (202220) 3:3-0
Transition to Modernity
This course examines the changes in the relation between the individual and society, in available epistemological frameworks, in gender identities, and in the representation of desire through the study of texts written in England between 1860 and 1920. ***Prerequisite: Completion of 60 credit hours, and an average of at least 70% both overall and in English courses.*** *Note: Students may receive credit for one of ENGL 430AC or ENGL 806AC.*

ENGL 430AH (202220) 3:3-0
Victorian Literature: Liberalism & Social Justice Novel
This course treats liberal political philosophy as a key but occluded context for Victorian social justice novels. Topics include public and private space, and their right relationship; political rights and the juridical person; women, class, and suffrage; parliamentary and social reform; and the role of education in bringing rights into being. *Note: Students may receive credit for one of ENGL 430AH or ENGL 806AH.*

ENGL 430AL (202220) 3:3-0
Faith and Doubt
Was the Victorian Age really one of a crisis of faith, of spreading doubt in the hoary old conventions of Christianity which marked a necessary passage to Modernism and Modernity? Or was the apparent growth of secularism in the British 19th century a mark of something else altogether? This course examines the literature of faith and doubt, from the poems of Tennyson, Matthew Arnold, and Elizabeth Barrett Browning to the novels of Dickens, Eliot, and Elizabeth Gaskell from the perspective of new scholarship on Victorian religion, inviting critics to take seriously, as did the Victorians themselves, their own thinking about religion and the spiritual life. ***Prerequisite: ENGL 100 & 110*** *Note: Must be an English honours student.*

ENGL 435AK (202220) 3:3-0
T. S. Eliot
An overview of the career and development of T. S. Eliot, one of the most influential poets and critics of the twentieth century, this course will examine the collected verse, as well as selected plays and critical work. *Note: Students may receive credit for one of ENGL 435AK or ENGL 807AK.*

ENGL 435AL (202220) 3:3-0
Holocaust Literature
This is a course on the study of Holocaust Literature written in English. We will study a range of genres, including memoir, novel, short fiction, poetry, drama, and other media to seek to understand the complexity of Holocaust representation in literature. **Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the Department Head to register.** *Note: Students may receive credit for one of ENGL 435AL or ENGL 807AL.*

ENGL 435AM (202220) 3:0-0
Evelyn Waugh
Literary iconoclast-cultural conservative, ruthless satirist/devout Catholic: Evelyn Waugh seems a contradiction. Yet he is widely hailed, even by those unsympathetic to his values, as one of the great stylists of his century. This course offers a comprehensive measure of Waugh’s diverse achievements over 37 years as a writer. *Note: Students may receive credit for one of ENGL 435AM or ENGL 807AM.*

ENGL 435AN (202220) 3:0-0
Modernism & Problem of History
This course examines how the acceleration of contemporary life brought about by new technologies posed for modernists a problem of representation they met with formal innovation, and how history’s morally troubling character spurred the forging of new myths to account for the repeated return of past strife and oppressions. *Note: Intended for Honours or prospective...
Honours students only. Students who are not English Honours majors require permission of the Department Head to register.

ENGL 435AO (202220)  3:0-0
Holocaust Lit. & Ethics
This course uses Kant’s ethical and aesthetic theory as a helpful way of understanding how inmates experienced a perversion of normality in Auschwitz-Birkenau. If Kant saw beauty as a means of creating community and the categorical imperative as a unifying mode of ethical action, writers such as Charlotte Delbo and Primo Levi describe experiences that cannot be contained by Kant’s thinking. ***Prerequisite: ENGL 100 and either ENGL 110 or completion of 48 credit hours.***

ENGL 440AD (202220)  3:3-0
Canadian Poetry Since 1970
This course will focus on a reading of poetic works of the last 30 or so years. Major improvements, significant shifts, and the work of widely read poets will be examined. We will explore the roles of small presses and literary magazines in the dissemination of contemporary writing in Canada. *Note: Students may receive credit for one of ENGL 440AD or ENGL 808AD.*

ENGL 440AI (202220)  3:3-0
Canadian Literature: Atwood
For Margaret Atwood, literature is a powerful complex of self-fashioning, imagining and eyewitnessing, which is never stable or morally neutral. This course examines Atwood’s national, environmental, humanitarian, and feminist concerns, as well as her postmodern aesthetics and her experimentation with genre. *Note: Students may receive credit for one of ENGL 440AI or ENGL 808AI.*

ENGL 440AJ (202220)  3:3-0
Mourning and Memorial in Canadian Literature
A studying of mourning and memorial in Canadian literature with a focus on poetry and prose post 1950; includes theoretical grounding in mourning, memorial, and culture. **Note: Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the Department Head to register.** *Note: Students may receive credit for one of ENGL 440AJ or ENGL 808AK.*

ENGL 440AK (202220)  3:0-0
Testimony, Witness, and Indigenous Literatures
This course draws upon Indigenous and Western theories of trauma, testimony, and witness to examine and query contemporary Indigenous literatures’ engagement with telling the trauma story through fiction for pedagogical, therapeutic, and activist purposes. ***Prerequisites: ENGL 100 and either ENGL 110 or completion of 48 credit hours.*** *Intended for Honours or prospective Honours student only. Students who are not English Honours majors require permission of the Department Head to register.*

ENGL 445AJ (202220)  3:3-0
Cormac McCarthy
An intensive study of an extraordinary novelist and stylist, tracing his development through five decades and several genres. Beginning with his gothic explorations of the American South, we follow him to the Southwest, and backwards and forwards in time, as he reworks the Western, the thriller, and apocalyptic dystopia. ***Prerequisite: ENGL 100 and ENGL 110*** **Permission of the Department Head is required to register.** *Note: Students may receive credit for one of ENGL 445AJ or ENGL 809AJ.*

ENGL 465AA (202220)  3:0-0
Writing Fixed-Form Poetry
This advanced poetry course involves the study of ways in which contemporary poets innovate, subvert, or reject inherited fixed forms. Student will analytically “frame” and lead one workshop for the creative writers in the class and will themselves workshop a comprehensive research paper. *Note: This course is intended for ENGL honours students.* *Note: Students may receive credit for one of ENGL 465AA or ENGL 465CA.*

ENGL 465AB (202220)  3:3-0
Writing the Lyric Self
This course is an intensive workshop in the craft and practice of creative writing with detailed instruction in genre-based criticism. Students are invited to consider the contemporary lyric poetic voice in relation to poles of literary impersonality and confession, and in relation to various strategies of music, prose and drama. ***Prerequisite: ENGL 100 & ENGL 110*** *Note: Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission
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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENGL 465CA</td>
<td>3:0</td>
<td>CW: Writing Fixed-Form Poetry</td>
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<td>In this advanced creative writing course, experienced student poets will</td>
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<td>experiment with traditional poetic forms and study ways in which</td>
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<td>contemporary poets innovate, subvert or reject fixed form. The course aims</td>
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<td>to develop students’ reflective relationship to formalism in their</td>
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<td>personal poetics, even if they choose to write free verse.</td>
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<tr>
<td>ENGL 475AF</td>
<td>3:3</td>
<td>Utopian Literature</td>
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<td>Study of a number of works significant in the Utopian tradition, with</td>
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<td>attention to: Historical and cultural contexts; themes such as politics,</td>
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<td>education, the arts, and gender roles; literary features of the genre; and</td>
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<td>related issues such as the intentional community and city planning.</td>
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<td>ENGL 475AY</td>
<td>3:0</td>
<td>Histories of Childhood</td>
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<td>This course examines childhood as a historical concept, a literary</td>
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<td>representation, and a media phenomenon. We’ll look at experiences of</td>
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<td>Medieval children, examine Shakespeare’s treatment of adolescence (along</td>
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<td>with queer/non-traditional adaptations), the development of children’s</td>
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<td>literature during the 19C, &amp; a variety of children’s/YA texts that</td>
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<td>engage with ecology and dystopia.</td>
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<tr>
<td>ENGL 475AZ</td>
<td>3:0</td>
<td>The Making of Modern Fantasy</td>
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<td>This course studies the shifts in fantasy literature as both genre and</td>
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<td>mode from the 18th century, when it emerges as a recognizable genre, to</td>
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<td>The Lord of the Rings, the keystone text of modern fantasy. It takes up,</td>
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<td>also, the shifts and changes in the theory of fantasy, from 19th century</td>
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<td>considerations of the novel and the romance to Todorov, Shippey, Clute,</td>
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<td>Mendelsohn, and Attebery.</td>
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<td>ENGL 475BA</td>
<td>3:0</td>
<td>Mourning and Memorial in North America</td>
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<td>Focusing primarily on the period post-1950, this course examines how the</td>
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<td>literary culture of North America responds to literary traditions of</td>
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<td>mourning and memorializing in a period that poses serious challenges to the</td>
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<td>efficacy of remembrance. Theoretical and literary works from the focus of</td>
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<td>the readings.</td>
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<td>ENGL 475CL</td>
<td>3:0</td>
<td>CW: Creative Non-Fiction: The Experimental Memoir</td>
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<td>Creative Writing Section: This course is a study of creative non-fiction</td>
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<td>(the memoir and lyric essay), and how this kind of writing differs from the</td>
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<td>novel.</td>
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<td>ENGL 475CU</td>
<td>3:0</td>
<td>Creative Writing: Writing Fantasy</td>
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<td>This course will focus on writing fantasy in a number of forms. We’ll</td>
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<td>tackle the epic to the postmodern and discuss the inner workings of the</td>
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<td>genre-fiction industry. Along the way, we’ll read works of literary/</td>
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<td>popular fantasy across historical periods. Students will submit a final</td>
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<td>portfolio with a critical introduction.</td>
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<td>ENGL 480AD</td>
<td>3:3</td>
<td>After Theory: Politics &amp; Theory</td>
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*Note: Students may receive credit for one of ENGL 465AB or ENGL 813AN.*
Theory and practise often become the opposition between theory and politics where theory is reproached for not being sufficiently political. This course looks at the political relevance of efficacy of theory. It examines the reasons for theoretical resistance, and studies the emergence of Cultural Studies. ***Prerequisite: Min. of 60 credit hours with min. average of 70%.***  *Note: Students may receive credit for one of ENGL 480AD or ENGL 817AD.*

ENGL 480AF (202220) 3:3-0
*“The Age of Poets”: Philosophy and Poetry in the Twentieth Century*
This course examines Heidegger’s proposition that “The thinker says Being. The poet names the holy.” Our focus is on Heidegger and Hölderlin, then turns to Alain Badiou’s pronouncement that the “Age of Poets,” Heidegger’s “suture” of philosophy to poetry, is over. ***Prerequisite: ENGL 100 & 110***

ENGL 480AG (202220) 3:0-0
*Philosophical Ethics and the Zombies*
Embodying contemporary anxieties of apocalyptic disaster, zombies summon fundamental ethical questions. This course examines the zombie in literature, film, the graphic novel, and the TV series The Walking Dead through the lens of bio-ethical theory and philosophers such as Kant, Nietzsche, Jonas, Arendt and Levinas. *Note: Must be an ENGL honours major or permission required.*

ENGL 480AH (202220) 3:0-0
*Rhetoric of Apology in Canada*
This course examines the rhetoric of government apologies in Canada as national mythologies or narratives of forgiving and forgetting government policies that defined, “who belongs and who does not belong to the nation.” We will examine the ideological underpinnings of apologies and attempts at reconciliation through Canadian tragedies. ***Prerequisites: ENGL 100 & 110*** *Intended for Honours or prospective Honours students only. Students who are not English Honours majors require permission of the Department Head to register.*  *Note: Students may receive credit for one of ENGL 480AH or ENGL 817AH.*

ENGL 485AK (202220) 3:3-0
*Advanced Studies in Genre/Creative Writing*
This course is an intensive workshop in the craft and practice of creative writing with detailed instruction in genre-based criticism. It aims to elucidate connections between the student’s own writing and the literary and critical traditions that they seek to join. ***Prerequisite: Completion of 60 credit hours of courses and have an average of at least 70% both overall and in English courses.***  *Note: Students may receive credit for one of ENGL 485AK or ENGL 820AK.*

To Make Note:
To remove all prerequisite and permission notes from all ENGL 400 level courses, replacing them with or adding, “***Prerequisite: This course is intended for ENGL Honours students. Student who are not ENGL Honours students require permission of the Department Head to register.***”, effective 202220.

GER 390 (202220) 1-3:3-0
*Tutorials in German – an AA-ZZ series.*
***-Prerequisite: GER 212 311.***  ***-Permission of the Department Head may be required to register in some offerings.-***

GER 390AF (202220) 3:3-0
*REEL German Culture: An examination of German Cinema*
*** Prerequisite: GER 212 311.***  ***-Permission of the Department Head may be required to register in some offerings.-***

GER 390AM (202220) 3:3-0
*In Pursuit of Meaning: Translation Theory and Practice*
We explore translation as both an academic pursuit and a practical professional activity. Students learn about “equivalence” (textual, grammatical, pragmatic), a concept central to translation, as well as the ethics and morality relating to the profession. We also put theory into practice by translating from a German novel into English. ***Prerequisite: GER 314 212. (or permission of the Department Head)***

HUM 201AC (202220) 3:3-0
*New Testament Literature and Art*
Principal persons and events in the New Testament will be studied for their meaning in the New Testament context. Representations of these in painting, sculpture, music, and literature will be experienced. Comparisons between the New Testament and the artistic representations will be explored. ***Prerequisite: ENGL 100.***  *Note: Students may receive
credit for one of HUM 201AC, FA 300AF, or RLST 290AF.*

IDS 290 (202220)  3:3-0
Selected Topics – an AA-ZZ series
Courses designed as required for undergraduate students. ***Prerequisite: Completion of 15 credit hours, or permission of the Department Head.***

IDS 290AB (202220)  3:3-0
Ecomuseums: Community Engagement for Sustainability
An ecomuseum is constructed when a community comes together to explore, interpret and preserve its heritage in a multifaceted and dynamic way, to promote sustainable development. Ecomuseums exist throughout the world, and this course will study and participate in the development of an emerging ecomuseum in central Saskatchewan. ***Prerequisite: Completion of 15 credit hours, or permission of instructor the Department Head.***

IDS 290AC (202220)  3:3-0
Mixed Methods Research and the Voluntary Sector
This interdisciplinary seminar is about exploring and understanding mixed methods research within the context of the voluntary sector. It requires direct student involvement in applied research activities including research on best practice models, surveys, etc. It focuses on Saskatchewan specifically and Canada generally. ***Prerequisite: Permission of instructor***

IDS 290AD (202220)  3:3-0
Discovering Prairie Community: Saskatchewan Places, Spaces, and People through P
Explore historical Saskatchewan performance spaces through hands-on, site-specific research and a dynamic range of theoretical approaches. Discover through interdisciplinary, performance-studies-based research projects that can advance the goals of real local heritage groups. This semester’s case study will be the Grand Theatre, Indian Head (est. 1904). ***Prerequisite: Completion of 15 credit hours, or permission of the Department Head.***

IDS 290AE (202220)  3:3-0
Communities and Advocacy
This course addresses in both theoretical and practical ways how to build and strengthen communities and help achieve their goals through advocacy. The roles of the community, governments, and other support systems are analyzed. Practical experience will be gained by working with a community group during the course. ***Prerequisite: 15 credit hours, or permission of the Department Head.***

IDS 290AF (202220)  3:3-0
Popping the Bubble: Morality and Discourse in the Digital Age
Why is it so difficult to discuss morally charged topics with someone who sits across the ideological aisle from you? And how does social media change those discussions further? This course will unpack the psychology and philosophy behind moral reasoning and the ways in which digital media impact these processes. ***Prerequisite: Completion of 15 credit hours, or permission of the Department Head.***

INDG 201 (202220)  3:3-0
Introduction to Contemporary Indigenous Issues
This course is a survey of contemporary Indigenous issues, covering topics including self-government, political organizations, the land claims process, social and economic conditions, and Aboriginal identity. ***Prerequisite: INDG 100, or permission of Department Head the Program Coordinator.*** * Note: Students may receive credit for only one of INST 101, INDG 101 or 201.*

INDG 222AB (202220)  3:3-0
First Nations of Saskatchewan – 1885
The events of 1885 in the old Northwest will be examined with particular attention paid to Cree and Nakota involvement. Economic and political antecedents, relations with the Metis, events at Duck Lake, Frog Lake, Poundmaker’s Reserve and environs, the aftermath and subsequent interpretations and circumstances will be discussed. ***Prerequisite: INDG 100, or permission of the Program Coordinator.***

INDG 222AC (202220)  3:3-0
Northern Saskatchewan
This course examines the region known as Northern Saskatchewan: the history of the people who have shaped the region; government policies that have altered the political and social landscape, with emphasis on natural resource development and; the economic and social programs provided to the primarily Aboriginal population. ***Prerequisite: INDG 100, or permission of the Department Head.***

