

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Notice of Meeting**

DATE: Tuesday 15 September 2020  
TIME: 12:00 noon – 2:00 p.m.  
PLACE: Teams – See meeting invitation or contact the secretary

**Open Session**

<b>Item</b>	<b>Action</b>
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*.....	Information
2. Approval of the 9 June 2020 Minutes* and Business Arising.....	UGC
3. Curricular Items for Approval & Information	
a. Arts*.....	5, 6 SEN-R; 8, 9 SEN-C; rest UGC
b. Science*.....	4, 5 SEN-C; rest UGC
4. Student Success Office:	
a. Global Experience Certificate*	UGC
5. Academic Program Reviews	
a. <a href="#">Academic Program Reviews</a> - Status.....	Information
b. Handling of Final Assessment Reports & Two-Year Progress Reports*	Information
c. FAR – History* (Reviewers: M. Gerrits, V. Chu; Guest: Julia Roberts)	UGC
d. FAR – Studies in Islam* (Reviewers: R. Wikkerink, V. Dayeh; Guest: Jeff Wilson)	UGC
e. FAR – Science and Business* (Reviewers: B. Charbonneau, J. Pittman; Guest: Jean Richardson)	UGC
f. Two-Year Report – Fine Arts* (Reviewer: D. Wolczuk; Guest: Monica Leoni)	UGC
6. Other Business	
7. Next Meeting: Tuesday 6 October 2020, 12:00 to 2:00 p.m. via Teams	

\*material attached/to be distributed\*\*

“SEN-consent” to be recommended to Senate for approval (consent agenda)

“SEN-regular” to be recommended to Senate for approval (regular agenda)

“UGC” to be approved on behalf of Senate & sent to Senate for information

8 September 2020

Rebecca Wickens  
Associate University Secretary

# Excerpt from Senate Bylaw 1

## 8. Declarations of conflict of interest

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8.01	At the beginning of each meeting of Senate or any of Senate’s committees or councils, the chair will call for members to declare any conflicts of interest with regard to any agenda item. For agenda items to be discussed in closed session, the chair will call for declarations of conflict of interest at the beginning of the closed portion of the meeting. Members may nonetheless declare conflicts at any time during a meeting.
8.02	A member shall be considered to have an actual, perceived or potential conflict of interest, when the opportunity exists for the member to use confidential information gained as a member of Senate, or any of Senate’s committees or councils, for the personal profit or advantage of any person, or use the authority, knowledge or influence of the Senate, or a committee or council thereof, to further her/his personal, familial or corporate interests or the interests of an employee of the university with whom the member has a marital, familial or sexual relationship.
8.03	Members who declare conflicts of interest shall not enter into debate nor vote upon the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).
8.04	Where Senate or a committee or council of Senate is of the opinion that a conflict of interest exists that has not been declared, the body may declare by a resolution carried by two-thirds of its members present at the meeting that a conflict of interest exists and a member thus found to be in conflict shall not enter into debate on the specified item upon which they have declared a conflict of interest. The chair will determine whether it is appropriate for said member to remove themselves from the meeting for the duration of debate on the specified item(s).

**University of Waterloo**  
**SENATE UNDERGRADUATE COUNCIL**  
**Minutes of the 9 June 2020 Meeting**  
**[in agenda order]**

**Present:** Katherine Acheson, Rachel Almaw, Veronica Austen, Carly Benson, Kofi Campbell, Matthew Casale, Benoit Charbonneau, Victoria Chu, Martin Cooke, Daniel Davison, Vivian Dayeh, David DeVidi (chair), Leeann Ferries, Brendon Larson, Bruce MacVicar, Cathy Newell Kelly, Hannah Paolini, Jeremy Pittman, Francis Poulin, Marlee Spafford, Megan Town, Cristina Vanin, Chris Vigna, Alan Wei, Rebecca Wickens (secretary), Richard Wikkerink

**Resources:** Blair Clarence, Jennifer Coghlin, Danielle Jeanneault, Amanda McKenzie, Alyssa Voigt

**Guests:** Stephanie Massel, Melissa Holst, David Seljak, Abbie Simpson

**Organization of Meeting:** David DeVidi took the chair, and Rebecca Wickens acted as secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

### **1. DECLARATIONS OF CONFLICTS OF INTEREST**

No conflicts of interest were declared.

### **2. APPROVAL OF THE 12 MAY 2020 MINUTES AND BUSINESS ARISING**

Subject to adding the mover, seconder and result to the motion under item 4, the minutes were accepted as distributed.

### **3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION**

#### **Engineering.**

Following an overview of the minor modifications to chemical engineering and architectural engineering, as well as related new courses, course changes and course inactivations, there was a motion to approve the engineering submission on behalf of Senate. Davison and Town. Carried. In response to a question, members heard that the management science option will be updated in the Fall along with other plans.

**Mathematics.** Charbonneau spoke to the proposal to cross-list an applied mathematics and physics & astronomy course, which was approved by the Faculty of Mathematics and Faculty of Science. There was a motion to approve this change on behalf of Senate. Charbonneau and Spafford. Carried.

**Science.** Items 1-4 and 5.5 – 5.7 of the Science submission were withdrawn pending further consultation with the Faculty of Mathematics; members were encouraged to send any comments they have on those items to the associate deans for Science and Mathematics. Spafford spoke to the rationales for changes proposed in items 5.1 to 5.4 of the submission. There was a motion to approve items 5.1 to 5.4 on behalf of Senate. Spafford and Poulin. Carried.

**Renison University College.** Campbell indicated that according to the criteria established by the common language working group, the certificate in English for multilingual speakers should be converted into a diploma. There was a motion to recommend that Senate approve the inactivation of the certificate and creation of the new diploma. Campbell and Spafford. Carried.

### **4. ACADEMIC PROGRAM REVIEWS**

Items a and b were received for information.

**Final Assessment Report – Religious Studies, Jewish Studies.** Members heard: the report was strong and plan for addressing recommendations viable; a meeting of the five agencies took place and the parties were pleased with the report and feedback. Following discussion, there was a motion to approve the report on behalf of Senate. Charbonneau and Vanin. Carried.