INDG 222AD (202220) 3:0-0
Indigenous and Traditional Ecological Knowledge
This course examines different approaches to documentation and representation of Indigenous environmental knowledge in natural resource management and planning. We consider cultural, social and ethical dimensions of how Indigenous Canadians and global Indigenous peoples have engaged in historic and current resource management. ***Prerequisite: INDG 100, or permission of the Program Coordinator.***

INDG 222AH (202220) 3:3-0
Achievements and Contributions of First Nations Peoples
This course will examine the achievements of First Nations communities and individuals in areas of government, leadership, economic development, plant domestication, agricultural techniques, medicine development, holistic healing practices, sports, gaming, and design. ***Prerequisite: INDG 100, or permission of the Program Coordinator.***

INDG 222AK (202220) 3:3-0
Evolving Health Systems in Northern Saskatchewan
This course will examine how social, political and economic factors have affected the delivery of health care to Indigenous populations living in Canada's "provincial norths". The focus will be Northern Saskatchewan in both the historical and contemporary contexts. ***Prerequisite: INDG 100, or permission of the Program Coordinator.***

INDG 230 (202220) 3:3-0
Indigenous Histories Within the United States
This course surveys the histories of selected Indigenous groups in their experience being engulfed by the creation of the United States. This will be done by examining policy development and implementation and the experience of Indigenous peoples in their resistance and perseverance. ***Prerequisite: INDG 228 or INDG 229, or permission of the Program Coordinator.*** *Note: Students may receive credit for one of INDG 230 or INDG 375.*

INDG 260 (202220) 3:3-0
History of Residential Schools in Canada
This course will provide a historical look at the rationale, ideology, operations and deficiencies of the Indian Residential School system of Canada including underfunding, physical and spiritual abuse, and student mortality. ***Prerequisite: INDG 100, or permission of the Program Coordinator.*** *Note: Students may receive credit for one of INDG 260 or INDG 290AA.*

INDG 262 (202220) 3:3-0
Reconciliation and Indigenous Resurgence in Canada
This course explores different perspectives and policies towards renewing the relationship between Indigenous Peoples and Settler Canada. Students will consider how the implementation of the Truth and Reconciliation calls to action may guide reconciliation and Indigenous resurgence in Canada. ***Prerequisite: INDG 100 or permission of the Program Coordinator.*** *Note: Students may receive credit for one of INDG 262 or INDG 290AB.*

INDG 290 (202220) 3:3-0
Topic in Indigenous Studies
This topics course series will address important and developing issues in Indigenous studies. Topics to be announced. ***Prerequisites: INDG 100, or permission of the Program Coordinator.***

INDG 290AC (202220) 3:3-0
The Story of the Imaginary Indian in North America
The "Indian" is work of colonial imagination, conjuring up a variety of racist and sexist characteristics. This course explores the creation and subsequent history of such constructions in Mexico, the United States, and Canada since 1492. ***Prerequisite: INDG 100, or permission of the Program Coordinator.*** *Note: Students may receive credit for one of INDG 290AC, HIST 290AL, or MAP 200AE.*
INDG 290AD (202220)  3:3-0
Buffalo and the Peoples of the Plains
The course will present the cultural and ecological significance of the American bison to the peoples of the prairie as a historic
source of food, materials, spiritual inspiration, and a contemporary development opportunity. The course will include the
harvest of a bison with the help of a First Nation buffalo rancher and elders. ***Prerequisite: INDG 100, or permission of the
Program Coordinator.***
*Note: An additional charge will be assessed to cover transportation, accommodation, and other course activities.*

INDG 290AE (202220)  3:3-0
Indigenous Ecological Knowledge
This course examines the knowledge, practices and beliefs of Indigenous peoples about their environments. We consider the
importance of Indigenous Ecological Knowledge in traditional settings and within the context of development planning.
***Prerequisite: INDG 100, or permission of the Program Coordinator.***

INDG 301 (202220)  3:3-0
Contemporary Indigenous Issues in Canada
This course examines issues confronting contemporary aboriginal societies, comparing and contrasting the present concerns
and aspirations of aboriginal people in Canada. ***Prerequisite: Any 200-level INDG course in Indigenous Studies, or
permission of the Program Coordinator.***

INDG 305 (202220)  3:3-0
Urbanization and the Indigenous Peoples
This course examines the increasing migration of Canadian Indigenous peoples to urban centres and their changing socio-
economic conditions. Includes examination of government policy affecting off-reserve Indians, and urban Indian agents for
change. ***Prerequisite: Any 200-level INDG course in Indigenous Studies, or permission of the Program Coordinator.
Department Head.***

INDG 334 (202220)  3:3-0
History of the Study of Indigenous Peoples as the “Other”
This course contextualizes the extensive literatures produced by scientists and humanists as a result of the study of Indigenous
peoples. This course will cover the objective, subjective, reflexive, and representative aspects of Indigenous cultures and
societies, approached through sociological knowledge and history of ideas. ***Prerequisite: INDG 100 and INDG 101, or
permission of the Program Coordinator.***

INDG 372 (202220)  3:3-0
Canadian Land Claims Settlement Processes
This course explores the history and development processes of land claims in Canada resulting from efforts subsequent to the
Calder decision and the announced policies of comprehensive and specific claims to contemporary developments, including the
Nisg’a Final Agreement, the Delgamuukw decision, the Treaty Land Entitlement frameworks in place and the Indian Claims
Commission. ***Prerequisite: INDG 100 and INDG 101, INDG 228 and 229 are recommended.***

INDG 390AK (202220)  3:3-0
Comparative Indigenous Media Study from Selected Countries
This course will focus on a comparison of how the media portrays Indigenous peoples in selected countries and Canada. **
Permission of the Department Head Program Coordinator is required to register.***

INDG 390AN (202220)  1:3-3-0
First Nations Treaties in AB
This course will examine Treaties 6, 7 and 8 within the Province of Alberta form the viewpoints of both First Nations and the
Government of Canada. ***Permission of the Department Head Program Coordinator is required to register.***

INDG 390AQ (202220)  1:3-3-0
Collaborative Investigative Research
Of interest to students and journalists across Canada, this practice-based research methods course will introduce students to
investigative collaborations, which encompass skills in the areas of deep research and data journalism, as participants work
together to hold government and industry to account on a national scale. **Note: INCA, INDG, and Journalism students
interested and qualified to participate can get course credit.* **Permission of the Program Coordinator or Department Head is required to register.** *Note: Students may receive credit for one of INDG 390AQ or INDG 890BA.*

**INDG 395AA (202220) 3:6-6:0**  
International Indigenous Field Studies – Guatemala  
This course series exposes students to International Indigenous issues through an approx. two week summer study abroad experience. Topics may include Indigenous cultures and histories, political struggles and economies. Course may be taught in conjunction with IS 390. ***Prerequisite: INDG 100 and INDG 200 or INDG 300.*** *Notes: Fee for course of $2,700 in addition to fees for credit hours.* *Note: Additional fees may apply to this course.*  *Note: Students may receive credit for one of INDG 395AA or IS 390GT.*

**INDG 410 (202220) 3:3-0**  
Ethnic Identity Theory and Indigenous Studies  
This course will examine ethnic identity theories in the social sciences and their application to the study of Indigenous societies.  ***Prerequisite: INDG 238 and any 300-level INDG course in Indigenous Studies, or permission of the Program Coordinator or Department Head.***

**INDG 421 (202220) 3:3-0**  
Issues in Self-Determination  
This course explores models for self-determination, including economic development, land claims and other issues. ***Prerequisite: INDG 224 and any 300-level INDG course in Indigenous Studies, or permission of the Program Coordinator or Department Head.***

**INDG 432 (202220) 3:3-0**  
North American Indigenous Religious Philosophies  
This course analyzes traditional Indigenous religious systems of thought, practice, and beliefs, and the impact of these philosophies on contemporary Indigenous ideas.  ***Prerequisite: INDG 232 and any 300-level INDG course in Indigenous Studies, or permission of the Program Coordinator or Department Head.***  *Note: Students may receive credit for one of INDG 432 or INDG 895AA.*

**INDG 492AC (202220) 3:3-0**  
Blackfoot Philosophy/Epistemology  
In this course, students will study Blackfoot philosophy and epistemology by examining oral traditions and stories which are guides for the people of this First Nation.  ***Permission of the Program Coordinator is required to register.***

**INDG 496 (202220) 1:3-3:0**  
Selected Topics in Indigenous Studies – an AA-ZZ series.  
This course is a study of the various story-telling traditions of Indigenous groups.  ***Permission of the Program Coordinator or Department Head is required to register.***  *Note: Students may receive credit for one of INDG 496 or INDG 372.*

**INDG 496AI (202220) 3:3-0**  
Residential School Literature  
Contemporary Indigenous writers create works of literature that function as both agents of social change and of healing; sharing stories of the residential school experience and celebrating their peoples’ ability to triumph over oppression and hardship. Students will study film, plays, and novels written by both Indigenous and non-Indigenous people; and read critical works focusing on residential school literature and the truth and reconciliation process.  *Note: Students may receive credit for one of INDG 496AI or ENGL 310AC.*

**INDL 240 (202220) 3:3-0**  
A study of representative samples of the traditional literature of a specific indigenous group conducted in English. Topics will be discussed in terms of their relationship to the specific cultural tradition, and will include culturally appropriate genres such as sacred stories or legends, ordinary stories, tall tales, wordplay, etc.  ***Prerequisite: ENGL 100 or INDG 100, or permission of the Department Head of Indigenous Languages, Arts and Cultures Program Coordinator.***

**INDL 241 (202220) 3:3-0**  
Cree Literature in Translation  
Representative examples of Cree literature from different parts of Canada will be read in
translation. Both âtayôhkêwinan (sacred stories, legends) and âcimowina (ordinary stories) will be discussed in terms of their relationship to Saulteaux Cree culture as a whole. ***Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures Program Coordinator. *** *Note: Students may only receive credit for one of HUM 250 or INDL 241.*

**INDL 242 (202220) 3:3-0**
**Saulteaux Literature in Translation**
Representative examples of Cree Saulteaux literature from different parts of Canada will be read in translation. Both âtayôhkêwinan âhtahsôkêwinan (sacred stories, legends) and âcimowina (ordinary stories) will be discussed in terms of their relationship to Saulteaux culture as a whole. ***Prerequisite: ENGL 100 and INDG 100 or permission of the Department Head of Indigenous Languages, Arts, and Cultures Program Coordinator. *** *Note: Students may only receive credit for one of HUM 250 or INDL 242.*

**JAPN 112 (202220) 3:3-1**
**Introductory Japanese II**
A continuation of JAPN 111. This course continues to introduce the basic elements of the language with more kanji characters. Sociolinguistic characteristics will continue to be emphasized. ***Prerequisite: JAPN 111 or permission of the Department Head.*** *Note: Formerly numbered JAPN 102. Students may not receive credit for both JAPN 102 and JAPN 112.*  **Note: Students who previously completed JAPN 101 should consult with the department about whether this course can be completed for credit.*  **Note: Students may receive credit for one of JAPN 112 or JAPN 102.*

**JAPN 211 (202220) 3:3-1**
**Intermediate Japanese I**
This course is designed to reinforce the fundamentals of Japanese introduced in 100-level courses. More vocabulary and complex grammar will be introduced to develop communicative competence. The knowledge of kanji characters will be further developed. ***Prerequisite: JAPN 112 or permission of the Department Head.*** *Note: Formerly numbered JAPN 200. Students may not receive credit for both JAPN 200 and JAPN 211.*  **Note: Students who previously completed JAPN 201 should consult with the department about whether this course can be completed for credit.*  **Note: Students may receive credit for one of JAPN 211 or JAPN 200.*

**JAPN 212 (202220) 3:3-1**
**Intermediate Japanese II**
This course is a continuation of JAPN 211. It introduces more complex grammar structures with an increase of vocabulary and kanji characters. The aim of this course is to develop communicative competence in casual, formal and honorific speech styles. ***Prerequisite: JAPN 200, 201, or 211, or permission of the Department Head.*** *Note: Formerly numbered JAPN 202. Students may not receive credit for both JAPN 200 and JAPN 212.*  **Note: Students who previously completed JAPN 201 should consult with the department about whether this course can be completed for credit.*  **Note: Students may receive credit for one of JAPN 212 or JAPN 202.*

**JS 100 (202220) 3:3-0**
**Introduction to Justice**
Introduces major theoretical orientations and methods of justice studies. Provides an overview of the Canadian legal system and issues involved in the pursuit of criminal, legal, restorative, and social justice. *Note: Formerly numbered HJ 201 and JS 210. Students may receive credit for only one of JS 100, 210 or HJ 201.*

**JS 230 (202220) 3:3-0**
**Introduction to Canadian Law**
Examines the conceptual foundations, structure and administration of law in Canada, including criminal and civil law. Current legal debates and precedent setting cases will be discussed. ***Prerequisites: Completion of 12 credit hours or permission of Department Head.*** *Note: Formerly numbered HJ 307. Students may receive credit for only one of JS 230 or HJ 307.*

**JS 240 (202220) 3:3-0**
**The Criminal Justice System**
An introductory analysis of the criminal justice system. An examination of the Canadian criminal justice process from initial police involvement through court processes to the correctional disposition of convicted offenders. ***Prerequisite: Completion of 12 credit hours or permission of Department Head.*** *Note: Formerly numbered HJ 310 and JS 340. Students may receive credit for only one of HJ 310, JS 240 or 340.*
JS 280 (202220)  3:3-0  
Introduction to Social Justice  
An interdisciplinary examination of the nature and foundations of social justice, including human rights. Theoretical and applied perspectives are included. ***Prerequisites: Completion of 12 credit hours or permission of Department Head***  
*Note: Formerly numbered JS 280 and HJ 309. Students may receive credit for only one of JS 280, JS 380 or HJ 309.*

JS 313 (202220)  3:3-0  
Mental Health and Substance Abuse  
Mental health and substance use/abuse are significant issues for justice organizations and professionals and clients. This course will explore approaches to prevention, intervention and suppression. Public policy related to both areas will be examined. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  
*Note: Formerly numbered HJ 354. Students may receive credit for only one of HJ 354 or JS 313.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head***

JS 316 (202220)  3:3-0  
Mediation and Dispute Resolution  
Examines the role, purposes, use of mediation and other methods of conflict or dispute resolution. Assesses appropriate use of a variety of dispute resolution mechanisms, especially as they relate to issues of race, class, and gender. Emphasis on conflict resolution in the context of human justice and restorative justice. ***Prerequisite: JS 090, JS 100 and completion of 30 credit hours or permission of Department Head***  
*Note: Formerly numbered HJ 321 and HJ 381AC. Students may receive credit for only one of HJ 321 or 381AC or JS 316.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head***

JS 317 (202220)  3:3-0  
Justice, Democracy, and Social Change  
Examines justice in terms of concepts and practices of citizenship within democratic societies. Examines political justice, representations, governmental obligations re: human services and the growing role of nongovernmental organizations. ***Prerequisite: JS 090, JS 100 and completion of 30 credit hours or permission of Department Head***  
*Note: Formerly numbered HJ 314. Students may receive credit for only one of HJ 314 or JS 317.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head***

JS 318 (202220)  3:3-0  
Restorative and Community Justice  
This course will examine, in depth, the restorative justice paradigm and its applications. The development of justice alternatives to criminalizing approaches will be explored. The concepts and services and emerging roles for the community and victims will be analyzed. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  
*Note: Formerly numbered HJS 320, 322, 433 and 384AC. Students may receive credit for only one of HJS 320, 322, 433, 384AC or JS 3418.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head***

JS 319 (202220)  3:3-0  
Criminological Theories  
This course examines various theories within the discipline of criminology that attempt to explain and predict the etiology and epidemiology of criminal and deviant behaviour in Canadian society. Both classical and contemporary theories of crime are considered. Multiple theoretical and disciplinary perspectives may be discussed. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  
*Note: Student can only receive credit for JS 498AE or JS 319.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head***

JS 331 (202220)  3:3-0  
Family Law and Family Policy  
Examines legislation, policies, institutions, and processes relevant to family welfare. Considers issues such as child protection and the structure and operation of family courts. Includes comparisons with other jurisdictions. ***Prerequisite: JS 090, JS 100, and completion of 60 credit hours or permission of Department Head***  
*Note: Formerly numbered HJ 423. Students may receive credit for only one of HJ 423 or JS 331.* ***Prerequisite: Completion of 60 credit hours including JS 090 and JS 100, or permission of the Department Head***
JS 332 (202220)  3:3-0  
**Law and Society**
This course explores law as a social institution. It examines the origin, impact and definition of law, dispute resolution, and the relationship between law and social change. It seeks to engage students in a critical examination of law from a theoretical foundation by applying theory to Canadian law. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 341 (202220)  3:3-0  
**Policing in a Democratic Society**
Explores the roles, organization, and accountability of policing within democratic societies. Considers implications of jurisdiction, geography, community, training and operations. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  ***Note: Formerly numbered HJ 315. Students may receive credit for only one of HJ 315 or JS 341***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 342 (202220)  3:3-0  
**Best Practices in Correctional Programs**
Analyses innovative practices in services for offenders in both institutional and community-based correctional settings. Topics include assessment of offender risk, shaping positive cognitive and social behaviours, overcoming substance abuse, and the protection and promotion of health. Research evidence on the efficacy of such programs is examined. ***Prerequisite: JS 090, JS 100, and completion of 60 credit hours or permission of Department Head***  ***Note: Formerly numbered HJ 480AK. Students may receive credit for only one of HJ 480AK or JS 342***  ***Prerequisite: Completion of 60 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 343 (202220)  3:3-0  
**Community Policing**
A theoretical examination of the history and models of contemporary community policing in Canada. The interrelated roles of the community and the police in the development and implementation of community and problem-oriented policing in urban as well as rural settings will be examined. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 350 (202220)  3:3-0  
**Justice and Indigenous Peoples**
Intended to help human service workers understand the background of current issues, including aboriginal rights, land claims and self-government. Explores aboriginal history, colonization, settlement, displacement, and constitutional issues here and abroad. ***Prerequisite: JS 090, JS 100 and completion of 30 credit hours or permission of Department Head***  ***Note: Formerly numbered HJ 332. Students may receive credit for only one of HJ 332 or JS 350***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 351 (202220)  3:3-0  
**Forms of Racism in Canadian Society**
This course examines the socio-historic system of racism with a focus on the Canadian Aboriginal experience. Manifestations of the different forms of racism are explored. Participants engage in a variety of activities to analyze racism and evaluate their beliefs and actions in order to promote equity and anti-racism practice. ***Prerequisite: JS 090, JS 100 and completion of 30 credit hours or permission of Department Head***  ***Note: Formerly numbered HJ 306. Students may receive credit for only one of HJ 306 or JS 351***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 370 (202220)  3:3-0  
**Young Offenders and Youth Justice**
Examines the status and prospects of youth and current legislation in regard to young offenders. Compares current and former legislation, with attention to guiding principles and actual outcomes. Considers policy and service issues and their impact on youth and youth workers. ***Prerequisite: JS 090, JS 100 and completion of 30 credit hours or permission of Department Head***  ***Note: Formerly numbered HJ 320. Students may receive credit for only one of HJ 320 or JS 370***  ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***
JS 381 (202220)  3:3-0
Foundations of Human Rights
Examines the historical, political, and legal development of human rights and how gender, class, and various aspects of personal and collective identity affect our understanding and realization of human rights. Emphasizes the interrelationships of civil and political rights with social and economic rights. ***Prerequisites: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head. JS 230 and JS 280 are recommended.*** *Note: Formerly numbered HJ 312. Students may receive credit for only one of HJ 312, JS 381, or JS 490AD.* *Note: Recommended for those wishing to take JS 481.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.*** *Note: Students may receive credit for one of JS 381 or JS 490AD.* *Note: JS 381 is recommended for those planning to take JS 481.*

JS 383 (202220)  3:3-0
Social Justice Movements
Examines the theories, meanings and practices of social justice movements in Canada and internationally. Examines local, national, and international social movements and the ways in which economic globalization has led to the formation of the anti-globalization movement. Analyzes the strategies and forms of resistance used by social movements to effect social, economic, political and religious change. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** *Note: Formerly numbered HJ 353. Students may receive credit for only one of HJ 353, JS480, or JS 383.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 391 (202220)  3:3-0
Interprofessional Collaboration
In this course students will explore complex issues related to health, social well-being, justice, and learning in an interprofessional context. Primary goals will be to engage students in opportunities which develop knowledge, skills and attitudes related to collaborative competencies, promote interprofessional learning and to foster interprofessional practice. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** *Note: Formerly numbered JS 380AK and HJ 380AK. Students may receive credit for only one of JS 380AK, JS 380AK or JS 391.* **Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 392 (202220)  3:0-0
Crime Intelligence and Analysis
This course introduces students and professionals to the role of intelligence and analysis in policing. Students and professionals will obtain the knowledge, skills and tools for basic analysis techniques. The course provides insight into the principles of intelligence led policing, critical thinking, and analysis. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** *Note: Formerly numbered JS 398AB. Students may receive credit for only one of JS 392 or JS 398AB.* **Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.*** *Note: Students may receive credit for one of JS 392 or JS 398AB.*

JS 398 (202220)  1-3:3-0
Selected Topics – an AA-ZZ series
Includes courses being developed to meet changing circumstances as required for the development of the department. Course descriptions are available from the department or on the web at http://www.uregina.ca/arts/justice-studies/index.html. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** **Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 399 (202220)  0-3:3-0
Directed Readings and Research – an AA-ZZ series
Courses designed for individual students. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** **Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***

JS 412 (202220)  3:3-0
Environment and Justice
Traces environmental movements, environmental ethics, evolution of environmental assessment/protection, criminalization of pollution, and international environmental agreements. Approached from several perspectives: deep ecology, social ecology, green politics, sustainable development, bioregionalism, and ecofeminism. ***Prerequisites: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head.*** **Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head.***
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Description</th>
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<tbody>
<tr>
<td>JS 415 (202220) 3:3-0</td>
<td>Program Evaluation</td>
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<td>Introduction to organizational, methodological, and professional issues involved in evaluating programs in government and non-government organizations that deal with justice issues. This course offers a practical understanding of the evaluation process, including identification of key evaluation questions, program logics, measurement, research design, and qualitative evaluation. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<tr>
<td>JS 418 (202220) 3:3-0</td>
<td>Advanced Seminar in Law and Restorative Justice</td>
<td></td>
<td>This course will focus on special topics in the area of law or restorative justice. The intent is to offer a special focus on key and contemporary issues in the field and allow students to explore that topic in great depth throughout the semester. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of the Department Head</strong></em> <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<tr>
<td>JS 419 (202220) 3:3-0</td>
<td>Advanced Seminar in Criminal Justice</td>
<td></td>
<td>This course will focus on special topics in the area of criminal justice systems. The intent is to offer a special focus on key and contemporary issues in the field and allow students to explore that topic in great depth throughout the semester. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<tr>
<td>JS 431 (202220) 3:3-0</td>
<td>International Law and Justice</td>
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<td>Explores the role of law, courts, and policy at the international level in the pursuit of criminal justice and social justice. Examines how advocacy and service organizations use these international mechanisms in pursuit of justice-related goals. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> Note: Formerly numbered HJ 424. Students may receive credit for only one of HJ 424 or JS 431. <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<tr>
<td>JS 440 (202220) 3:3-0</td>
<td>Advanced Issues in Corrections and Community Justice</td>
<td></td>
<td>Examines shifting assumptions and changing practices in dealing with persons found guilty of criminal offences, as they pertain to both institutional and community settings. Topics include programming models, tensions among retributive, rehabilitative, and restorative approaches, and the role of culture and communities in repairing harm done by criminal behaviour. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> Note: Formerly numbered HJ 384AB and HJ 407. Students may receive credit for one of JS 440, HJ 407, or HJ 384AB. <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<td>JS 443 (202220) 3:3-0</td>
<td>Police Organization, Administration &amp; Leadership in Canada</td>
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<td>This course focuses on the principles of administration, organizational behaviour, and leadership in human services agencies, including social and criminal justice agencies. Topics include financial and human resource management, implementation of programs toward fulfillment of objectives and decision-making. This course will also examine different models and styles of organizational structure and how they influence organizational behaviour. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<tr>
<td>JS 460 (202220) 3:3-0</td>
<td>Discrimination and Justice</td>
<td></td>
<td>This course examines the social, economic, political and legal implications of discrimination based on: age, ethnicity, racial/ethnic, gender, sexuality, ability, and religion. The course assesses possible areas for social justice advocacy alongside potential legal/judicial remedies to ensure rights and self-determination. <em><strong>Prerequisite: Completion of 60 credit hours and any 300-level JS course or permission of Department Head</strong></em> <em><strong>Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head</strong></em></td>
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<td>JS 481 (202220) 3:3-0</td>
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Advanced Issues in Human Rights
This course focuses on special topics in the area of social justice and human rights. The focus is on key and contemporary issues in the field allowing students to explore that topic in great depth throughout the semester. ***Prerequisites: JS 100, any 300-level JS class and completion of 60 credit hours or permission of Department Head*** *Note: Formerly numbered HJ 426. Students may receive credit for only one of HJ 426 or JS 481* ***Prerequisite: Completion of 60 credit hours including JS 100 and one JS 300 level course, or permission of the Department Head***

JS 484 (202220) 3:3-0
Community Advocacy and Public Policy
Explores general approaches and practical skills that can be used in working to achieve justice related goals, including policy analysis, political advocacy, organizational and community-based activism, public education, and community development. ***Prerequisite: JS 090, JS 100, and completion of 30 credit hours or permission of Department Head*** *Note: Students may receive credit for only one of HJ 405, JS 384, or JS 484.* ***Prerequisite: Completion of 30 credit hours including JS 090 and JS 100, or permission of the Department Head*** *Note: Students may receive credit for one of JS 484 or JS 384.*

JS 494 (202220) 15:15-0
Practicum: Professional Training and Paper
Students will undergo the final stage of their training. This will involve a four month period of work with an approved sponsoring police service and completion of an assigned paper. ***Prerequisite - Completion of a term at an approved Police College or equivalent training with an approved police service, admission to the BA in Police Studies, a minimum of 60% PGPA and 65% major GPA.*** ***Permission of the Police Studies Coordinator is required to register.*** *Note: JS 494 is a compulsory course for students who were enrolled in pre-police studies at any time before finding employment with a police service, and for officers who have less than five years service upon application for admission to the BA in Police Studies.* *Note: Students may not receive credit for both JS 494 and 495.* *Note: Formerly numbered PLST 448. Students may receive credit for only one of PLST 448 or JS 494.* *Note: Students may receive credit for one of JS 494 or JS 495.*

JS 495 (202220) 3:3-0
Practicum: Paper
Students must complete an assigned paper which will integrate academic learning with contemporary policing. ***Prerequisite - Completion of 75 credit hours of pre-police studies (including 15 credit hours of transfer credit for police college (or equivalent) training), admission to the BA in Police Studies, a minimum of 60% PGPA and 65% major GPA.*** ***Permission of the Police Studies Coordinator is required to register.*** *Note: JS 495 is intended for officers with at least five years of service upon application for admission to the BA in Police Studies, and who were not enrolled in pre-police studies before finding employment with a police service.* *Note: Students may not receive credit for both JS 494 and 495.* *Note: Formerly numbered PLST 449. Students may receive credit for only one of PLST 449 or JS 495.* *Note: Students may receive credit for one of JS 495 or JS 494.*

JS 499AC (202220) 3:3-0
Research Techniques in Justice Studies
This class will focus on qualitative methods and research design. Students will learn about the distinction in methodological approaches and will undertake a small-scale project that includes all elements of writing a research proposal. ***Prerequisite: JS 210, 290/291, 340, 380 and completion of 60 credit hours, or permission of Department Head*** ***Prerequisite: Completion of 60 credit hours including one JS 300 level course, or permission of the Department Head*** *Note: Students may receive credit for one of JS 499AC or JS 800.*

LING 210 (202220) 3:3-0
Phonetics & Phonology
The identification and production of speech sounds. Phonetic transcription. Study of the sound patterns of various languages. ***-Prerequisite: One of LING 100, CREE 206, ENGL 260, FR-226, NAK 206, or SAUL 206.*

LING 211 (202220) 3:3-0
Morphology
Word formation in languages, grammatical categories, and morphological typologies. Inflectional and derivational categories. Morphology in selected theoretical frameworks. ***-Prerequisite: One of LING 100, CREE 206, ENGL 260, FR-226, NAK 206, or SAUL 206.*
Semantics
The study of meaning in language. Morpheme and word meaning, text meaning. Semantic components, domains/fields, and roles. Predictable variants of meaning, contexts, dictionaries, metaphors, cognition, Pragmatics, logic. ***Prerequisite: One of LING 100, CREE 206, ENGL 260, FR 226, NAK 206, or SAUL 206.***

LING 213 (202220)
Syntax
An introduction to grammatical analysis and syntactic variation cross-linguistically. Application to the analysis of grammatical structure of various languages. ***Prerequisite: One of LING 100, CREE 206, ENGL 260, FR 226, NAK 206, or SAUL 206.***

LING 220 (202220) 3:3:0
Interdisciplinary Linguistics
Basic introduction to historical linguistics, language acquisition, writing systems, sociolinguistics, psycholinguistics, and other interdisciplinary areas of language study. ***Prerequisite: One of LING 100, CREE 206, ENGL 260, FR 226, NAK 206, or SAUL 206.***

LING 230 (202220) 3:3:0
Indigenous Languages of Turtle Island
Introduction to the classification of the Indigenous Languages of the Americas, with specific focus on Turtle Island (i.e. Mexico, the United States and Canada). Topics will include language in its social and cultural contexts, genetic and areal classification, selected linguistics structures and semantic systems, written and non-verbal communication systems. ***Prerequisite: completion of 30 credit hours of University study or permission of the Department Head. *** *Note: Formerly numbered LING 175. Students may receive credit for only one of LING 175 or 230.* ***Prerequisite: Completion of 30 credit hours, or permission of the Program Coordinator.***

LING 325 (202220) 3:3:0
First Language Acquisition
The course will provide information about how children acquire language from their initial, prenatal speech perception abilities until they can comprehend and produce complex sentences. The core areas of phonological, lexical, morphological, and syntactic acquisition will be surveyed. ***Prerequisite: LING 220, or permission of the Department Head Program Coordinator.***

LING 410 (202220) 3:3:0
Seminar in Phonology
Consolidation of expertise in phonetic transcription, production, and phonological analysis. Common phonological processes. Contemporary phonological theory. Abstractness, naturalness, rule ordering, and rule interaction. ***Prerequisite: LING 210, or permission of the Department Head of Indigenous Languages, Arts and Cultures Program Coordinator.***

LING 411 (202220) 3:3:0
Seminar in Morphology
Morphological processes and structures. Complex systems. Evolution of morphological categories and language universals. Morphology in selected theories. ***Prerequisite: LING 211, or permission of the Department Head of Indigenous Languages, Arts and Cultures Program Coordinator.***

LING 412 (202220) 3:3:0
Seminar in Semantics
Semantic processes and structures. Semantic theories. Application of semantics in language acquisition and teaching. Diachronic semantics. ***Prerequisite: One of LING 212, CREE 312, or SAUL 312.***

LING 413 (202220) 3:3:0
Seminar in Syntax
Contemporary syntactic theory. An examination of competing frameworks for syntactic analysis: relational grammar, transformational grammar, typological approaches. Natural syntax. ***Prerequisite: One of LING 213, CREE 313, or SAUL 313.***

LING 480 (202220) 3:3:0
Linguistics Fieldwork
Practical application of field methods and interview techniques to the study of First Nations and other indigenous languages. Formulation of alternative hypotheses pertaining to data gathered in interviews. Hypothesis testing and use of argumentation in hypothesis assessment. Data analysis and presentation. ***Prerequisite: LING 380 and permission of the Department Head Program Coordinator.***

LING 485 (202220) 3:3-0
Structure of a Selected Language – an AA-ZZ series.
The major grammatical structures of a selected language or language family in typological, areal, and genetic contexts. Contributions to current issues in theoretical linguistics. *Note: **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.***

LING 485AA (202220) 3:3-0
Central Amer Indian Lng Struct
This course will explore the linguistic research done on Central American Indian languages, especially those of Mexico and Guatemala. Topics may include work in phonology, morphology, syntax, historical linguistics, areal linguistics, and linguistic relativity. **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Language, Arts, and Culture is required to register.**

LING 485AB (202220) 3:3-0
Structure of the Cree Language
The major grammatical structures of the Cree language will be surveyed, including its Phonology, Morphology, Syntax, and Semantics. The place of Cree linguistics structure within general linguistic theory will also be explored. **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Language, Arts, and Culture is required to register.**

LING 485AC (202220) 3:3-0
Structure of the Dene Language
Investigation of the Dene Suline, Athapaskan: Phonology, Morphology, Syntax. **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Language, Arts, and Culture is required to register.**

LING 485AD (202220) 3:3-0
Structure of Dakota and Nakota Languages
Investigation of the Dakota, Nakota and Siouan Languages: Phonology, Morphology, Syntax. **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Language, Arts, and Culture is required to register.**