**5. OTHER BUSINESS.**

Members heard: the e-vote re: approvals required for temporary curricular changes was passed by council; the motion will be presented at Senate in June; any further comments to assist with questions that may arise at Senate are welcome. Discussion included: existing processes for considering and approving temporary changes versus permanent changes; the importance of being able to respond to evolving circumstances and the best interests of students; the relative capability of faculty and departmental bodies versus university-level bodies to make these temporary adjustments; whether there is a true understanding in the broader University community for the amount of work and consultation that goes into curricular changes before they come to council or Senate. In response to a question, members heard: a decision should be made within a week re: whether courses or exams would be offered for the Fall term in person, online or a combination of both; the office of academic integrity is creating a webinar, which will be announced shortly.

The chair recognized that this is Marlee Spafford's last meeting, and that a new associate dean for the Faculty of Science will be joining council in September. Members wished Spafford well, and thanked her for her collegiality, principled and rigorous approach, dedication and hard work, and humour.

**6. NEXT MEETING**

The next meeting is 15 September 2020, 12:00 noon – 2:00 p.m. via Teams.

8 September 2020

Rebecca Wickens  
Associate University Secretary

**FACULTY OF ARTS – UNDERGRADUATE AFFAIRS GROUP**

*Curricular items approved by  
Arts Undergraduate Affair Group: May 28, 2020  
Arts Faculty Council: June 16, 2020*

**REPORT TO SENATE UNDERGRADUATE COUNCIL  
September 15, 2020**

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**1. NEW COURSES [for approval]**

- 1.0. Classical Studies
  - 1.0.1. MEDVL.....
- 1.1. Communication Arts
  - 1.1.1. THPERF .....
- 1.2. English Language and Literature
  - 1.2.1. ENGL.....
- 1.3. Fine Arts
  - 1.3.1. FINE .....
- 1.4. Germanic and Slavic Studies
  - 1.4.1. CI .....
  - 1.4.2. CROAT .....
  - 1.4.3. GER .....
- 1.5. History
  - 1.5.1. HIST .....
- 1.6. Political Science
  - 1.6.1. PSCI .....
- 1.7. Religious Studies
  - 1.7.1. RS .....
- 1.8. Sociology and Legal Studies
  - 1.8.1. LS.....
  - 1.8.2. SOC .....
- 1.9. Spanish and Latin American Studies
  - 1.9.1. SPAN.....
- 1.10. St. Jerome’s University
  - 1.10.1. ITALST.....
- 1.11. St. Paul’s University College
  - 1.11.1. INDENT.....

**2. COURSE REACTIVATIONS [for approval]**

- 2.0. Political Science
  - 2.0.1. PSCI .....

**3. COURSE CHANGES [for approval]**

- 3.0. Conrad Grebel University College
  - 3.0.1. MUSIC .....
  - 3.0.2. PACS .....
  - 3.0.3. Classical Studies
  - 3.0.4. CLAS .....
  - 3.0.5. MEDVL.....
- 3.1. Communication Arts
  - 3.1.1. SPCOM .....
  - 3.1.2. THPERF .....
- 3.2. English Language and Literature
  - 3.2.1. ENGL .....

- 3.3. Fine Arts
  - 3.3.1. FINE .....
- 3.4. Germanic and Slavic Studies
  - 3.4.1. GER.....
  - 3.4.2. REES.....
  - 3.4.3. RUSS .....
- 3.5. History
  - 3.5.1. HIST .....
- 3.6. Philosophy
  - 3.6.1. GSJ.....
  - 3.6.2. PHIL .....
- 3.7. Political Science
- 3.8. PSCI .....
- 3.9. Renison University College
  - 3.9.1. SDS .....
- 3.10. Religious Studies
  - 3.10.1. JS .....
  - 3.10.2. RS .....
- 3.11. Sociology and Legal Studies
  - 3.11.1. LS .....
  - 3.11.2. SOC.....
- 3.12. Spanish and Latin American Studies
  - 3.12.1. SPAN.....
- 3.13. St. Jerome's University
  - 3.13.1. ITAL .....
  - 3.13.2. ITALST.....

**4. COURSE INACTIVATIONS [for approval]**

- 4.0. Dean of Arts
  - 4.0.1. ARTS .....
- 4.1. Communication Arts
  - 4.1.1. THPERF .....
- 4.2. Fine Arts
  - 4.2.1. FINE .....
- 4.3. Germanic and Slavic Studies
  - 4.3.1. GER.....
- 4.4. Philosophy
  - 4.4.1. GSJ.....
- 4.5. Political Science
  - 4.5.1. PSCI .....
- 4.6. Religious Studies
  - 4.6.1. JS .....
  - 4.6.2. RS .....
- 4.7. Sociology and Legal Studies
  - 4.7.1. LS.....
- 4.8. Spanish and Latin American Studies
  - 4.8.1. SPAN.....
- 4.9. St. Jerome's University
  - 4.9.1. ITAL .....
  - 4.9.2. ITALST.....

- 5. NEW ACADEMIC PLANS [for approval]**
  - 5.0. English Language and Literature
    - 5.0.1. Diploma in Creative Writing.....
  - 5.1. St. Jerome’s University
    - 5.1.1. Diploma in Italian Language.....
  - 5.2. St. Paul’s University College
    - 5.2.1. Indigenous Entrepreneurship Minor .....
    - 5.2.2. Diploma in Indigenous Entrepreneurship.....
  
- 6. ACADEMIC PLAN CHANGES – MAJOR MODIFICATIONS [for approval]**
  - 6.1. Communication Arts
    - 6.1.1. Theatre and Performance .....
  - 6.2. Fine Arts.....
  - 6.3. Political Science .....
  - 6.4. Religious Studies
    - 6.4.1. Jewish Studies .....
  - 6.5. Spanish and Latin American Studies .....
  
- 7. ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS [for approval]**
  - 7.1. Classical Studies
    - 7.1.1. Medieval Studies.....
  - 7.2. Communication Arts
    - 7.2.1. Communication Studies .....
    - Digital Arts Communication .....
  - 7.3. Conrad Grebel University College .....
  - 7.3.1. Peace and Conflict Studies .....
  - 7.4. English Language and Literature .....
  - 7.5. Germanic and Slavic Studies
    - 7.5.1. German .....
  - 7.6. Philosophy
    - 7.6.1. Gender and Social Justice .....
  - 7.7. Renison University College
    - 7.7.1. Applied Language Studies .....
    - 7.7.2. Chinese Language .....
  - 7.8. Spanish and Latin American Studies .....
  - 7.9. St. Jerome’s University
    - 7.9.1. Human Sciences .....
    - 7.9.2. Italian Studies .....
  