LING 490 (202220) 3:3-0
Courses designed as required for senior undergraduates. ***Prerequisite: One of LING 410, LING 411, LING 412, or LING 413.*** *Note: **Permission of the Program Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.***

LING 490AA (202220) 3:3-0
A Study in Historical Linguistics
An exploration of how languages change over time and how the earlier stages of a language can be reconstructed, up to the ancestor of any family of related languages. *Note: Students taking this course cannot have taken, or take LING 320 for credit*. **Permission of the Program Coordinator is required to register.** *Note: Students may receive credit for one of LING 490AB or LING 320.*

LING 490AC (202220) 3:0-0
Directed Siouan Linguistics Research
An exploration of the Nakota language, with regard to its historical-comparative place within the Siouan language family, through the study of selected articles. **Permission of the Program Coordinator is required to register.**

LING 495 (202220) 3:3-0
Courses designed as required for senior undergraduates. ***Prerequisite: One of LING 410–413, LING 411, LING 412, or LING 413.*** *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.** **Permission of the Program Coordinator is required to register.**
LING 496 (202220) 3:3-0
Topics in Descriptive, Theoretical, or Applied Linguistics – an AA-ZZ series.
Courses designed as required for groups of senior undergraduates. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 497 (202220) 3:3-0
Topics in Descriptive, Theoretical, or Applied Linguistics – an AA-ZZ series.
Courses designed as required for groups of senior undergraduates. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 497AA (202220) 3:3-0
Neurolinguistics
This course explores the neurological basis of our ability to speak, understand speech, learn languages, and read and write. Interest in the information that makes these processes possible, how it is acquired and how it is represented in the cerebral cortex. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 497AB (202220) 1:3:3-0
Pediatric Neurolinguistics
This course is about language and the brain, especially in relation to children. Topics include Acquisition and Use of Language beginning at birth (and even before), as well as "abnormal" situations including injury and disease and other developmental disorders. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 497AC (202220) 3:3-0
Adolescent Neurolinguistics
This course is about language and the brain, especially in relation to adolescence. Topics include the normally developing brain and use of language, including language acquisition, beginning at puberty. As well, abnormal situations, including injury and disease and other harmful effects on the brain, will be studied. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 498 (202220) 3:3-0
Topics in Descriptive, Theoretical, or Applied Linguistics – an AA-ZZ series.
Courses designed as required for groups of senior undergraduates. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

LING 499 (202220) 3:3-0
Topics in Descriptive, Theoretical, or Applied Linguistics – an AA-ZZ series.
Courses designed as required for groups of senior undergraduates. *Note: Permission of the Coordinator of Linguistics or Head, Department of Indigenous Languages, Arts and Culture is required to register.* **Permission of the Program Coordinator is required to register.**

NAK 100 (202220) 3:3-0
Conversational Nakota I
Introduction to the Nakota language, with emphasis on oral expression, basic grammar, and writing in Roman orthography. *Note: Students may receive credit for one of NAK 100 or NAK 104.*

NAK 101 (202220) 3:3-0
Conversational Nakota II
A continuation of NAK 100. Further grammar and conversation practice for Nakota. ***Prerequisite: NAK 100.*** *(Note: Students may receive credit for one of NAK 101 or NAK 105.)*
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| NAK 104 (202220) | 3:3-0 | Nakota Grammar and Orthography I  
This course is designed for students who speak some Nakota. Emphasis is on Roman orthography and basic grammar, with some attention to dialect variation. **Permission of the Program Coordinator is required to register.** | **Note: Students may receive credit for one of NAK 100 or NAK 104.** |
| NAK 105 (202220) | 3:3-0 | Nakota Grammar and Orthography II  
A continuation of NAK 104. Further study of the grammar and orthography. An introduction to short composition. **Prerequisite: NAK 104 or permission of the Program Coordinator.** | **Note: Students may receive credit for one of NAK 101 or NAK 105.** |
| NAK 202 (202220) | 3:3-0 | Intermediate Nakota I  
This course is a continuation of the Nakota oracy and literacy skills introduced at the 100-level. Intermediate grammatical structures are introduced through oral practice and the study of oral and written literature. | **Prerequisite: NAK 101 or NAK 105.** |
| NAK 206 (202220) | 3:3-0 | Nakota Linguistics  
Linguistic concepts for the scientific analysis of Nakota, with comparison to the closely related Dakota dialect. Application to language teaching. **Prerequisite: NAK 101 or NAK 105 or permission of the Program Coordinator.** |
| NSLI 220 (202220) | 3:3-0 | Nonprofit Advocacy and Community Development  
Theoretical and practical consideration of nonprofit advocacy work, including power structures and systems, government structures, community development and organizing, and networking and engaging community residents to achieve changes in public policies and programs and to educate about societal problems. Legal restrictions on charities' advocacy are examined. | **Prerequisite: NSLI 100, or 12 credit hours, or permission of the Program Director.** | **Note: NSLI 100 may be taken concurrently.** | **Note: Students may receive credit for only one of NSLI 220, NSLI 320, IDS 290AE, or JS 384.** |
| NSLI 230 (202220) | 3:3-0 | Nonprofit Communications and Strategic Relationship Building  
Communications with the general public, governments, other nonprofits, businesses, media, funders and donors in order to build intentional relationships are explored. Theory and practice are integrated in examining relationships and accountabilities. New perspectives on social media, virtual/public presence, branding, key messages, and time-sensitive response mechanisms are discussed. | **Prerequisite: NSLI 100, or 12 credit hours, or permission of the Program Director.** | **Note: NSLI 100 may be taken concurrently.** | **Note: Students may receive credit for only one of NSLI 230 or NSLI 330.** |
| NSLI 260 (202220) | 3:3-0 | Nonprofit Organization Governance and Leadership  
The course emphasizes theoretical and practical considerations in the governance of nonprofit organizations. It focuses on what boards, the volunteers who serve on them do, and how they do it to maximize nonprofit governance and organizational effectiveness. Emphasis on competencies of highly effective boards, CEOs, board chairs, and leadership volunteers. | **Prerequisite: NSLI 100, or 12 credit hours, or permission of the Program Director.** | **Note: NSLI 100 may be taken concurrently.** | **Note: Students may receive credit for only one of NSLI 360 or NSLI 260.** |
| NSLI 300 (202220) | 3:3-0 | Nonprofit Organization Management  
This course is an introduction to nonprofit organization management and leadership. It focuses on the leadership competencies of effective managers from the Competing Values Approach to organization effectiveness. Students will explore management situations and the leadership competencies to address them in different dimensions of organization effectiveness. | **Prerequisite: NSLI 100, or 12 credit hours, or permission of the Program Director.** | **Note: NSLI 100 may be taken concurrently.** |
NSLI 310 (202220) 3:3-0
Nonprofit Human Resources
A focus on human resources fundamentals and management for both paid staff and volunteers in nonprofits, including recruitment, screening, orientation, evaluation, retention, supervision/mentoring, job descriptions, policies and procedures, records management, communication and recognition, confidentiality, relationships, conflict resolution and self care. Labour, human rights and cultural diversity standards are examined. ***Prerequisite: NSLI 100; or 12 credit hours, or permission of the Department/Program Director. *** *Note: NSLI 100 may be taken concurrently.* *Note: Students may only receive credit for one of NSLI 310, BUS 250, or ADMN 250.*

NSLI 340 (202220) 3:3-0
Nonprofit Program Planning and Evaluation
Effective program planning and evaluation based on understanding the shifting external environment in which staff and volunteers operate, as well as their internal environment. Includes mixed methods research; external environment trend analyses and projections; internal organization database management and analytic strategies; program evaluation and decision-making models; and special projects management. ***Prerequisite: NSLI 100; or 12 credit hours, or permission of the Department/Program Director. *** *Note: NSLI 100 may be taken concurrently.*

NSLI 350 (202220) 3:3-0
Nonprofit Financial Management and Philanthropy
Financial management and philanthropy, focusing on diverse funding sources and formulas: governments, donors, corporate sponsorships, fundraising, social enterprises, etc. Introduction to financial monitoring systems, roles in nonprofit organizations, creating and monitoring annual budgets, internal and external reports and procedures, cost accounting methods, long range financial planning, building capacity for innovation. ***Prerequisite: NSLI 100; or 12 credit hours, or permission of the Department/Program Director. *** *Note: NSLI 100 may be taken concurrently.*

NSLI 370 (202220) 3:3-0
Fund Development in Nonprofit Organizations
Will cover the fundamentals and challenges of fundraising and resource development in non-profit and voluntary sector organizations. Topics covered will include working through the donor cycle, the importance of relationship building, establishing revenue streams, grant-writing, and the role of the Board and governance for organizational sustainability. ***Prerequisite: NSLI 100; or 12 credit hours, or permission of the Department/Program Director. *** *Note: NSLI 100 may be taken concurrently.* *Note: Formerly numbered NSLI 390AB. Students may only receive credit for one of NSLI 390AB and or NSLI 370.*

NSLI 390AC (202220) 3:3-0
Nonprofit Sector Leadership and Innovation Capstone Course and Applied Service Le
The capstone course is an applied learning internship experience in a nonprofit and voluntary sector organization. The course utilizes project based Academic Service-Learning (ASL) to meet organization needs and demonstrate mastery of the leadership competencies emphasized in the NSLI curriculum. *Note: Director permission required to register.* **Permission of the Program Director is required to register.**

PAST 310 (202220) 3:3-0
Introduction to Pastoral Studies
The course will introduce the student to Pastoral Studies: history and theology; correlation with social sciences; and application and preparation. **Permission of the Director/Program Coordinator is required to register.**

PAST 340 (202220) 3:3-0
Contemporary Spirituality
This course will define the circumference of an adequate Christian spirituality from: (a) an individual and personal viewpoint; (b) a broader historical focus; and, (c) an academic stance that will supply the tools for one’s personal critical assessment. **Permission of Director the Program Coordinator is required to register.**

PAST 390AE (202220) 3:3-0
Ministry of the Margins
This course will examine the pastoral care of people with developmental disabilities in Western society. It will include a look at the historical development and current day issues which must be regarded for a holistic ministry to this population. ***Prerequisite: Permission of instructor. *** **Permission of the Program Coordinator is required to register.**
PAST 390AF (202220) 3:3-0
Global Spirituality & Justice
This course will explore the issue of poverty and globalization using social analysis and drawing on Ignatian spirituality. Prerequisite: 30 credit hours or permission of instructor.* **Prerequisite: 30 credit hours or permission of instructor*** **Permission of the Program Coordinator is required to register.**

To Make Note:
To remove the program restriction “CECERTPASTST” from all PAST courses, effected 202220.

PHIL 150 (202220) 3:3-0
Critical Thinking
An introduction to the systematic study of reasoning, this course will teach the theory and practice of good reasoning. It will provide students with reasoning skills that are useful in whichever discipline and career they may pursue. ^Note: Formerly named LGC 100. Students may receive credit for one of LGC 100 or PHIL 150.*

PHIL 235 (202220) 3:3-0
Knowledge and Reality
A critical examination of the core questions in Epistemology and Metaphysics. What is Knowledge? How does knowledge differ from mere belief? Is it possible for us to have it? What are its scope and limits? What is the ultimate nature of reality? What is a person? What is a mind? What is free will and do we have it? ***Prerequisite: Philosophy PHIL 100 or 15 credit hours.*

PHIL 241 (202220) 3:3-0
Philosophy of Science
A critical examination of some of the problems of the nature of scientific theory, the status of scientific laws, induction and the foundation of probability, confirmation, analysis of causality, and the nature of scientific explanation. ***Prerequisite: PHIL 100 or completion of 15 credit hours.** Note: This course is an elective in the Science and Technology Studies minor.*

PHIL 282 (202220) 3:3-0
Philosophical Issues in Sustainable Development
This course critically examines sustainable development from a philosophical perspective clarifying its various meanings, coherence, and implications. Underlying principles (such as the precautionary principle), relationship to other concepts (such as sustainable growth), and implied ethical obligations are explored. The merits of different sustainable development strategies are philosophically examined. ***Prerequisite: Philosophy PHIL 100, or completion of 15 credit hours.*** Note: Students may receive credit for one of PHIL 282 or PHIL 290AF.*

PHIL 290AF (202220) 3:3-0
Philosophical Issues in Sustainable Development
This course examines sustainable development from a philosophical perspective, clarifying its various meanings, coherence, and implications. Ethical dimensions explored include supposed obligations to future generations and arguments for sustaining natural capital, biodiversity, and ecosystems. Sustainability and the state along with other political dimensions related to justice, equality, and autonomy are examined. ***Prerequisite: PHIL 100 or 15 credit hours.*** Note: Students may receive credit for one of PHIL 290AF or PHIL 282.*

PHIL 290AO (202220) 3:3-0
Introduction to Symbiotic Logic
An introduction to the syntax and semantics of propositional and first-order predicate logic: natural language translations and logical form; truth tables; semantic trees, natural deduction systems. ***Prerequisite: PHIL 100 or completion of 15 credit hours.*** Note: Students who have previously taken PHIL 250 or PHIL 352 may not receive credit for PHIL 290AO. *Note: Students may receive credit for one of PHIL 290AO or PHIL 352.*

PHIL 310AA (202220) 3:3-0
Plato
A study of key dialogues and major themes in the works of Plato. ***Prerequisite: One 200-level PHIL course, or permission of department head the Department Head.*** *Note: Students may receive credit for one of PHIL 310AA or PHIL 411.*

PHIL 310AC (202220) 3:3-0
Hegel

A study of the works of Georg Hegel. ***Prerequisite: One 200-level PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 310AC or PHIL 410AC.*
PHIL 310AJ (202220)  3:3-0
Socrates
This course explores Plato's Socrates, as well as ancient and modern critiques of Socrates, from Aristophanes' CLOUDS to Socrates' place in the philosophies of Hegel, Kierkegaard and Nietzsche. We will conclude with Kierkegaard's contrast between Socrates and Christ, and with Nietzsche's contrast between Socrates and Dionysus. *** Prerequisite: One 200-Level philosophy PHIL course, or permission of the Department Head. *Note: Students may receive credit for one of PHIL 310AJ or PHIL 410AJ.*

PHIL 310AL (202220)  3:3-0
Heidegger
This course discusses one of the most intriguing and philosophically important books of the 20th century, Heidegger's Being and Time. We will be addressing some of the most fundamental philosophical questions concerning the meaning of being, human existence, death and temporality. *** Prerequisite: One 200-level philosophy PHIL course, or permission of the Department Head. *Note: Students may receive credit for one of PHIL 310AL or PHIL 410AL.*

PHIL 310AN (202220)  3:3-0
Philosophy of Thomas Aquinas
Through a textual analysis of St. Thomas Aquinas's major philosophical work the Summa Contra Gentiles, this course will consider the existence of God, his nature and his relation to both the spiritual and the material aspects of reality. The overarching concern is to come to some understanding of the relationship between faith and reason. *Note: Students may receive credit for one of PHIL 310AN or PHIL 410AN.*

PHIL 328 (202220)  3:3-0
Advanced Topics on Kant – an AA-ZZ series.
A seminar on Kant. An intensive study of one or more aspects of Kant's philosophy. *** Prerequisite: One 200-level philosophy PHIL course, or permission of the Department Head. PHIL 213 is recommended. *Note: Students may receive credit for one of PHIL 328, PHIL 328AA, PHIL 372AG, PHIL 428, or PHIL 471AC.*

PHIL 328AA (202220)  3:3-0
Kant's Critique of Pure Reason
A philosophical investigation of Kant and the Critique of Pure Reason. *** Prerequisite: One 200-level philosophy PHIL course. *Note: Students may receive credit for one of PHIL 328AA or PHIL 428AA.*

PHIL 332 (202220)  3:3-0
Philosophy of History
A study of philosophical problems concerning the nature of historical explanation and knowledge, causality in history, historical necessity, meaning, purpose, and truth. The approaches of authors such as Hegel, Nietzsche, Collingwood, and others will be considered. *** Prerequisite: One 200-level PHIL course, or permission of the Department Head. *Note: Students may receive credit for one of PHIL 332 or PHIL 890AS.*

PHIL 335AD (202220)  3:3-0
Self-Deception
A discussion of belief, commitment, and self-identity. *** Prerequisite: 200 Level PHIL course. *Note: Students may receive credit for one of PHIL 335AD or PHIL 435AD.*

PHIL 335AP (202220)  3:3-0
Consciousness
An examination of recent work on consciousness, with a particular emphasis on intentional or representational theories of consciousness. *** Prerequisite: One 200-level PHIL course, or permission of the Department Head. *Note: Students may receive credit for one of PHIL 335AP or PHIL 435AP.*