- 8. ACADEMIC PLAN INACTIVATIONS [for approval]**
  - 8.1. Fine Arts.....
  - 8.2. Spanish and Latin American Studies .....
  
- 9. REGULATIONS CHANGES [for approval]**
  - 9.1. AFM Co-op Requirements – Removing Work Term Reflections .....
  - 9.2. Honours Arts Co-op Sequence Change for Fine Arts.....
  - 9.3. Undergraduate Communication Requirement – Inactivating Recovery Courses .....
  - 9.4. Updating Restrictions on Multiple Plan Combinations .....

**NEW COURSES** (for approval)

**Classical Studies**

**Effective 01-SEP-2021**

MEDVL 252 (0.50) LEC Medieval Monsters

This course exposes students to a number of disciplinary methodologies (historical, anthropological, geographical, literary, archaeological, philosophical, and philological). Each focuses on exploring the common theme of medieval monsters, such as werewolves, giants, summoned spirits, demons, revenants, centaurs, wild men and wild women, and political monsters.

Course Attributes: Only offered Online Offered at St. Jerome's University  
Rationale : Though Medieval Studies is the oldest interdisciplinary program at the University of Waterloo, and the oldest undergraduate program of its kind in Canada, it has never offered a course that deliberately exposes students to methodological differences across the 11 contributing Arts units which support the program. This course is necessary to correct that longstanding weakness by introducing students to a variety of approaches that contribute to Medieval Studies. At the same time, the 2018 program review identified the need for an online course with broad appeal. The reviewers rightly noted that students in Medieval Studies are constrained by departmental offerings and therefore suggested the creation of a MEDVL course, scheduled by the program but without program-specific prerequisites, whose thematic appeal was intrinsically captivating, to attract a large number of students from across the University.

**Effective 01-SEP-2021**

MEDVL 291 (0.50) DIS, LEC Special Topics in Medieval Studies

Special topics will be offered from time to time as announced by the Medieval Studies program. Topics will be dependent upon special research and/or instructional interests of faculty. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Course Attributes: Also offered Online  
Rationale : Medieval Studies is seeking to add three Special Topics courses to its list of approved courses. This brings it into alignment with other Arts programs. These courses allow the program directors to pilot new courses, to experiment with pedagogical approaches and curriculum, and to explore new fields of study. The addition of these courses was a formal recommendation made by the external reviewers during the 2018 and 2011 program reviews.

**Effective 01-SEP-2021**

MEDVL 305 (0.50) LEC Medieval Death and Dying

What does it mean to die well? This course explores the medieval Ars moriendi tradition in its historical, literary, and cultural contexts and how this tradition can help us recover the human side of dying within contemporary society's medicalized approach to the end of life.

Course Attributes: Offered at St. Jerome's University  
Requisites : Prereq: Level at least 2A  
Rationale : The Medieval Studies program has observed diminishing enrolments in its third-year offerings and seeks to implement strategic shifts in course content to address and remedy the decline. A new course on death and dying, anchored in the medieval ethical and cultural originals, which played a lasting role in the development of dominant modern western assumptions (legal, moral, familial, etc.) offers two important strategic possibilities for the program. The proposed course provides historical context to students assessing the mutability or permanence of modern ethical concerns. In this it contextualized western medieval origins, making them relevant and accessible.

**Effective 01-SEP-2021**

MEDVL 391 (0.50) DIS, LEC Special Topics in Medieval Studies

Special topics will be offered from time to time as announced by the Medieval Studies program. Topics will be dependent upon special research and/or instructional interests of faculty. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Rationale : Medieval Studies is seeking to add three Special Topics courses to its list of approved courses. This brings it into alignment with other Arts programs. These courses allow the program directors to pilot new courses, to experiment with pedagogical approaches and curriculum, and to explore new fields of study. The addition of these courses was a formal recommendation made by the external reviewers during the 2018 and 2011 program reviews.

**Effective 01-SEP-2021**

MEDVL 491 (0.50) DIS, LEC Special Topics in Medieval Studies

This course is a special study of a selected topic in Medieval Studies. Please see course instructor for details. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites : Prereq: Level at least 3A; At least 0.5 unit of MEDVL-approved course at the 300-level or above; At least 1.0 additional unit of MEDVL-approved courses (MEDVL approved courses as listed in the Honours plan)  
Rationale : Medieval Studies is seeking to add three Special Topics courses to its list of approved courses. This brings it into alignment with other Arts

programs. These courses allow the Program Directors to pilot new courses, to experiment with pedagogical approaches and curriculum, and to explore new fields of study. The addition of these courses was a formal recommendation made by the external reviewers during the 2018 and 2011 program reviews.

## Drama & Speech Communication

### Effective 01-SEP-2021

THPERF 389 (0.50) SEM, WSP Audience Engagement

Students explore, critique, and apply approaches to audience engagement in a range of public art, performance, and design contexts. Key issues include the roles of audiences in the making and interpretation of art and design; the economic, social, and political factors that shape existing approaches to engaging audiences; and the short and long-term impacts of audience engagement practices in local and global communities. Students develop a plan for audience engagement in a public art, performance, or design event.

Requisites :

Prereq: Level at least 2A

Rationale :

This new course formalizes learning activities and outcomes that have been successfully delivered by different instructors under the rubric of "section 3" of our "production participation" courses over the last five years. We are formalizing the course to make it more intelligible and accessible to both Theatre and Performance and non-Theatre and Performance students in our department.

## English Language & Literature

### Effective 01-SEP-2021

ENGL 367 (0.50) WSP Voice and Text at the Stratford Festival

Taught by faculty and Stratford Festival coaches, this practical course invites students to explore acting techniques and exercises to develop their stage voice with a particular focus on Shakespeare's plays. This is a block course that meets in Stratford for two weeks in May, and may be taken with ENGL 364, as the two courses are offered at complementary times. The course is offered as part of a consortium with faculty from five universities. Students are required to arrange their own transportation to Stratford.

Requisites :

Prereq: Level at least 2A. Antireq: ARTS 390 taken spring 2019 or spring 2020

Rationale :

A workshop in which students will experience - with simple, practical exercises - the ways in which Festival actors develop and maintain their voices and explore various aspects of the text they are performing. This is a block course that meets for two weeks in the spring. The class meets for three hours, four mornings a week. Taught by Stratford Festival staff. The process for registration will follow that of ENGL 364, Shakespeare in

## List of Medieval Studies approved courses for MEDVL 491 prerequisite

**Prereq:** Level at least 3A; At least **0.5 unit of MEDVL-approved course at the 300-level or above; At least 1.0 additional unit of MEDVL-approved courses (MEDVL approved courses as listed in the Honours plan)**

Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224

English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 361

Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363

History: HIST 110, HIST 115/MEDVL 115, HIST 211, HIST 235/RS 240, HIST 236/LS 236, HIST 252/CLAS 252, HIST 262, HIST 304/MEDVL 304/RS 342, HIST 317/SMF 317, HIST 329, HIST 347/GSJ 347, HIST 379/RS 343, MEDVL 250R/SI 250R, MEDVL 251R/SI 251R

Latin: LAT 101, LAT 102, LAT 201, LAT 202, LAT 331, LAT 332, LAT 341, LAT 351, LAT 381, LAT 421, LAT 422, LAT 451

Modern European Languages: FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITAL 311/ITALST 311, ITALST 291, ITALST 360, RUSS 101, RUSS 102, REES 271, SPAN 101, SPAN 102, SPAN 445, SPAN 446W (see Laurier calendar)

Philosophy: PHIL 207J, PHIL 220J/CLAS 220, PHIL 283/CLAS 261, PHIL 380/CLAS 361, PHIL 382, PHIL 403/CLAS 461, PHIL 404, PHIL 451J

Religious Studies: RS 101/GRK 101, RS 102/GRK 102, RS 110, RS 131/JS 105A, RS 132/JS 105B, RS 213/JS 211, RS 214/JS 210, RS 223/GRK 201, RS 224/GRK 202, RS 327/CLAS 326/GSJ 327, RS 240/HIST 235, RS 250, RS 315/CLAS 325, RS 342/HIST 304/MEDVL 304, RS 343/HIST 379, RS 354, RS 357/MUSIC 363/CMW 363

Performance at the Stratford Festival. The courses are unique in that they are offered at the Stratford Festival through a consortium of five institutions. UW "hosts" the courses only once every five years. Students arrange their own transportation to Stratford. We have consulted Theatre and Performance about the course and they support us offering it as an ENGL offering.

## Fine Arts

### Effective 01-SEP-2021

FINE 201 (0.50) STU Special Topics in Studio for Non-Fine Arts Majors

This course consists of topics in studio practice and is intended for non-Fine Arts majors. The topics can change from term to term. [Note: Studio Course. This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisites : Prereq: Not open to Fine Arts students  
Rationale : The course was developed in order to offer a 200-level studio course to students who might not be majoring or minoring in Fine Arts. It creates flexibility in our studio classes and allows students from other departments or faculties to take this course as an elective.

### Effective 01-SEP-2021

FINE 246 (0.50) STU Expanded Media: Site and Intervention

In this course students will use an interdisciplinary approach to explore expanded media practices such as performance art, relational art, social practice, Indigenous art, land-based art, and site-specific intervention. Students will be encouraged to engage in experimental and experiential approaches to produce artworks for both inside and outside of the studio and gallery setting.

Requisites : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone  
Rationale : The Department of Fine Arts has evolved over the past years to include contemporary art practices based on interdisciplinary ways of working and making. These include wearable media, kinetic sculpture, installation, sound art, Indigenous art and performance. Up to this point these courses have only been offered occasionally. As our students have become increasingly interested in making art that involves an intermedia approach, combining video, photography, new media, performance, various digital technologies and other disciplines, this course secures a space for students to explore this approach to artmaking. The course will have the same prereqs as the rest of the 200-level courses.

### Effective 01-SEP-2021

FINE 247 (0.50) STU Expanded Media: Interaction

In this course students will learn to create interactive artworks using a variety of

hardware and software. Following an interdisciplinary approach, students will explore topics such as kinetic sculpture, wearable technologies, and responsive environments.

Requisites : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale : The Department of Fine Arts has evolved over the past years to include contemporary art practices based on interdisciplinary ways of working and making. These include wearable media, kinetic sculpture, installation, sound art, Indigenous art and performance. Up to this point these courses have only been offered occasionally. As our students have become increasingly interested in making art that involves an intermedia approach, combining video, photography, new media, performance, various digital technologies and other disciplines, this course secures a space for students to explore this approach to artmaking. The course will have the same prereqs as the rest of the 200-level courses.

**Effective 01-SEP-2021**

FINE 309 (0.50) STU Advanced Topics in Two-Dimensional Media

This course will broaden the scope of students' ideas and techniques in two-dimensional media (including, but not limited to: printmaking, drawing, collage, photography, painting). Through experimentation and individual research, students will be encouraged to take a personal approach to themes of interest to contemporary artists. [Note: Studio course.]

Requisites : Prereq: FINE 209; At least 2.0 units from FINE 243 and FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : Under our new Fine Arts Studio Honours Plan we have moved away from 0.25 unit courses on the 300-level, to now have 0.50 unit courses in order to offer students a more in-depth and longer period to work on projects and prepare for the fourth year. Third year is based on experimenting and expanding of students' formal and visual vocabulary before they go into their fourth year when they will be creating independent body of work. With a combination of advanced topics-based courses and an open studio course in which all third year students will have a chance to work together with a faculty member, the students will be able to work longer on developing technical skills, and will have time to move from assignments towards independent research work. This course will offer a variety of approaches to two dimensional media which encompasses painting, drawing, print, photography and similar media. However, the emphasis in the course will be on interdisciplinarity and connections between this course and other advanced topics courses at the 300-level.

**Effective 01-SEP-2021**

FINE 312 (0.50) STU Advanced Topics in Three-Dimensional Media

This advanced course opens up students to the expansive field of three-dimensional artistic expression. Students can choose to work in the areas of ceramics, sculpture,

installation, site specific work, and kinetic sculpture. Through individual research and experimentation students will develop independent works that responds to current thematic concerns. [Note: Studio course.]