PHIL 335AT (202220)  3:3-0
A critical investigation of the significance of literary works for philosophy in general and for ethics in particular. Authors to be discussed include Stanley Cavell, Alasdair MacIntyre, Iris Murdoch, Martha Nussbaum, and Onora O'Neill. ***Prerequisite: One 200-level PHIL course, or permission of the Department Head. *Note: Students may receive credit for one of PHIL 335AT, PHIL 435AS, or PHIL 880BF.*
PHIL 335CF (202220) 3:3-0
Philosophy for Cyborgs: Technology in Peculiar Places I
The root of “technology” is techne—the combining of human reason and judgment with the material world. In this course, we look for technologies in peculiar places, including practices of care, eugenics, making race and disability, and philosophy. Reading works in philosophy, literature, and STS, we’ll theorize technologies and discover that we are always already “cyborgs.” ***Prerequisite: One 200-level Philosophy PHIL course.*** *Note: Students may receive credit for one of PHIL 335CF or PHIL 435CF.*

PHIL 335CG (202220) 3:3-0
C.B. MacPherson
This course examines work of C.B. Macpherson, one of Canada’s most prominent and important political thinkers. It covers a wide range of topics including Macpherson’s theory of possessive individualism; his account of human nature; his relation to Marx and Marxism; his theory of democracy; and his critique of the social sciences. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 335CG, PHIL 435CG, or PSCI 390AT.*

PHIL 344 (202220) 3:3-0
Philosophy of Mind I
A critical examination of problems related to the nature of mind, through consideration of such theories of mind as dualism, behaviourism, materialism, functionalism, and eliminativism, or such problems as consciousness, intentionality, and privacy. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *This course is equivalent to PHIL 330. Students may not hold credit for both PHIL 330 and 344.* *Note: Students may receive credit for one of PHIL 344 or PHIL 444.*

PHIL 345 (202220) 3:3-0
Philosophy of Language I
A critical examination of theories of language by consideration of such topics as meaning, the relation of meaning to use, sense and reference, and by consideration of such topics as vagueness, open texture, and metaphor. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *This course is equivalent to PHIL 331. Students may not hold credit for both PHIL 331 and 345.* *Note: Students may receive credit for one of PHIL 345 or PHIL 445.*

PHIL 346 (202220) 3:3-0
Philosophy of Action I
A critical examination of the main competing theories of human action and agency, this course will consider such issues as the nature of action, mistake, accident, and inadvertence; the nature of the relevant mental antecedents of actions and the relations which hold between behaviour and its mental antecedents; intentionality and unintentionality; practical reasoning and planning; autonomy and heteronomy; the extent of intention and responsibility. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *This course is equivalent to PHIL 335BA. Students may not hold credit for both PHIL 335BA and 346.* *Note: Students may receive credit for one of PHIL 346 or PHIL 446.*

PHIL 352 (202220) 3:3-0
Introduction to Symbiotic Logic
An introduction to the syntax and semantics of propositional and first-order predicate logic: natural language translations and logical form; truth tables; semantic trees, natural deduction systems. ***Prerequisite: PHIL 150, or PHIL 100, or a mathematics course, or permission of Department Head.*** *Note: Formerly named PHIL 250. Students can only receive credit for one of PHIL 250, PHIL 352, and PHIL 251.* *Note: Students may receive credit for one of PHIL 352 or PHIL 251.*

PHIL 370AB (202220) 3:3-0
Ethical Theory & Moral Character
Advanced Topics in Ethics: Ethical Theory and Moral Character. ***Prerequisite: One 200-level Philosophy PHIL course or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 370AB or PHIL 470AB.*

PHIL 370AC (202220) 3:3-0
Technology, Privacy & Ethics
Technology, privacy, and ethics. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 370AC or PHIL 470AC.*
PHIL 370AD (202220) 3:3-0
Issues in Consequent Ethics
This course will examine some of the following issues: the nature of well-being, the relationship between utilitarianism & rights, consequentialism and integrity, or direct & indirect consequentialism. ***Prerequisite: One 200-level PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 370AD or PHIL 470AD.*

PHIL 370AE (202220) 3:3-0
Topics in Environmental Ethics
An advanced study of ethical issues regarding the relationship between human beings and nonhuman nature. Topics include the moral status of animals and other living things, intergenerational justice regarding pollution and conservation of natural resources, and the value of wilderness protection. ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 370AE or PHIL 470AE.*

PHIL 370AF (202220) 3:3-0
Environmental Ethics and Public Policy
An examination of ways in which environmental ethics can be relevant to public policy decision-makers through specific policy areas (e.g., cost-benefit analysis, sustainability, biodiversity). Key concepts and principles of environmental ethics will be explored in relation to possible understandings of public policy (including its normative dimensions). ***Prerequisite: One 200-level Philosophy PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 370AF or PHIL 470AF.*

PHIL 410 (202220) 3:3-0
A seminar lecture in a particular philosopher or a philosophical movement. **Permission of the Department Head is required to register.*** **Note: Students may receive credit for one of PHIL 410, PHIL 310AH, or PHIL 410AH.**

PHIL 410AA (202220) 3:3-0
Plato
A study of key dialogues and major themes in the works of Plato. **-Permission of the department head is required to register.** *Note: Students may receive credit for one of PHIL 410AA, PHIL 390, or PHIL 411.*

PHIL 410AC (202220) 3:3-0
Hegel
A study of the works of Georg Hegel. **-Permission of the department head is required to register.** *Note: Students may receive credit for one of PHIL 410AC or PHIL 310AC.*

PHIL 410AJ (202220) 3:3-0
Socrates
This course explores Plato's Socrates, as well as ancient and modern critiques of Socrates, from Aristophanes' CLOUDS to Socrates' place in the philosophies of Hegel, Kierkegaard, and Nietzsche. We will conclude with Kierkegaard's contrast between Socrates and Christ, and with Nietzsche's contrast between Socrates and Dionysus. **-Permission of the Department Head is required to register.** *Note: Students may receive credit for one of PHIL 410AJ or PHIL 310AJ.*

PHIL 410AL (202220) 3:3-0
Heidegger
This course discusses one of the most intriguing and philosophically important books of the 20th century, Heidegger's Being and Time. We will be addressing some of the most fundamental philosophical questions concerning the meaning of being, human existence, death and temporality. **-Permission of the Department Head is required to register.** *Note: Students may receive credit for one of PHIL 410AL, PHIL 310AL, or PHIL 880AW.*

PHIL 410AN (202220) 3:3-0
Philosophy of Thomas Aquinas
Through a textual analysis of St. Thomas Aquinas's major philosophical work the Summa Contra Gentiles, this course will consider the existence of God, his nature and his relation to both the spiritual and the material aspects of reality. The overarching concern is to come to some understanding of the relationship between faith and reason. **-Permission of the Department Head is required to register.** *Note: Students may receive credit for one of PHIL 410AN or PHIL 310AN.*
PHIL 410AO (202220) 3:3-0
Being Human: The Philosophy of Simone de Beauvoir
This course is an historical reading of Beauvoir's philosophical work from Pyrrhus and Cineas to The Second Sex. Our focus will be her theories of human ambiguity, the tension between human freedom and responsibility, the relationship between metaphysics and literature. **Permission of the Department Head is required to register.**

PHIL 412 (202220) 3:3-0
Aristotle's Ethics II
An advanced seminar on topics related to Aristotle's Nicomachean Ethics. ***Prerequisite: Permission of the Department Head.*** **Permission of the Department Head is required to register.**

PHIL 428 (202220) 3:3-0
Advanced Topics on Kant – an AA-ZZ series.
A seminar on Kant. An intensive study of one or more aspects of Kant's philosophy. **Permission of the Department Head is required to register.**

PHIL 428AA (202220) 3:3-0
Kant's Critique of Pure Reason
A Philosophical investigation of Kant and the Critique of Pure Reason. **Permission of the Department Head is required to register.**

PHIL 435AD (202220) 3:3-0
Self-Deception
A discussion of belief, commitment, and self-identity. **Permission of the Department Head is required to register.**

PHIL 435AG (202220) 3:3-0
Problems in the Philosophy of Hist
Collingwood and Epistemological problems in knowledge of the past. Nietzsche & Foucault - the use and abuse of History. **Permission of the Department Head is required to register.**

PHIL 435AS (202220) 3:3-0
Philosophy, Literature, and the Good Life
A critical investigation of the significance of literary works for philosophy in general and for ethics in particular. Authors to be discussed include Stanley Cavell, Alasdair MacIntyre, Iris Murdoch, Martha Nussbaum, and Onora O'Neill. ***Permission of the department head is required to register.*** **Permission of the Department Head is required to register.**

PHIL 435CF (202220) 3:3-0
Philosophy for Cyborgs: Technology in Peculiar Places II
This is an advanced course in philosophy of technology and techno-politics. The root of "technology" is techne—the combining of human reason and judgment with the material world. In this course, we look for technologies in peculiar places, including practices of care, eugenics, making race and disability, and philosophy. Reading works in philosophy, literature, and STS, we'll theorize technologies and discover that we are always already "cyborgs." ***Permission of the Department Head is required to register.**

PHIL 435CG (202220) 3:3-0
C.B. MacPherson
This course examines work of C.B. Macpherson, one of Canada's most prominent and important political thinkers. It covers a wide range of topics including Macpherson's theory of possessive individualism; his account of human nature; his relation to Marx and Marxism; his theory of democracy; and his critique of the social sciences. ***Permission of the Department Head is required to register.**
PHIL 436 (202220) 3:3-0
Epistemology II
Seminar on Selected topics in epistemology. *** Prerequisite: Permission of Department Head. *** *Note: The next expected offering of this course will be Winter 2013.* **Permission of the Department Head is required to register.**

PHIL 473 (202220) 3:3-0
Metaphysics II
A seminar on Selected topics in Metaphysics. *** Prerequisite: Permission of Department Head.*** **Permission of the Department Head is required to register.**

PHIL 444 (202220) 3:3-0
Philosophy of Mind II
Seminar on Selected Topics in Philosophy of Mind. *** Permission of the Department Head is required to register.*** **This course is equivalent to PHIL 344 and PHIL 435BC. Students may hold credit for only one of PHIL 330, PHIL 435BC or PHIL 444.** **Permission of the Department Head is required to register.** *Note: Students may receive credit for one of PHIL 444 or PHIL 344.*

PHIL 445 (202220) 3:3-0
Philosophy of Language II
Seminar on Selected topics in Philosophy of Language. ***Permission of the Department Head is required to register.*** **This course is equivalent to PHIL 435BB. Students may not hold credit for both PHIL 435BB and 445.**

PHIL 446 (202220) 3:3-0
Philosophy of Action II
Seminar on Selected topics in Philosophy of Action. ***Permission of the Department Head is required to register.*** **This course is equivalent to PHIL 440. Students may not hold credit for both PHIL 440 and 446.**

PHIL 470AB (202220) 3:3-0
Ethical Theory & Moral Character
Advanced Topics in Ethics: Ethical Theory and Moral Character. **-Permission of the department head Department Head is required to register.** ** Note: Students may receive credit for one of PHIL 470AB or PHIL 370AB.*

PHIL 470AC (202220) 3:3-0
Technology, Privacy & Ethics
Technology, privacy, and ethics. ***-Prerequisite: One 200-Level PHIL course or Permission of the department head Department Head.*** *Note: Students may receive credit for one of PHIL 470AC or PHIL 370AC.*

PHIL 470AD (202220) 3:3-0
Issues in Consequent Ethics
This course will examine some of the following issues: the nature of well-being, the relationship between utilitarianism and rights, consequentialism and integrity, or direct and indirect consequentialism. **Permission of the Department Head is required to register.** *Note: Students may receive credit for one of PHIL 470AD or PHIL 370AD.*

PHIL 470AE (202220) 3:3-0
Topics in Environmental Ethics
An advanced study of ethical issues regarding the relationship between human beings and nonhuman nature. Topics include the moral status of animals and other living things, intergenerational justice regarding pollution and conservation of natural resources, and the value of wilderness protection. **Permission of the Department Head is required to register.** ** Note: Students may receive credit for one of PHIL 470AE or PHIL 370AE.*

PHIL 470AG (202220) 3:3-0
Freedom and Responsibility
Advanced Ethics – an AA ZZ Series. A study of recent theorizing about problems in the realm of moral philosophy. **Prerequisite: One 200-level PHIL course or permission of Department Head.*** **Prerequisite: One 200-level PHIL course, or permission of the Department Head.*** *Note: Students may receive credit for one of PHIL 470AG or PHIL 370AG.*
PHIL 470AI (202220) 3:3-0
Death and Well-Being
Is it irrational to fear death? Would immortality really be desirable? Can people’s lives go worse because of things that happen after their death? Can suicide or euthanasia be morally acceptable? This course will examine questions such as these through a philosophical exploration of the moral significance of death, and its relationship to our understanding of human well-being. **Permission of Department Head is required to register.***  
*Note: Students may receive credit for one of PHIL 470AI, PHIL 370AI, or PHIL 880BJ.*

PHIL 470AJ (202220) 3:3-0
Philosophical Dimensions of Sustainable Livelihoods
An examination of the meaning and significance of the concept of sustainable livelihoods through diverse philosophical lenses and as a strategy in advancing sustainable development. Its relation to other sustainability terms (e.g. sustainable lifestyles, sustainable consumption and production) and philosophical concepts (e.g. autonomy, agency) will also be explored. **Permission of the Department Head is Required to Register.***  
*Note: Students may receive credit for one of PHIL 470AJ or PHIL 880BK.*

PHIL 470AK (202220) 3:3-0
The Lived Experience of Democracy
This course in political phenomenology will consist of lectures and seminars through which we will approach democracy as it is lived by persons, rather than as a set of institutions or processes. It will rely on student input and participation to encourage reflection on contemporary experiences of democracy. ***Prerequisite: Permission of the department head is required to register.***  
*Note: Students may receive credit for one of PHIL 470AK, PHIL 370AJ, or PHIL 880BL.*

PHIL 470AL (202220) 3:3-0
Knowledge, Truth and Power
This course considers some of the complex relationships between knowledge, truth, power and society. Some questions that will be discussed include: Are knowledge and truth relative to a culture or society? How do unequal distributions of power serve to validate certain understandings of the world while marginalizing others? **Permission of the department head is required to register.***  
*Note: Students may receive credit for one of PHIL 470AL or PHIL 370AL.*

PSYC 388 (202210) 3:3-0
Special Topics an AA to ZZ series
Current interest topics and occasional offerings. Designed for students with minimal background in psychology.  
***Prerequisite: PSYC 101 or 102 or permission of the department head and completion of 60 credit hours. Additional prerequisites may be required depending on the topic.***

PSYC 405 (202220) 3:3-1.5
Advanced Statistics in Psychology
Examination of models of analysis appropriate to psychology and related disciplines, emphasizing analysis of variance and regression, and other topics in data analysis in psychology. Labs will introduce students to data analysis using statistical packages such as SPSS and R. ***Prerequisite: PSYC 204 and a minimum grade of 65% in PSYC 305, or permission of the Department Head.***  
*A minimum grade of 65% in PSYC 305 or permission of the instructor.*

PSYC 415 (202210) 3:3-0
Selected Topics in Developmental Psychology – an AA-ZZ series
A seminar course dealing with current topics in developmental psychology.  
***Prerequisite: PSYC 210 and completion of 60 credit hours. Additional prerequisites may be required depending on the topic.***

PSYC 455 (202210) 3:3-0
Selected Topics in Behavioral Neuroscience – an AA-ZZ series
An advanced seminar course on a selected topic in behavioural neuroscience.  
***Prerequisite: PSYC 355 or 356. Additional prerequisites may be required depending on the topic.***
PSYC 455 (202220) 3:3-0
Selected Topics in Behavioural Neuroscience – an AA-ZZ series
An advanced seminar course on a selected topic in behavioural neuroscience. ***Prerequisite: PSYC 355 or PSYC 356. Additional prerequisites may be required depending on the topic.***

PSYC 490CA (202220) 3:3-0
Persuasion, Attraction and Aggression
Course will review the theory and studies relating to persuasion when one person stands alone against the group or argues against a popular position. **Permission of the Instructor and the Department Head is required to register.**

PSYC 490CE (202220) 3:3-0
Advanced Research Methods
This independent reading course follows on a first semester where student(s) has written a research proposal. This independent study will facilitate student(s) conducting the research, and writing and honours-equivalent thesis. **Permission of the Instructor and the Department Head is required to register.**

PSYC 490CH (202220) 3:3-0
Psychopathy and Cognition
This course will focus on facets of cognition (e.g., information processing, thoughts, attention, memory, etc.) and how they relate to health and disorder, in particular depression. ***Prerequisites: PSYC 101, PSYC 201, PSYC 304, PSYC 306***
**Permission of the Instructor and the Department Head is required to register.**

PSYC 490CI (202220) 3:0-00
Applications of Statistical Methods
A review of applications of statistical methods in psychology. **Permission of the Instructor and the Department Head is required to register.**

PSYC 496BA (202220) 3:3-0
Psychology and Contemporary Art
An examination of the intersection between contemporary art practice and current psychological theory and research. ***Prerequisite: One 300-level PSYC course or permission from the instructor and the Department Head.*** **Note: This course is also open to students in the Faculty of Media, Art, and Performance, who require permission from the instructor and the Department Head.***

To Make Note:
To include a note on all PSYC 300 level and PSYC 400 level courses, excluding PSYC 400, which reads "**Note: This course will initially be restricted to PSYC majors. Non-majors will be eligible to register at a later point if space remains.***, effective: 202220.