Requisites : Prereq: FINE 209; At least 2.0 units from FINE 243 and FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : Under our new Fine Arts Studio Honours Plan we have moved away from 0.25 unit courses on the 300-level, to now have 0.50 unit courses in order to offer students a more in-depth and longer period to work on projects and prepare for the fourth year. Third year is based on experimenting and expanding of students' formal and visual vocabulary before they go into their fourth year when they will be creating independent body of work. With a combination of advanced topics-based courses and an open studio course in which all third year students will have a chance to work together with a faculty member, the students will be able to work longer on developing technical skills, and will have time to move from assignments towards independent research work. This course will encompass various ways in which three dimensionality, space and place feature in contemporary art, but at the same time the course will allow for an interdisciplinary approach to teaching these topics and will encourage connections to our other 300-level advanced topic courses.

**Effective 01-SEP-2021**

FINE 315 (0.50) STU Advanced Topics in Expanded Media

The course will expand students' engagement with interdisciplinarity across media, techniques, and practices. Working in response to thematic assignments provided by the instructor, students will create artworks in the area(s) of their choosing, including, but not limited to performance, time-based media, media art, and others. Designed to expand artistic vocabulary, the course encourages independent, experimental, and ambitious approaches to art making. [Note: Studio course.]

Requisites : Prereq: FINE 209; At least 2.0 units from FINE 243 and FINE 200-level studio courses; Level at least 3A Fine Arts major

Rationale : Under our new Fine Arts Studio Honours Plan we have moved away from 0.25 unit courses on the 300-level, to now have 0.50 unit courses in order to offer students a more in-depth and longer period to work on projects and prepare for the fourth year. Third year is based on experimenting and expanding of students' formal and visual vocabulary before they go into their fourth year when they will be creating independent body of work. With a combination of advanced topics-based courses and an open studio course in which all third year students will have a chance to work together with a faculty member, the students will be able to work longer on developing technical skills, and will have time to move from assignments towards independent research work.

**Effective 01-SEP-2021**

FINE 327 (0.50) STU Open Studio

This advanced studio course is designed to support students as they pursue self-directed studio-led research. Building on previous experience in studio practice, and under the guidance of the instructor, students will be encouraged to develop independent approaches to studio practice, and to present their work through individual and group critiques. [Note: Studio course.]

Requisites : Prereq: FINE 209; At least 2.0 units from FINE 243 and FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale : Under our new Fine Arts Studio Honours Plan we have moved away from 0.25 courses on the 300-level, to 0.50 courses in order to offer students a more concentrated and longer period to work on projects and prepare for the fourth year. Third year is based on experimenting and expanding of a student's formal and visual vocabulary before they go into fourth year when they will be creating independent body of work. With a combination of advanced topics-based courses and an open studio course in which all third-year students will have a chance to work together with a faculty member, the students will be able to get work on more advanced instructor-led projects, and also develop independent projects. This structure also provides students pursuing a three-year degree with a logical conclusion to their studies.

## Germanic & Slavic Studies

### Effective 01-SEP-2021

CI 400 (0.50) SEM Cultural Identities Seminar

In this seminar students work on a interdisciplinary term-long knowledge mobilization project under the direction of a faculty member. The seminar aims to help students to integrate their knowledge of cultural identities with personal and/or professional interests.

Requisites : Prereq: CI 100 or CI 200/GER 200

Rationale : This course supports students in synthesizing the diversity of learning experiences gained in Cultural Identities (CI) and CI-approved courses and through other areas of expertise (such as co-op, second major, life learning) through the development of a term-long project. CI 400 will support the CI minor.

### Effective 01-SEP-2021

CROAT 299 (0.50) LEC Croatian Abroad

This immersion course provides students with an introduction to selected topics in Croatian-speaking environments. The topics range from history and culture, to language and linguistic varieties, as well as arts, architecture, and media landscapes. Course offerings include classes abroad as well as field trips. [Note: This course might incur additional costs for the student above the registration fee

in the form of travel, room and board, and incidental costs. This is a repeatable course, subject to different content; it may be completed a total of two times.]

Rationale : We can no longer offer Croatian Language at intermediate levels on campus and are instead developing an immersion course that combines language and culture study in Croatia. This is a concentrated study course normally offered in a spring term. The course is repeatable subject to different content at the specific destination location. This course requires department consent but this does not appear on the report for new courses.

### Effective 01-SEP-2021

GER 330 (0.50) SEM Infamous Lovers

Enduring and contemporary works of German culture and literature guide our exploration of transgressive, requited, passionate, sexual love across the centuries, its historical and social locatedness, and the concepts of art and knowledge each work develops that orient the loving self in the world. [Note: Taught in English.]

Course Attributes: Also offered Online

Rationale : This is a general education online course that gives students an opportunity to improve their reading and writing skills while increasing their cultural literacy by engaging with an enduring story that is known throughout German-speaking lands and beyond. By engaging with works of the imagination from the past, students will practice putting their own beliefs and understandings in perspective and developing a critical lens for evaluating and interpreting works from the past on their own terms.

## History

### Effective 01-SEP-2021

HIST 101 (0.50) DIS, LEC Modern Global History

The course will focus on the history of global connections such as migration, war, trade, cultural interactions, international organizations and activism, human rights, technological innovation, environmentalism, and imperialism. What insights do we gain by taking a "bird's eye" view of history? The course's timeframe is the modern era of global history from the 18th to the 21st century.

Rationale : This course broadens the department's first year offerings to include a more global historical perspective, making global history accessible to first year students. It will support our program's international specialization, as well as our growing suite of courses in global history.

## Political Science

### Effective 01-SEP-2021

PSCI 400 (1.00) ESS Special Honours Essay

Honours Political Science students wishing to undertake a senior honours essay and to

complete it in one term should consult the department's undergraduate officer.

Requisites : Prereq: Level at least 3B Political Science majors; Political Science average at least 75%. Antireq: PSCI 499A, PSCI 499B  
Rationale : We would like to introduce the option of a one-term 1.0 unit Honours Essay course. We currently have an Honours Essay Option as PSCI 499A and PSCI 499B which is offered over two terms (0.50 credit each term) but co-op students, especially those who go on an eight month work term, as well as those who go on exchange, have expressed interest in completing an Honours Essay and have often been unable to do so. This course would give them that opportunity. This course requires department consent but this does not appear on the report for new courses.

**Effective 01-SEP-2021**

PSCI 437 (0.50) SEM Working with Data in Politics

This course will help students to develop the specialized skills required to analyze political data, and to use data in order to answer political questions. For example, where should one go to collect political data? How does one use data to understand political trends, to predict electoral victories, or identify polarizing tendencies in society? The course also trains students on the use of software to process data.

Requisites : Prereq: Level at least 3A or one of PSCI 100, PSCI 150, ARTS 280  
Rationale : As they progress through the major, many students are being introduced to the basic principles of quantitative analysis through general statistical courses, such as ARTS 280 (Statistics for Arts Students). This course provides upper year students interested in politics with more specialized and advanced skills for analyzing and using political data.

**Effective 01-SEP-2021**

PSCI 494 (0.50) PRA Current Issues in Political Science

Students in this course attend talks or conferences, monitor the media, and do independent research to investigate how a broad concept in political science plays out in contemporary politics, policy, and governance. Students will complete assignments and have the opportunity to share their experiences with other students.

Requisites : Prereq: Level at least 3A Political Science majors. Antireq: PSCI 495, 496, 497, 497A, 497B, 498A, 498B, 498C  
Rationale : Changing course from 498A to a new number altogether. Adds clarity and simplifies course registration.

**Effective 01-SEP-2021**

PSCI 495 (0.50) PRA Research Apprenticeship in Political Science

Research apprenticeship in which students assist a political science professor with a research project. Students will complete assignments, share their experiences with other students, and complete a final project related to their research apprenticeship.

Requisites : Prereq: Level at least 3A Political Science majors. Antireq: PSCI 494, 496, 497, 497A, 497B, 498A, 498B, 498C  
Rationale : Changing course from 498B to a new number altogether. Adds clarity and simplifies course registration.

**Effective 01-SEP-2021**

PSCI 496 (0.50) PRA Civic Engagement in Political Science

Students participate in a civic engagement experience and reflect on how concepts in political science help to illuminate it. Students may also participate in a seminar in which they complete guided reflections, share their experiences with other students, and complete a final project related to their civic engagement experience.

Requisites : Prereq: Level at least 3A Political Science majors. Antireq: PSCI 494, 495, 497, 497A, 497B, 498A, 498B, 498C  
Rationale : Changing course from 498C to a new number altogether. Adds clarity and simplifies course registration.

**Effective 01-SEP-2021**

PSCI 497 (0.50) PRA Study Abroad Experience

While participating in a study abroad experience, students will complete reflections and a project that integrates what they learned while studying abroad with contemporary politics, policy, and governance. [Note: Students enrolled in this course must also be registered in a university-sanctioned exchange or study abroad program.]

Requisites : Prereq: Level at least 3A Political Science majors. Antireq: PSCI 494, 495, 497, 497A, 497B, 498A, 498B, 498C  
Rationale : Replacing two courses (497A and 497B). Adds clarity, simplifies course registration, and streamlines grading responsibilities. Course can now be completed by the student while abroad rather than upon their return. Course will now also be graded by the instructor who delivered the course.

**Religious Studies**

**Effective 01-SEP-2021**

RS 207 (0.50) LEC Mindfulness and Meditation

What is mindfulness? This course examines the origins and contemporary use of mindfulness and other forms of meditation. Topics include major methods and teachers of meditation, its use in Buddhist and non-Buddhist contexts, and applications in education, medicine, work, and more.

Rationale : This course proposal responds to student interest in mindfulness and other types of meditation. No current course provides a comprehensive examination of the religious roots, cultural contexts, and contemporary social and

economic forces that have shaped how meditation is practiced and understood.

**Effective 01-SEP-2021**

RS 208 (0.50) LEC Religions of India

This course examines the religions of India, including Hinduism, Jainism, Buddhism, and Sikhism. It also addresses Islam, Zoroastrianism, Judaism, and Christianity, which came to India through conquest, travel, or spiritual encounters. It will focus on their cultural context, significance, connections, and conflict among them, both in history and India today.

Rationale : Given low enrollment numbers for specific courses in Indian religions, this course will offer a general overview of religions of India. We have reduced the number of courses focusing on specific religious traditions (like Sikhism) we are instead offering majors a broader understanding of the field, here, Indian religions. This provides students with the opportunity to learn about these traditions which is an important part of the program and provides majors with a sufficiently broad understanding of the field. It is a specialized course, so it should be at the 200-level.

**Sociology and Legal Studies**

**Effective 01-SEP-2021**

LS 329 (0.50) LEC Security and Governance

The course examines the relationship between the framing of (in)security and policing as a dominant approach to govern risk in our modern era. Topics may include the policing of political protest, the Anthropocene, and the Internet. Students will analyze what's at stake with the diffusion of security in social life.

Course Attributes: Also offered at St. Jerome's University  
Requisites : Prereq: SOC 101/101R or 120R. Antireq: SOC 330 taken winter 2020  
Cross-listed as: SOC 329  
Rationale : This course focuses on policing as a generalizable practice of governance and regulation. More specifically, the course draws on contemporary socio-political theories to explore how public and private organizations understand, frame, and regulate (in)securities, risk, and uncertainty across a range of empirical contexts (e.g., social movements, environment, internet, human rights). The course delves into the normative, legal, and theoretical dimensions of security that go beyond the narrow focus on criminal justice institutions that is covered in LS 327 Criminal Justice Institutions. Similarly, two courses at the 400-level (LS 413 Surveillance and Society; LS 419 Police Systems and Practices) build on the proposed course by examining functions, activities, and administration of police work in Canada.

**Effective 01-SEP-2021**

SOC 329 (0.50) LEC Security and Governance

The course examines the relationship between the framing of (in)security and policing as a dominant approach to govern risk in our modern era. Topics may include the policing of political protest, the Anthropocene, and the Internet. Students will analyze what's at stake with the diffusion of security in social life.

Course Attributes: Also offered at St. Jerome's University  
Requisites : Prereq: SOC 101/101R or 120R. Antireq: SOC 330 taken winter 2020  
Cross-listed as: LS 329  
Rationale : This course focuses on policing as a generalizable practice of governance and regulation. More specifically, the course draws on contemporary socio-political theories to explore how public and private organizations understand, frame, and regulate (in)securities, risk, and uncertainty across a range of empirical contexts (e.g., social movements, environment, internet, human rights). The course delves into the normative, legal, and theoretical dimensions of security that go beyond the narrow focus on criminal justice institutions that is covered in LS 327 Criminal Justice Institutions. Similarly, two courses at the 400-level (LS 413 Surveillance and Society; LS 419 Police Systems and Practices) build on the proposed course by examining functions, activities, and administration of police work in Canada.