To include a note on PSYC 405 and PSYC 408, which reads "**Note: This course will initially be restricted to PSYC Honours students. Non-honours students will be eligible to register at a later point if space remains.***, effective 202220.

RLST 181 (202220) 3:3-0
Classical Chinese for Religious Studies
This course provides an introduction to the Classical Chinese, used for readings of the texts of Confucianism, Taoism, or Chinese Buddhism. Classical Chinese is also used for reading ancient scholarship in China dealing with the above areas. ***Prerequisites: CHIN 102***

RLST 184 (202220) 3:3-0
Introductory Sanskrit for Religious Studies
This course is an introduction to the classical Sanskrit languages. Emphasis will be on grammar, syntax, and elementary translation practice. This course is useful for students in South Asian religion (Hinduism, Buddhism and Jainism) and culture. **Note: Formerly numbered SANS 100. Students may not receive credit for both RLST 184 and SANS 100.***

RLST 203 (202220) 3:3-0
Hinduisms
This course situates 'Hinduism' in the context of the culture of South Asia and examines texts, beliefs and ritual practices of various traditions which fall under the 'Hindu' rubric. The perspective is historical and social. This course also explores the
impact of colonialism upon contemporary religious practice in India. ***Prerequisites: Completion of 12 credit hours or RLST
100.***  *Note: Formerly numbered RLST 220 and RLST 260. Students may not receive credit for both RLST 207 and either of
RLST 220 or RLST 260. * 

**RLST 207 (202220) 3:3-0**

**Buddhism**

The course will provide a basic introduction to Buddhism, dealing with its origin, development, doctrines, and practices. Special
emphasis will be given to developments in interpretation of the founder’s teachings. ***Prerequisites: Completion of 12 credit hours
or RLST 100.***  *Note: Formerly numbered RLST 221. Students may not receive credit for both RLST 207 and RLST 221. * 

**RLST 211 (202220) 3:3-0**

**East Asian Religions**

An introduction to the essentials of the East Asian religious traditions. The course will deal with basic beliefs and practices of
Confucianism, Daoism, and Chinese Buddhism, with the emphasis on their influence on the formation of such East Asian
cultures as those of China, Korea, and Japan. ***Prerequisites: Completion of 12 credit hours or RLST 100.***  *Note: Formerly
numbered RLST 222. Students may not receive credit for both RLST 211 and RLST 222. * 

**RLST 215 (202220) 3:3-0**

**Religions of Greece and Rome**

This course will examine the various religious practices encountered in the Archaic and Classical
periods of Greece, the Hellenistic period in the Mediterranean world, and the religious practices of the Roman Empire. The
religions will be studied primarily in connection with the categories of myth, symbol, and ritual. ***Prerequisites: Completion of
12 credit hours or RLST 100.***  *Note: Formerly numbered RLST 224. Students may not receive credit for both RLST 215 and
RLST 224. * 

**RLST 219 (202220) 3:3-0**

**Judaism**

A survey of the principles of Judaism, their historical development, and their impact on the Jewish way of life. ***Prerequisites:
Completion of 12 credit hours or RLST 100.***  *Note: Formerly numbered RLST 223. Students may not receive credit for both
RLST 219 and RLST 223. * 

**RLST 227 (202220) 3:3-0**

**Jesus the Christ**

This course examines the centrality of Jesus the Christ for Christian practice and belief. Topics covered include the background
to early belief in Jesus, his presentation in Christian scriptures, the development of Christian claims about him, as well as past
and contemporary representations of him in ritual, theology, and/or art. ***Prerequisites: Completion of 12 credit hours or
RLST 100.***  *Note: Formerly numbered RLST 200. Students may not receive credit for both RLST 227 and RLST 200. * 

**RLST 228 (202220) 3:3-0**

**Christianity**

An introduction to the foundations of Christianity dealing with topics such as the centrality of the story of Jesus, its roots in
Judaism, its sources of authority, characteristic practices, historical and theological development, major denominational
families. Some contemporary issues may also be briefly outlined. ***Prerequisites: Completion of 12 credit hours or RLST
100.***  *Note: Formerly numbered RLST 225. Students may not receive credit for both RLST 228 and RLST 225. * 

**RLST 241 (202220) 3:3-0**

**Islam**

An introduction to the foundations of Islam, including the life of the prophet Muhammad, the Qur’an,
beliefs and practices, and the development of fundamental Islamic ideas and institutions. Emphasis will be placed on the
contemporary faith of Muslims as they deal with these primary themes. ***Prerequisites: Completion of 12 credit hours or
RLST 100.***  *Note: Formerly numbered RLST 226. Students may not receive credit for both RLST 241 and RLST 226. * 

**RLST 245 (202220) 3:3-0**

**Bible: Old Testament/Tanakh**

A survey of the various books of the Hebrew Bible (Old Testament or Tanakh) from historical, literary, and theological
perspectives. ***Prerequisites: Completion of 12 credit hours or RLST 100.***  *Note: Formerly numbered HUM 202. Students
may receive credit only for one of RLST 245 and HUM 202. *
RLST 248 (202220) 3:3-0
Introduction to the New Testament
This course provides a historical survey of the New Testament from a religious studies perspective. It examines New Testament writing as a whole, and lays the groundwork for more detailed study of the Pauline literature, the Gospels, the Johannine literature, and other books of the New Testament. ***Prerequisites: Completion of 12 credit hours or RLST 100.***  
*Note: Formerly numbered HUM 203. Students may not receive credit for both RLST 248 and HUM 203.*

RLST 267 (202220) 3:3-0
Religion in Canada
This course is a survey of significant religious traditions in Canada, their intellectual background, development of their faith and practice, and their interaction with the Canadian context. ***Prerequisites: Completion of 12 credit hours or RLST 100.***  
*Note: Formerly numbered RLST 250. Students may not receive credit for both RLST 267 and RLST 250.*

RLST 268 (202220) 3:3-0
Cults or New Religious Movements
This course examines beliefs and practices of some emerging new religions including New Age, Wicca, Neo-paganism, Scientology, Unification Church, UFO groups, Solar Temple, Transcendental Meditation, and Soka Gakai. The emphasis will be upon the historical roots and teachings of new religions, and issues related to their popularity and interpretation. ***Prerequisite: Completion of 12 credit hours or RLST 100.***  
*Note: Formerly numbered RLST 276. Students may not receive credit for both RLST 268 and RLST 276.*  
*Note: Students may receive credit for one of RLST 238 or RLST 390AX.*

RLST 284 (202220) 3:3-0
Intermediate Sanskrit for Religious Studies
Emphasis will be on advanced grammar and translation practice in Sanskrit language. This course will engage students in reading selected excerpts from the Mahabharata, Hitopadesa and the Puranas. This course is useful for students in South Asian studies in religion, history, classics, and linguistics. ***Prerequisite: RLST 184, or permission of Department Head.***  
*Note: Formerly numbered SANS 101. Students may not receive credit for both RLST 284 and SANS 101.*  
***Prerequisite: RLST 184, or permission of the Department Head.***

RLST 290AD (202220) 3:3-0
Modern Christian Social Thought
The History of Christian Social Teaching from the mid Nineteenth Century to the present. Special references will be given to the several individuals and events in the Catholic, Anglican and Protestant Churches which contributed to the development of modern Christian Social Thought in Europe and Canada. ***Prerequisite: Completion of 12 credit hours or RLST 100.***  
*Note: Students may receive credit for one of RLST 290AD or HIST 290AB.*

RLST 290AJ (202220) 3:3-0
Fundamentalism
A study of “fundamentalism” including its definition and social impact. Beginning with Christian Fundamentalism (& Evangelicalism) in the USA, similar movements in other religions and countries are covered. Subtopics include the interpretation of scripture and religious law, gender, and race relations, and the relationship of religion to political power. ***Prerequisite: Completion of 12 credit hours or RLST 100.***  
*Note: Students may receive credit for one of RLST 290AJ or RLST 490CG.*

RLST 290AP (202220) 3:3-0
Sex & Sexualities in Religion
Religious teachings on sexual practices, desires and orientations have regulated social norms and notions of morality. Examining a number of religious traditions, historical moments and current religious, feminist and queer movements, this course invites students to discern tropes and potentiality within the larger discourse of personal agency and social power. ***Prerequisites: Completion of 12 credit hours or RLST 100.***  
*Note: Students may receive credit for one of RLST 290AP, RLST 390BL, or WGST 490AC.*

RLST 290AV (202220) 3:3-0
The Prophet Muhammad
This course deals with the life-events of the Prophet as seen in Muslim writings: the Sira and the Tradition. Some films/documentaries will be viewed about this towering figure in Islam. ***Prerequisite: RLST 241 or at least RLST 100.***  
***Prerequisite: Completion of 12 credit hours or RLST 100.***
RLST 290BA (202220) 3:3-0
Religion and Gender, Sex and Sexualities in Historical and Contemporary South Asia
Religion contributes to the construction and understanding of gender and sex/ualities. This course examines how this happens in both historical and contemporary South Asia, for example, how Hinduism informs gender and sex/ualities in India, Islam the same in Bangladesh and Pakistan, or Buddhism in Sri Lanka. *Note: Students may receive credit for one of RLST 290BA or WGST 280AO.*

RLST 303 (202220) 3:3-0
Deities: India
This course focuses on the role of gods, goddesses, and other creatures in South Asian religion. Emphasis will be on the interrelationship of notions of the divine, colonialism, post-colonialism and the gender dimensions of religious practice. Theories of myth and ritual as they apply to religious tenets will be explored. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Formerly numbered RLST 330. Students may not receive credit for both RLST 303 and RLST 330.*

RLST 322 (202220) 3:3-0
Origins of Modern Antisemitism and the Holocaust
The religious and cultural roots of antisemitism and its manifestations in Western civilization: the rise of racist and political antisemitism in Europe; seminal issues in the history of the Holocaust; an analysis of the various political and cultural responses to the events of this period. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Formerly numbered RLST 269. Students may not receive credit for both RLST 322 and RLST 269.*

RLST 341 (202220) 3:3-0
Islam in the Modern World
This course explores the Muslim encounter with the modern age. It examines the traditional religious stance of the Islamic community, and the significant movements and influences that have affected it. It studies specific problems faced and decisions taken, and analyzes adaptations and tensions in Islamic faith and life resulting from the encounter. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Formerly numbered RLST 266. Students may not receive credit for both RLST 341 and RLST 266.*

RLST 351 (202220) 3:3-0
The Life and Letters of Paul
This course will focus on a study of the New Testament writings by and about Paul, including the "undisputed" Pauline letters (Romans, 1 and 2 Corinthians, Galatians, Philippians, 1 Thessalonians, and Philemon), the letters whose authorship is more questionable, and the narratives about Paul in Acts of the Apostles. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Formerly numbered HUM 205. Students may not receive credit for both RLST 351 and HUM 205.*

RLST 372 (202220) 3:3-0
Myth, Symbol, and Ritual
This course is an introduction to the critical study of the categories of myth, symbol and ritual. To do this we will examine different theoretical approaches and engage myth, symbol and ritual as they emerge in a variety of cultural locations. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Formerly numbered RLST 274. Students may not receive credit for both RLST 372 and RLST 274.*

RLST 390AZ (202220) 3:3-0
Zionism-Zionism and the Middle East
Explores the roots of Zionism and age-old longing of Jewish people to return to land of Israel. Examines thought of Theodor Herzl the founder of modern Zionism in 18thC and the ideologies of other Zionisms. Religious and political aspects of Zionisms will be analyzed in context of current Israeli-Palestinian crisis. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Students may receive credit for one of RLST 390AZ or RLST 490BX.*

RLST 390BL (202220) 3:3-0
Advanced Sex and Sexualities in Religion
The student will examine the spectrum of ideological positions regarding sex and sexuality within selected religions in order to map distinctive and comparable patterns from theoretical positions within queer and feminist theory. Extended analysis of scriptural passages reproduced through social ritual will engage questions of text and body. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.*** *Note: Students may receive credit for one of RLST 390BL, RLST 290AP, WGST...
RLST 390BM (202220)  3:3-0  
Introduction to Koine Greek  
Introduction to the Koine Greek of the New Testament.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***  *Note: Students may receive credit for one of RLST 390BM or RLST 906AD.*

RLST 390BP (202220)  3:3-0  
Advanced Classical Chinese  
This course is designed for the students who have studied Classical Chinese RLST 181 and 290AR. The course will focus on the improvement of reading and understanding of religious, philosophical and literature texts in Classical Chinese. This course is designed for the students who have studied Classical Chinese 181 and 290AR. The course will focus on the improvement of reading and understanding of religious, philosophical and literature texts in Classical Chinese.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***

RLST 390BR (202220)  3:3-0  
Interreligious Dialogue and Faith-Based Activism  
Students will examine interreligious dialogue for two reasons: to learn the historical and theological teachings about the religious Other from within numerous religious traditions, and to ask if it is advantageous to engage with those involved in the growing interfaith movement towards resolving social justice issues.  ***Prerequisite: 24 credit hours or 200L RLST class or permission of Instructor***  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course, or permission of the Department Head.***

RLST 390BS (202220)  3:3-0  
Advanced Coptic Reading  
This class continues RLST 188 and RLST 288 with advanced reading selections from the Sahidic New Testament, the Desert Fathers, and Shenoute.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***

RLST 390BT (202220)  3:3-0  
The History of Popular Religion in the Middle Ages (300-1400)  
This course will examine, from an historical perspective, the religious beliefs and practices of medieval Europeans. The emphasis will be on Christian beliefs, but those of other religions will be considered too. Topics include: heresy; the fate of the dead; skepticism; saints; signs and miracles; good and evil spirits; holidays.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course or permission of instructor.***  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course, or permission of the Department Head.***  *Note: Students may receive credit for one of RLST 390BT or HIST 368.*

RLST 390BU (202220)  3:3-0  
Advanced Study of Cults or New Religious Movements  
This advanced course examines beliefs and practices of select cults and new religious movements of both Eastern and Western origins. Students will acquire some specific knowledge of the central teachings of several new religious movements and also some familiarity with what might constitute such a movement.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***

RLST 390BV (202220)  3:3-0  
The Gnostics: Secret Gospels from the Egyptian Desert  
This course will explore the non-canonical ancient Christian writings discovered in 1945 at Nag Hammadi in Egypt. The focus will be on exploring and analyzing the theology, sources, and literary history of these documents.  ***Prerequisite: Completion of 24 credit hours or any RLST class.***  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***

RLST 390BY (202220)  3:3-0  
The Prophet Muhammad – Advanced  
Advanced studies: The course deals with the life events of the Prophet in his context of Seventh Century Arabia as seen in Muslim writings: The Sira (biographical genre) and the Tradition. Some themes and films/documentaries about the Prophet will also be part of the discussion.  ***Prerequisite: Completion of 24 credit hours or a 200 level RLST course.***  *Note: Students may receive credit for one of RLST 390BY or RLST 290AV.*
RLST 390BZ (202220) 3:2-0
19th Century: Religion and Literature (Victorian Gods)
Once known as "the age of faith and doubt" and later as a flashpoint for the rise of the scientific understanding and secularization, the 19th century is under scrutiny by critics who no longer take for granted religion's modern decline. This course examines the robust debates in Victorian culture and literature over religion, modernization, and secularization, as well as the internecine conflicts in Christianity itself. ***Prerequisites: Completion of 24 credit hours or a 200 level RLST course.***

*Note: Students may receive credit for one of RLST 390BZ or ENGL 336AQ.*

RLST 490BK (202220) 3:3-0
Heresy
A reconstruction and analysis of ancient Christian factionalism in the second and third centuries, with particular emphasis on charges and counter-charges of "heresy", and the related efforts to define a stable "orthodoxy". The class will focus predominantly on the primary literature from the period. ***Prerequisite: One 300 level RLST course.***