**Effective 01-SEP-2021**

SOC 436 (0.50) SEM Alcohol and Well-Being

This seminar examines the relation between well-being, culture, alcohol consumption, and regulation from an interpretive focus. Topics addressed may include health, Alcoholics Anonymous, addiction vs. dependence, prohibition, and social discourses around alcohol consumption.

Course Attributes: Offered at St. Jerome's University  
Requisites : Prereq: SOC 101/101R; Level at least 4A Sociology majors. Antireq: SOC 430 taken winter 2019, winter 2020  
Rationale : Drawing on contemporary social theory, this course provides both a sociological and an interdisciplinary perspective on regulation as it relates to alcohol consumption and distribution. It has been successfully piloted as a Directed Reading Course and as a special topics course, with enrolment usually at or close to the cap (18). It is a 400-level seminar course with a significant theory component, and will now be added to the list of regular offerings.

**Spanish & Latin American Studies**

**Effective 01-SEP-2021**

SPAN 234 (0.50) LEC Parallel Revolutions in a Nascent Continent

This course provides a broad foundation to the varied and complex geographical,

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ethnic, social, and historical forces that have shaped contemporary Latin American nations from the early 19th-century independence period to current affairs. Students will be introduced to the diverse regions of the continent: Mexico, Central America, the Caribbean, the Bolivarian republics, and the Southern Cone. Students will analyze and discuss nation-building factors such as European-African-Asian-New World interactions, ethnic mixtures, military takeovers, revolutions, U.S. interventions in the region, and migratory experiences. Discussions will also be aimed at contrasting and comparing the contemporary and diverse cultural manifestations of the peoples living in Latin America and the cultural transformation of Latin Americans who have emigrated to other parts of the world, as well as the perceptions of Latin Americans in other cultures. [Note: Taught in English.]

Requisites : Prereq: SPAN 150  
Rationale : This course will replace another that is being inactivated (SPAN 218 Parallel Revolutions in a Nascent Continent). Similar in content, it is separate from the original SPAN 218 as it is no longer a continuation of SPAN 217 and this is a necessary distinction for students. For administrative reasons, the Registrar's Office has requested a new course and inactivation, rather than a renumbering. SPAN 218 has not yet been offered in its new form, therefore no antirequisite is needed. The prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus.

**Effective 01-SEP-2021**

SPAN 329 (0.50) LEC Lights, Camera, Action! Film Production in Spain and Latin America

This course explores how Spanish and Latin American films address the intersection of class, gender, and ethnicity, and the construction of regional, national, and cultural identities. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

Requisites : Prereq: SPAN 150; Level at least 2A  
Rationale : This course is designed to support the new emphasis of the program, that is, shifting focus from literary to cultural studies, and concentrating on the analysis of the formation of the social bond and the identities attached to it through the study of Latin American and Iberian cultural production. The course addresses student interest in the study of Spanish and Latin American cinema, and feedback from the departmental review team.

**St Jerome's University**

**Effective 01-SEP-2021**

ITALST 112 (0.50) LEC Sexual Identities and Relationships in Italy

This course explores the contributions of Italian women artists, writers, and intellectuals from the Enlightenment until contemporary times. The focus will be on the expression of sexual identities, the nature of relationships, and the influence

of family ties.

Rationale : ITALST 111 (Marriage and Family Traditions in Italy) is a popular course and of particular interest to students in the Gender and Social Justice and the Sexuality, Marriage, and Family Studies programs. The volume of material covered merits the creation of a second course (ITALST 112). ITALST 112 focuses on themes of sexuality and relationships from the age of Enlightenment and throughout the 20th and 21st centuries.

**Effective 01-SEP-2021**

ITALST 120 (0.50 ) LEC Italian Cinema

This is a survey of the most representative works of Italian cinema, from the early 20th century to present day. Students will gain an understanding and appreciation of one of the most influential world cinemas. Special attention will be given to cinematic movements, the role of directors, and cult movies.

Rationale : Most North American Italian Studies programs include an introductory course in Italian cinema; ours currently does not. This course is proposed to help address the program reviewers' recommendation that courses with the potential for broad appeal, namely "capable of drawing large numbers of students," be created.

**Effective 01-SEP-2021**

ITALST 296 (0.50 ) LEC Special Topics in Contemporary Italian Society

This course gives students an opportunity to study aspects of contemporary Italian society not covered in other courses. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisites : Prereq: Level at least 1B  
Rationale : We propose a new special topics at the 200 level so that we can more easily launch pilot courses. The 300 level special topics course has been our only venue for launching pilot courses, and yet the 300 level has proven to be a deterrent for students who feel they may not have the necessary experience in ITALST for that level of course.

**Effective 01-SEP-2021**

ITALST 396 (0.50 ) RDG Special Topics/Directed Readings

This course gives the student an opportunity to study authors and works of special interest which are not covered in other courses. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisites : Prereq: Level at least 3A  
Rationale : ITAL 396 and ITALST 396 will no longer be cross-listed to keep the two courses separate (ITAL taught in Italian, ITALST taught in English). As ITALST 396 did not exist on its own before being cross-listed, this "new" course is now being created. The Italian (ITAL) cross-listing was created

to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore we are removing the cross-listing and both courses will exist separately. This change does not prevent instructors from including original texts in the ITALST courses, or from allowing students to study original texts as part of their course work.

## St Paul's University College

### Effective 01-SEP-2021

INDENT 200 (0.50) LEC The Past, Present, and Future of Indigenous Entrepreneurship

The Indigenous peoples of this land have always been expert entrepreneurs. Indeed, European colonization was driven by the desire to engage in trade with Indigenous peoples who had complex commercial practices and supply chains long before contact. This course will provide an overview of Indigenous entrepreneurship from the pre-contact era through the present, and will investigate its future prospects. Special attention will be paid to the ways in which Indigenous approaches to commercial activity have differed from mainstream approaches.

Course Attributes: Offered at St. Paul's College  
Rationale : A historical overview of Indigenous practices relating to trade, business, production and entrepreneurship is fundamental to understanding Indigenous economic expansion vis-à-vis mainstream economic development.