RLST 490CJ (202220) 3:3-0
History of Jesuits
The Society of Jesus (Jesuits) left an indelible mark on the history of the Church and the modern age. This course explores the origin, expansion, suppression and return of the Jesuits, examining their impact on political, religious, socio-cultural and intellectual life in Europe, the Americas, Africa and Asia. ***Prerequisite: Completion of 60 credit hours.***

RLST 490CM (202220) 3:3-0
Ritual Studies
This advanced reading course investigates ritual and theories of ritual, providing the student with a solid background in ritual studies. ***Prerequisite: 12 RLST credit hours.***

SAUL 101 (202220) 3:3-0
Elementary Saulteaux II
A continuation of SAUL 100. Further grammar and oral practice of Saulteaux. This course completes preparation for SAUL 202. ***Prerequisite: SAUL 100.***

*Note: Students may receive credit for one of SAUL 101 or SAUL 105.*

SAUL 206 (202220) 3:3-0
Saulteaux Linguistics
Linguistic concepts for the scientific analysis of Saulteaux, with comparison to the closely related Algonquian language Cree. Application to language teaching. ***Prerequisite: SAUL 101 or SAUL 105 or permission of the Department Head Program Coordinator.***

SAUL 230 (202220) 3:0-0
Saulteaux Syllabics
Introduction to the Saulteaux syllabics writing system. Reading and writing in syllabics. ***Prerequisite: SAUL 101.***


**Students may receive credit for one of SAUL 230 or SAUL 330.***

**SAUL 390 (202220) 3:3-0**  
Selected Topics in Saulteaux (Ojibwe)  
Courses designed as required for senior undergraduates. ***Prerequisite: One 300-level Cree course or permission of the Department Head of Indigenous Languages, Arts and Cultures Program Coordinator.***

**SAUL 490 (202220) 1:3:3-0**  
Courses designed as required by senior undergraduates. ***Prerequisite: Three 300-level Saulteaux courses and permission of the Program Coordinator.***

**SAUL 490AA (202220) 3:3-0**  
Underlying Structures of Saulteaux  
This course will deal with more complex grammatical structures as well as underlying structures of Saulteaux. There will also be reading and writing in various orthographies. ***Prerequisite: Three 300-level Cree SAUL courses and permission of the Department Head.***

**SOC 205 (202220) 3:3-0**  
This course introduces students to variable topics in current research areas within the Department of Sociology and Social Studies. Students should check with the Department to determine prerequisites and place within the major of any particular section of SOC 205. ***Prerequisite: Completion of 12 credit hours or at least SOC 100 or permission of the Department Head.***  
*Note: SOC 100 is required for all majors in Sociology.***

**SOC 285 (202220) 3:3-0**  
Theories of Society  
This course introduces students to the main theoretical paradigms in Sociology. The course focuses on the central issues and debates which have emerged in Sociological Theory, examining the theorists and theoretical concepts shaping the evolution of Sociology. ***Prerequisite: Completion of 12 credit hours or SOC 100 or permission of the Department Head.***  
*Note: SOC 100 is required for all majors in Sociology. Students may receive credit for only one of SOC 285 or SOC 390.***

**SOC 330 (202220) 3:3-0**  
Sociology of the Environment  
This course examines social theories, social concepts, and methodological issues related to the understanding of the environment in classical and modern sociological theory. Specific topics might include the social construction of nature, gender, class, race and the environment, sustainability, and the challenges of interdisciplinarity. ***Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head.***  
*Note: Formerly numbered SOC 430. Students may not receive credit for both SOC 330 and SOC 430.***

**SOC 485 (202220) 3:3-0**  
Sociological Imaginations  
This senior seminar is the capstone class for sociology majors and is to be taken in the final year of the program. Students reflect upon and analyze the major theoretical issues in sociology. ***Prerequisite: A declared major in Sociology and completion of 75 credit hours or permission of the Department Head.***

**SPAN 111 (202220) 3:3-1**  
Introductory Spanish I  
Focuses on the acquisition of basic skills of pronunciation, reading, writing, and conversation, for students with little or no Spanish experience. Includes instruction in basic grammar, syntax, and vocabulary for culturally appropriate interaction. ***Prerequisite: No previous background in Spanish. Refer to the Department of International Languages Section of the Undergraduate Calendar (How to Choose a Language) for details.***  
*Note: Formerly numbered SPAN 100. Students may receive credit for only one of SPAN 100 or 110.***  
*Note: Students may receive credit for one of SPAN 111 or SPAN 100.*
SPAN 314 (2022-20) 3:3-1
Spanish Skills Development Through Reading, Writing, and Conversation: Advanced
Complementary to the grammar-focused courses, the goal of this course is to increase vocabulary, grammar mastery, and Spanish expression through reading, writing and discussion, based on a variety of readings. Directed to students with a high-intermediate level of Spanish comprehension and expression. Assignments tailored to individual students’ needs.
***Prerequisite: SPAN 21244, taken prior or concurrently, or permission of the Department Head, based on language assessment.*** *Note: Students may receive credit for only one of SPAN 314, SPAN 214, SPAN 290AC or SPAN 390AD.*

SPAN 320 (2022-20) 3:3-0
Spanish American Civilization
This course examines the historical bases and cultural movements that formed the identity of Spanish Americans. Students are invited to amplify their language and analytical skills through an interdisciplinary study of the civilizations of Spanish Americans and the role they play in the community of nations. ***Prerequisites: SPAN 212, 214, and 215, or permission of the Department Head.*** *Note: Formerly numbered SPAN 315. Students may not receive credit for both SPAN 320 and SPAN 315.*

SPAN 390 (2022-20) 3:3-0
These courses are designed to increase students' skills in reading, writing, comprehension and communication. **Permission of the Department Head may be required to register in some offerings.** ***Prerequisite: Depends on specific offering. SPAN 212 minimum. Consult Department Head and Spanish Coordinator for more information.***

SPAN 490 (2022-20) 3:3-0
**.Permission of the Department Head may be required to register in some offerings.** ***Prerequisite: Depends on specific offering. SPAN 312 minimum. Consult Department Head and Spanish Coordinator for more information.***

WGST 200 (2022-20) 3:3-0
Feminisms: Feminist Theories and Knowledge
An examination of theoretical and epistemological issues related to feminist and indigenous systems of knowledge. Course materials will bring diverse theorists into dialogue with such topics as gender, identity, sexuality, the body, work, the family, language, violence, representation. ***Prerequisite: WGST 100 or permission of coordinator.*** **Prerequisite: WGST 100, or permission of the Department Head.***

WGST 201 (2022-20) 3:3-0
Women, the Environment, and Change
This course is an interdisciplinary and cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored will be a feminist view of the social, historical, and cultural roots of the environmental crisis, environmental rights and ethics, and women’s participation in environmental movements to name a few. ***Prerequisite: WGST 100 or completion of 15 credit hours, or permission of the coordinator.*** **Prerequisite: Completion of 15 credit hours or WGST 100, or permission of the Department Head.***

WGST 202 (2022-20) 3:3-0
Women and Reproductive Technologies: Ancient and Modern
This course is an interdisciplinary, cross-cultural, and historical exploration of women and reproduction through a feminist lens. Topics will range over a broad spectrum of social, cultural, and scientific issues. These may include: women’s reproductive knowledge and midwifery and/or rituals and taboos surrounding conception among others. ***Prerequisite: WGST 100, or permission of coordinator.*** *Note: Formerly numbered WMST 280AB. Students may not receive credit for both WGST 202 and WMST 280AB.* **Prerequisite: WGST 100, or permission of the Department Head.*** *Note: Students may receive credit for one of WGST 202 or WGST 380AP.*

WGST 203 (2022-20) 3:3-0
Women, Motherhood, and Mothering
This course is a feminist exploration of the many issues revolving around women as mothers. Motherhood as a patriarchal institution has often oppressed women while women's experiences of mothering have often been empowering. Mother roles, expectations, stereotypes, and experiences will be examined from an interdisciplinary, cross-cultural, and historical perspective. ***Prerequisite: WGST 100 or permission of coordinator.*** **Prerequisite: WGST 100, or permission of the Department Head.***
WGST 204 (202220) 3:3-0
Women, Gender, and Science
This course is an interdisciplinary, cross-cultural, and historical exploration of diverse issues revolving around the relationship between Gender and Science. Topics explored may include a feminist exploration of women's historical and contemporary placement within science, the diverse ways women view science and are viewed within science, among others. ***Prerequisite: WGST 100, or permission of coordinator Department Head.*** **Note: Formerly numbered WMST 380AI and WGST 302.**
Students may receive credit for only one of WGST 302, WMST 380AI or WGST 204. *Note: Students may receive credit for one of WGST 204 or WGST 302.*

WGST 205 (202220) 3:0-0
Women’s Autobiography, Life Writing, and Empowerment
A feminist exploration of women’s autobiographical expressions including: memoirs, journals, personal essays, autoethnography, scripts, and film. Autobiography gives voice to the way social constructions of gender, race, class, age, ability, and sexuality regulate and influence women's lived experiences. Methods of resistance and empowerment embedded in autobiography are examined as well. ***Prerequisite: 30 credit hours or permission of instructor the Department Head.*** **Note: Formerly numbered WGST 280AI. Students may receive credit for only one of WGST 205 or WGST 280AI.**
*Note: Students may receive credit for one of WGST 205 or WGST 280AI.*

WGST 206 (202220) 3:0-0
Feminism & Activism
How do feminist principles translate into political action, public policy, organizational structures, artistic or religious movements? Why have some movements been successful where others failed? We will examine this "dance" through the context and biographies of suffragette leaders, feminist global movements, and engage in service learning at successful feminist agencies. ***Prerequisite: WGST 100 or permission of instructor the Department Head.*** **Note: Formerly numbered WGST 280AG. Students may receive credit for only one of WGST 206 or WGST 280AG.**
*Note: Students may receive credit for one of WGST 206 or WGST 280AG.*

WGST 220 (202220) 3:3-0
The Practice of Feminist Research: Power and Inequality
This course examines the research process through feminist lenses engaging with questions about power, inequality, and positionality inherent in doing research. Considerations of how power relations inform the various steps in the research process are examined from the selection of topics to the presentation of findings. ***Prerequisite: 30 credit hrs or WGST 100, or permission of coordinator.*** **Note: Formerly numbered WMST 280AF. Students may not receive credit for both WGST 220 and WMST 280AF.**
***Prerequisite: Completion of 30 credit hours or WGST 100, or permission of the Department Head.***

WGST 280 (202220) 3:3-0
Selected Topics – an AA-ZZ series
Courses designed as required for groups of undergraduates. ***Prerequisite: WGST 100 or permission of coordinator.***

WGST 280AH (202220) 3:3-0
Indigenous Feminism
This class will focus on Aboriginal women and feminist analysis, identity, activism and the interplay of gender, colonialism, racism and sexism on Aboriginal women today. The parameters of Aboriginal feminisms and its relevance to culture and community inside and outside of Canada will also be a focus. ***Prerequisite: WGST 100, or permission of instructor the Department Head.***

WGST 280AJ (202220) 3:3-0
Mother Nature, Natural Mothers, and the Nature of Mothering
This course provides a critical interdisciplinary exploration of biological and evolutionary as well as social, historical, and cultural influences on women's mothering practices and lived experiences. Concepts considered include control of female reproduction, survival and sacrifice, cooperative breeding, allomothering, infanticide, and shared nursing in mothers across several cultures and species. ***Prerequisite: WGST 100 or Permission of Coordinator.***

WGST 280J (202220) 3:3-0
Mother Nature, Natural Mothers, and the Nature of Mothering
This course provides a critical interdisciplinary exploration of biological and evolutionary as well as social, historical, and cultural influences on women's mothering practices and lived experiences. Concepts considered include control of female reproduction, survival and sacrifice, cooperative breeding, allomothering, infanticide, and shared nursing in mothers across several cultures and species. ***Prerequisite: WGST 100 or permission of the Department Head.***
Sex & Sexualities in Religion
Religious teachings on sexual practices, desires and orientations have regulated social norms and notions of morality. Examining a number of religious traditions, historical moments and current religious, feminist and queer movements, this course invites students to discern tropes and potentiality within the larger discourse of personal agency and social power. ***Prerequisites: WGST 100 or RLST 100 or permission of instructor.***

Women in Christianity
This is a survey course that explores the history of women as contributors to the Christian church. From Jewish and Judeo-Christian roots, through subsequent centuries, the content will focus on women’s contributions, struggles, and evolution within and outside of ecclesiastical structures. Discussion will assess women’s contributions to the Christian tradition and how their role in leadership has been recorded from early Christian history until today. ***Prerequisites: WGST 100, or permission of the Department Head.***

Indigenous (First Nations, Metis, and Inuit) Masculinities in Canada
This course examines how historical and contemporary constructions of Indigenous masculinity have shaped our understanding of what it means to act and be an ‘Indigenous male’ in Canadian society. It draws on critical gender theory to interrogate how issues associated with maleness interact with questions of race, class, and sexuality. ***Prerequisite: WGST 100, or 15 credit hours, or permission of coordinator.***

Women in Greece and Rome
A survey of the different lives, roles and representations of women in Greece and Rome within the context of changing historical circumstances. The course examines the subject through such categories as myth, class, and sexuality and draws on evidence from a wide range of cultural production. ***Prerequisite: WGST 100, or permission of coordinator.***

Religion and Gender, Sex and Sexualities in Historical and Contemporary South Asia
Religion contributes to the construction and understanding of gender and sex/ualities. This course examines how this happens in both historical and contemporary South Asia, for example, how Hinduism informs gender and sex/ualities in India, Islam the same in Bangladesh and Pakistan, or Buddhism in Sri Lanka. *Note: Students may receive credit for one of WGST 290AO or RLST 290BA.*

Missing Women: Decolonization, Third Wave Feminisms, and Indigenous Peoples
Why are Indigenous women throughout the world more likely to “go missing”? This class will examine systems that intersect and perpetuate racism and colonialism, sexism and poverty, and the effects of globalization on the breakdown of family structures. Expertise and voices from community activists will be integral to this class. ***Prerequisite: WGST 100, or permission of the instructor.***

Women and Health: Local and Global
This course examines a wide range of issues in women’s health and wellness from a critical feminist perspective. It will cover a range of topics such as the ramifications of the biomedical model for women’s health, disparities in women’s health, AIDS, mental health, violence against women, aging, disabilities, and reproduction. ***Prerequisite: Completion of 30 credit hours, or permission of Coordinator.***

Gender, Race, and the History of Art
Seminar on the impact of feminist post-colonial critiques on the discipline of art history. Readings, discussions, and papers will focus on topics such as body imagery, the gaze, sexuality, primitivism, orientalism, the canon, and...
the culture wars, the studying of non-Western cultures, etc. *** Prerequisite: WGST 100, or permission of the Coordinator Department Head.***

WGST 362 (202220) 3:3-0
Geography of Identities and Power
An examination and comparison of the use and perception of space and place by time-period, and culture, age, gender, race, ethnicity, class and sexuality: in homes, neighbourhoods, cities, rural areas, recreation, travel, environment, and politics. ***Prerequisite: Completion of 30 credit hours including WGST 100, or permission of the Department Head.*** *Note: Cross-listed with GEOG 338. Students may receive credit for only one of WGST 362 or GEOG 338.*

WGST 367 (202220) 3:3-0
Gender and Language
A study of issues related to gender and language, including stylistic variation between the sexes, differing male and female strategies for dealing with social context, and sexist language. *** Prerequisite: ENGL 100 and WGST 100 or permission of the Coordinator*** *Note: Cross-listed with ENGL 367. Students may receive credit for both WGST 367 and ENGL 367.* ***Prerequisite: ENGL 100 and WGST 100, or permission of the Department Head.*** *Note: Students may receive credit for one of WGST 367 or ENGL 367.*

WGST 372 (202220) 3:3-0
Gender: Theories and Practices
This course begins by examining gender/sex theories (feminist, masculinity, and queer studies) arising from a variety of academic locations. Thereafter, we analyze gender/sex ideologies shaped by and in religiocultural practices across a spectrum of historical locations (e.g., ancient Greece, early modern Europe, West Africa, and the Middle East). ***Prerequisite: WGST 100 or RLST 100 or permission of the Coordinator *** *Note: This course is cross-listed with RLST 373. Students may receive credit for only one of WGST 372 or RLST 373.* ***Prerequisite: WGST 100 or RLST 100, or permission of the Department Head.*** *Note: Students may receive credit for one of WGST 372, WGST 373, RLST 490AY, or RLST 890BI.*

WGST 380 (202220) 3:3-0
Selected Topics – an AA-ZZ series
Courses designed as required for groups of students. *** Prerequisite: WGST 100 and permission of the Coordinator *** ***Prerequisite: WGST 100 and permission of the Department Head.***

WGST 380AB (202220) 3:3-0
Women’s Autobiography
This course will examine varieties of women’s life-writing strategies, including confessions, diaries, memoirs, and family histories. Students will also consider how life stories are told in other media, such as visual art, material culture, and oral histories. ***Prerequisite: ENGL 110 and WGST 100.*** ***Prerequisite: WGST 100 or permission of the Department Head.***

WGST 380AM (202220) 3:3-0
Gender, Race, and Sexuality in Popular Culture
This course is an examination of the make-up and organizations of social formations through the medium of popular culture. Popular culture is taken to be a significant expression of human existence, and this course intends to investigate such expression, paying attention to the categories of gender, race, and sexuality. ***Prerequisite: WGST 100 or permission of the instructor.*** ***Prerequisite: WGST 100, or permission of the Department Head.***

WGST 380AO (202220) 3:3-0
Theory of Feminisms & Activism
A variety of theoretical locations of feminisms in relationship to activist styles, methods, and issues will be examined through readings, films, advanced individual research, and service learning in the community. ***Prerequisite: WGST 100.*** *Note: Students may receive credit for one of WGST 380AO or WGST 280AG.*

WGST 380AP (202220) 3:3-0
Women & Reproductive Technologies: Ancient & Modern – Advanced
An advanced, interdisciplinary, cross-cultural, and historical exploration of women and reproduction through a feminist lens. Topics range over a broad spectrum of social, cultural, and scientific issues. Students will produce a major research paper and present an oral report of their research. ***Prerequisite: WGST 100, or permission of the Coordinator Department Head.*** *Note: Students may receive credit for one of WGST 380AP or WGST 202.*
WGST 380AQ (202220) 3:3-0
Women’s Autobiography, Life Writing and Empowerment – Advanced
An advanced, feminist exploration of women's autobiographical expressions including: memoirs, journals, personal essays, autoethnography, scripts, and film. Autobiography gives voice to the way social constructions of gender, race, class, age, ability and sexuality regulate and influence women's lived experiences. Methods of resistance and empowerment embedded in autobiography are examined as well. ***Prerequisite: 30 credit hours or permission of instructor.*** ***Prerequisite: WGST 100, or permission of the Department Head.*** *Note: Students may receive credit for one of WGST 380AQ or WGST 280AI.*

WGST 380AR 3:3-0
Intergenerational Learning of Textile Arts in Indigenous Communities
Intergenerational learning as a form of Indigenous knowledge translation is commonly understood in Aboriginal Communities. This course will explore how such learning informs and challenges textile art production, such as beading and weaving, within Indigenous Communities. As a way of knowing, blood memory asserts that extended kinship passes on teachings and cultural practices, from generation to generation (Youngblood Henderson, 2000). Memory thus engages with a profound body of Indigenous knowledge, one that relates to intergenerational learning through storytelling. By linking such ideas to the work that sustains cultures and communities, the course will explore how the creative arts experiences such as the production of textiles links to Indigenous ways of understanding. The readings will explore how Indigenous peoples identify, represent, and engage through creative approaches. ***Prerequisite: WGST 100, or permission of Coordinator the Department Head.***

WGST 380AS (202220) 3:3-0
Women in Medieval Europe
This course will explore the roles of women in European society, economy, culture, and religion from the end of the Roman Empire to c. 1400. ***Prerequisite: WGST 100 and permission of the Coordinator Department Head.***

WGST 380AT (202220) 3:0-0
Other Worlds: 18th Century Women Writers and Exploration
This class features readings from 18th century women who were engaged in various forms of scientific, geographical, and cultural exploration. We’ll read pieces of early science fiction, letters from abroad, and explore the many worlds that made up 18th century London. ***Prerequisite: WGST 100 and permission of the Coordinator Department Head.*** *Note: Students may receive credit for one of WGST 380AT or ENGL 319AH.*

WGST 380AU (202220) 3:0-0
Modern British Women Playwrights
Will focus on important British plays written by women in the last twenty years, examining their response to concerns of unique to women and to larger societal issues. Will address the goals and distinctiveness of women’s writing and discuss the role of the woman playwright in the twentieth and twenty-first centuries. ***Prerequisite: WGST 100 and permission of the Coordinator Department Head.*** *Note: Students may receive credit for one of WGST 380AU or ENGL 319AF.*

WGST 380AV (202220) 3:3-0
Women, the Environment, and Change Advanced
An advanced level, interdisciplinary, cross-cultural exploration of issues revolving around women, the environment and change. Some topics explored are a feminist view of the social, historical, and cultural roots of the environmental crisis, environmental rights, ethics, and women's participation in environmental movements. ***Prerequisite: WGST 100, or completion of 15 credit hours or permission of coordinator the Department Head.***

WGST 380AW (202220) 3:3-0
Gender in Modern America
This course will examine the ways in which race, ethnicity, class, region, and sexuality have shaped ideas about gender and gender ideals in the United States since the Civil War, as well as how these beliefs changed over time and were contested throughout modern U.S. history. ***Prerequisite: WGST 100, or completion of 30 credit hours.*** *Note: Students may receive credit for one of WGST 380AW or HIST 334.*
WGST 380AX (202220) 3:0-0
**The Early Modern Play of Gender**
This course explores how cross-dressing (playing boys as women) works as a theatrical and cultural convention in early modern England, to represent and constitute sexual difference. We examine how crossdressing functions as a technology of gender in five selected plays--by Marlowe, Shakespeare, Jonson, Dekker, and Middleton. ***Prerequisite: WGST 100, and permission of the Coordinator Department Head.***

WGST 390 (202220) 1:3:3-0
**Directed Reading and Research – an AA-ZZ series**
Courses designed for individual majors. ***Prerequisite: WGST 100, or permission of Coordinator the Department Head.***

WGST 390AQ (202220) 3:3-0
**Stories We Tell**
Examining the stories of women from select religious time periods as told through their own words, artistry, music, and the subsequent legends that followed, we ask what influenced the way they told their stories, and what influence, if any, do they have on storytellers today? Students engage in storytelling! ***Prerequisites: WGST 100 or permission of Coordinator the Department Head.***

WGST 390AV (202220) 3:0-0
**Stories We Tell**
This course examines literature and studies that examine queer Indigenous systems. ***Prerequisite: WGST 100, or permission of Coordinator the Department Head.***

WGST 390AW (202220) 3:0-0
**Directed Readings in Ecofeminism, Gender, Nature**
An exploration of readings and studies connecting gender, nature, and environment. ***Prerequisite: WGST 100, or completion of 15 credit hours, or permission of the Coordinator Department Head.***

WGST 420 (202220) 3:3-0
**Sexualities: Theories and Practices**
This course examines sexualities cross-culturally and historically. Subjects such as heterosexuality, homosexuality, heterosexism, transsexuality, so-called sexual deviancy, and gay and lesbian culture are investigated. Included will be an elucidation of sexualities via recourse to social, cultural, and ritual practices. ***Prerequisite: RLST 373 or WGST 372 or permission of the Coordinator.***

WGST 421 (202220) 3:3-0
**Feminism, Women, and Globalization**
An examination of the conditions of women's lives in a global context. Engaging feminist theoretics within postcolonialism, anti-racism and civil rights locations, this course examines women's issues such as poverty, environmental degradation, labour, power, and so forth and subsequent feminist responses generated from a variety of geopolitical locations. ***Prerequisite: WGST 100 and WGST 200, or permission of Coordinator the Department Head.***

WGST 480 (202220) 3:3-0
**Selected Topics – an AA-ZZ series**
Courses designed as required for groups of undergraduates. ***Prerequisite: WGST 100 and permission of the Coordinator Department Head.***

WGST 480AG (202220) 3:3-0
**Women and Reproductive Knowledge Advanced**
This course is an advanced version of WGST 202 and is an interdisciplinary, cross-cultural, and historical exploration of women and reproduction through a feminist lens. Topics will range over a broad spectrum of social, cultural, and scientific issues. These may include: women's reproductive knowledge and midwifery and/or rituals and taboos surrounding conception among others. ***Prerequisite: WGST 100, or permission of Coordinator the Department Head.***
WGST 490 (202220)  1-3-3-0  
Directed Readings and Research – an AA-ZZ series  
Courses designed for individual majors. ***Prerequisite: WGST 100 or permission of the coordinator Department Head.***

WGST 490AB (202220)  3-3-0  
Advanced Missing Women: Decolonization, Third Wave Feminisms, and Indigenous Pe  
Why are Indigenous women throughout the world more likely to "go missing"? This class will examine systems that intersect and perpetuate racism and colonialism, sexism and poverty, and the effects of globalization on the breakdown of family structures. Upper level research required. ***Prerequisite: WGST 200, or permission of the coordinator Department Head.***

WGST 490AC (202220)  3-3-0  
Directed Readings in Sex and Sexualities in Religion  
*Note: Students may receive credit for one of WGST 490AC, WGST 280AK, RLST 290AP, or RLST 390BL.*

WGST 490AD (202220)  3-3-0  
Feminist Interrogations of Violence  
This course provides students with an opportunity to develop their knowledge and understanding of violence as it is enacted in social bodies around the globe. Subjects examined by students can be intimate partner violence, sexual violence, racial violence, violence enacted in civil conflict and war bullying, and so forth. ***Prerequisite WGST 100, and 200 or permission of the coordinator Department Head.***

WGST 490AF (202220)  3-3-0  
Advanced Studies in Multiculturalism and Feminism  
What shape does the discourse of multiculturalism take when examined through feminist theories? What models of dialogue amongst religions and between the religious and the secular arise within our Canadian context? ***Prerequisite: WGST 100, or permission of the coordinator Department Head.***

WGST 498 (202220)  1-3-3-0  
Honours Seminar – an AA-ZZ series  
Honours seminar. ***Prerequisite: Admission to the Honours program.*** **Permission of the coordinator Department Head is required to register.**

WGST 498AA (202220)  3-3-0  
Honours Seminar  
Honours seminar. ***Prerequisite: Admission to the Honours program.*** **Permission of the coordinator Department Head is required to register.**

WGST 499 (202220)  1-3-3-0  
Honours Essay – an AA-ZZ series  
Honours essay. ***Prerequisite: Admission to the Honours program.*** **Permission of the coordinator Department Head is required to register.**

WGST 499AA (202220)  1-3-3-0  
Honours Essay  
Honours essay. ***Prerequisite: Admission to the Honours program.*** **Permission of the Department Head is required to register.**

REACTIVATE COURSES

JAPN 290 (202220)  1-3-3-0  
Tutorials and Directed Readings in Japanese – an AA-ZZ series  
These courses are designed to increased student’s skills in reading, writing, comprehension and communication. **Permission of the Department may be required to register in some offerings.**
JAPN 390 (202220) 3:3-0
Tutorials & Directed Readings in Japanese – an AA-ZZ series
These courses are designed to increase students’ skills in reading, writing, comprehension, and communication. **Permission of the Department may be required to register in some offerings.**

JAPN 490 (202220) 3:3-0
**Permission of the Department may be required to register in some offerings.**

SOC 396 (202220) 1-3:3-0
Selected Topics in Sociology – an AA-ZZ series.
Courses designed as required for groups of senior undergraduates. List and prerequisites vary according to specific topics covered. ***Prerequisite: One 200-level SOC course and completion of 30 credit hours or permission of the Department Head. ***Prerequisite: Completion of 30 credit hours including one 200-level SOC course, or permission of the Department Head.***

INACTIVATE COURSES

ARTS HSS 300 (202220) 12-15:15-0
Washington Center Internship
To Make Note:
To change the course code for all active and inactive undergraduate ARTS courses from “ARTS” to “HSS”, effective 202220. Program templates will be updated to reflect these changes.

ANTH 230 (202220) 3:3-0
Ethnography of Southeast Asia

ANTH 233 (202220) 3:3-0
Ethnography of the Himalayas

ANTH 241AK (202220) 3:3-0
Ethnography of Indigenous North American Peoples

ANTH 242AH (202220) 3:0-0
Introduction to Archaeology

ANTH 242AI (202220) 3:3-0
Anthropology of Social Work

ANTH 242AJ (202220) 3:3-0
Anthropology of Political Extremism

ANTH 242MF (202220) 3:3-0
Concepts of Culture: An Introduction to Social Theory

ANTH 302 (202220) 3:3-0
Political Anthropology

ANTH 306 (202220) 3:3-0
Anthropology of Art

ANTH 320AF (202220) 3:3-0
Visual Anthropology

ANTH 320AH (202220) 3:3-0
Anthropology of Landscape

ANTH 320AK (202220) 3:3-0
Anthropology, writing, and ficitions

ANTH 496AC (202220) 3:3-0
Practicing Anthropology

ANTH 496AG (202220) 3:3-0
Theories in Posthumanist Anthropology

CHIN 290AC (202220) 3:3-0
Kaleidoscope of Chinese Culture and Civilization

ENGL 327AA (202220) 3:3-0
Carnival and Medieval Theatre

ENGL 336AH (202220) 3:3-0
Literature and Industrialism

ENGL 336AK (202220) 3:3-0
Victorian Crimes and Misdemeanours

ENGL 342AC (202220) 3:3-0
Holocaust: Writing and Psychology

ENGL 405AC (202220) 3:3-0
Medieval/Early Modern Romance

ENGL 430AA (202220) 3:3-0
The Works of Joseph Conrad

ENGL 430AF (202220) 3:3-0
The Brownings

ENGL 430AG (202220) 3:3-0
Science & Gender – 19C Fiction
ENGL 430AM (202220) 3:3-0  
Victorian Fiction: Forms and Functions

ENGL 435AD (202220) 3:3-0  
Virginia Woolf

ENGL 435AG (202220) 3:3-0  
Women of Modernism

ENGL 435AI (202220) 3:3-0  
Modernism & Popular Culture

ENGL 435AH (202220) 3:3-0  
Modernist Poetics

ENGL 445AD (202220) 3:3-0  
American Literary Thought

ENGL 475AD (202220) 3:3-0  
Gothic Fiction

ENGL 475AG (202220) 3:3-0  
Short Fiction of Mavis Gallant and Alice Munro

ENGL 475AH (202220) 3:3-0  
Theory/Practice:GenreCritism

ENGL 475AI (202220) 3:3-0  
Advanced Studies in Children’s Literature and Theory

ENGL 475AK (202220) 3:3-0  
Ideas of the University

ENGL 475AO (202220) 3:3-0  
Classic & Contemporary Fairy Tales

ENGL 480AA (202220) 3:3-0  
Poetics of Culture

ENGL 485AE (202220) 3:3-0  
Acts of Faith in Literature

ENGL 485AF (202220) 3:3-0  
Narrative and Trauma

ENGL 485AI (202220) 3:3-0  
Arthurian Literature

ENGL 485AJ (202220) 3:3-0  
Literary London

ENGL 485AM (202220) 3:3-0  
Literature and Ethics

ENGL 485AQ (202220) 3:3-0  
Poetics: Theory and Practice

ENGL 485AS (202220) 3:3-0  
Advanced Studies in Writing Fiction: Writing the Body

ENGL 485AX (202220) 3:0-0  
Sensing Place in Great Plains Literature

ENGL 485CX (202220) 3:0-0  
CW: Sensing Place in Great Plains Literature

JS 390 (202220) 3:3-0  
Case Management

PHIL 280 (202220) 3:3-0  
Philosophy Through Film

PHIL 290AI (202220) 3:3-0  
Tight Genes: Phil of Sexuality

PHIL 290AJ (202220) 3:3-0  
The Challenge of Tragedy: Nietzsche’s Struggle with Plato

PHIL 290AL (202220) 3:3-0  
Philosophy of the Social Sciences

PHIL 335AD (202220) 3:3-0  
Self-Deception

PHIL 335AG (202220) 3:3-0  
Problems in Philosophy of Hist

PHIL 335AS (202220) 3:3-0  
Animal Minds and Human Morals

PHIL 335BA (202220) 3:3-0  
Philosophy of Action

PHIL 370AG (202220) 3:3-0  
Freedom and Responsibility

PHIL 372AI (202220) 3:3-0  
Hegel’s Philosophy of Right

PHIL 379 (202220) 3:3-0  
Marx

PHIL 420 (202220) 3:3-0  
Honours Tutorial

PHIL 432 (202220) 3:3-0  
Classics of 20th Century Analytic Philosophy

PHIL 435AP (202220) 3:3-0  
Consciousness

PHIL 435BB (202220) 3:3-0  
Philosophy of Language

PHIL 435BC (202220) 3:3-0
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<td>Biological Agency</td>
<td>PHIL 470AF (202220)</td>
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<td>Environmental Ethics and Public Policy</td>
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<td>Hegel's Philosophy of Right</td>
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**MAKE COURSE(S) HISTORICAL**

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End of Appendix 4