### Effective 01-SEP-2021

INDENT 210 (0.50) LEC Fundamentals of Indigenous Entrepreneurship

An introduction to key elements of entrepreneurship such as strategy, marketing, and sales. Reflecting the principle of "two-eyed seeing," the course will focus on these elements both as practiced in the mainstream economy and as practiced in the Indigenous economy.

Course Attributes: Offered at St. Paul's College  
Rationale : This course presents the students with an understanding of Indigenous ways of initiating, developing, strategizing and marketing entrepreneurial ideas within the Indigenous communities.

### Effective 01-SEP-2021

INDENT 225 (0.50) PRA Practicum in Indigenous Entrepreneurship 1

An experiential course in Indigenous entrepreneurship. In addition to developing the knowledge-base required to succeed in social venture creation, students will also gain experience in the process of proposing and validating new initiatives. Success in the course is measured by how well students improve their understanding of the

process of venture creation and the degree to which they use the experience to develop entrepreneurship skills and mindsets.

Course Attributes: Offered at St. Paul's College  
Requisites : Prereq: INDENT 210. Antireq: SVENT 225P  
Rationale : This course offers an experimental component through which students will learn to create, develop, and test their own entrepreneurial ventures in view of economic development in the Indigenous communities.

**Effective 01-SEP-2021**

INDENT 310 (0.50) LEC, SEM Case Studies in Indigenous Venture Creation  
A study of approximately a dozen cases of ventures created by Indigenous entrepreneurs. The cases will reflect a variety of sectors and will be drawn from a variety of regions.

Course Attributes: Offered at St. Paul's College  
Rationale : This course focuses on actual case scenarios that demonstrate the development and execution of Indigenous entrepreneurial ventures.

**Effective 01-SEP-2021**

INDENT 320 (0.50) LEC, SEM Indigenous Economic Development Corporations  
Community-based economic development corporations are the engines of entrepreneurship within specific Indigenous communities. This course will focus on the roles of EDCs in promoting economic development and the ways in which they support entrepreneurship.

Course Attributes: Offered at St. Paul's College  
Rationale : This course bridges the ideas of entrepreneurial thinking and strategizing with the critical role of economic corporations within the Indigenous communities. It is important for Indigenous entrepreneurs to understand how EDCs work and the broader role they play in community development.

**Effective 01-SEP-2021**

INDENT 325 (0.50) PRA Practicum in Indigenous Entrepreneurship 2  
The instructor works with each student to identify a real world experience in the field of Indigenous entrepreneurship and to plan how they will use that experience to achieve an agreed-upon set of learning outcomes. The instructor provides mentorship and coaching as each student works through the course they have created for themselves.

Course Attributes: Offered at St. Paul's College  
Requisites : Prereq: INDENT 225. Antireq: SVENT 325P  
Rationale : This course offers a second experimental component through which students will learn to create, develop, and test their own entrepreneurial ventures in view of economic development in the Indigenous communities.

**COURSE REACTIVATIONS** (for approval)

**Political Science**

**Current Catalog Information**

PSCI 257 (0.50) DIS, LEC Introduction to Middle East Politics

An introduction to modern Middle East political history and the important role this strategic region has played in world affairs. The course examines Middle Eastern states, their domestic political challenges, geopolitical complexities and relations with the international political community.

No Special Consent Required

Requisites :

Prereq: PSCI 101 or 110. Antireq: HIST 230

**Effective 01-SEP-2021**

Description Change :

An introduction to modern Middle East political dynamics and the important role this strategic region has played in world affairs. The course examines Middle Eastern states, their domestic political challenges, geopolitical complexities, and relations with the international political community.

Requisite Change :

Prereq: Level at least 2A

Rationale :

To reactivate course, change description and prerequisites, remove antirequisite. The course (with course ID 012170) was cross-listed with HIST 230, which has now been removed. This course (with course ID 011978) is being reactivated with an updated description and the requisites have been changed to reflect current requirements.

**COURSE CHANGES** (for approval)

**Conrad Grebel University College**

**Current Catalog Information**

MUSIC 226 (0.50) STU Music Studio

Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Royal Conservatory Grade 8 Level. Audition required. Contact music department prior to first day of class. Studio Fee.]

Department Consent Required

Requisites :

Coreq: One of MUSIC 116, 117, 216, 217, 316, 317

**Effective 01-SEP-2021**

Requisite Change :

Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417

Rationale :

To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in

ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

### Current Catalog Information

MUSIC 227 (0.50) STU Music Studio  
Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Studio Fee]  
Department Consent Required

Requisites : Prereq: MUSIC 226. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317

#### Effective 01-SEP-2021

Requisite Change : Prereq: MUSIC 226. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417

Rationale : To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

### Current Catalog Information

MUSIC 233 (0.50) LEC Musical Rhythm in Global Perspective  
A multidisciplinary survey of rhythm in selected musics examined in terms of scientific, symbolic, and experiential knowledge that connects it to the concepts of time, history, biology, evolution, anthropology, philosophy, psychology, and contemporary globalized culture.

No Special Consent Required

#### Effective 01-SEP-2021

Component Change: SEM  
Title Change: Musical Rhythms of the World  
Description Change: A study of rhythm in selected musics from oral traditions worldwide. The course emphasizes communal spirit, musical interaction, and human experience through theoretical and ethnographic studies, and hands-on workshops. It focuses on the development of rhythm skills, embodiment of new sounds, and acquisition of new tools for teaching, composing, and thinking about music. Experience a unique opportunity to study the rhythms of diverse music cultures, learn from guest artists, and play a range of percussion instruments including drums, bells, shakers, bronze metallophones, and gongs.

Rationale : To change title, description, and components. The course content has changed to better align with the goals of the course and needs of music majors, and is more appropriately suited to a seminar format rather than a lecture.

### Current Catalog Information

MUSIC 326 (0.50) STU Music Studio

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Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Studio Fee]

Department Consent Required

Requisites : Prereq: MUSIC 100 or 110; 227, 270; Music majors and minors. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317.

**Effective 01-SEP-2021**

Requisite Change : Prereq: MUSIC 100 or 110; 227, 270; Music majors and minors. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417

Rationale : To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

**Current Catalog Information**

MUSIC 327 (0.50 ) STU Music Studio

Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Studio Fee]

Department Consent Required

Requisites : Prereq: MUSIC 326. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317

**Effective 01-SEP-2021**

Requisite Change : Prereq: MUSIC 326; Music majors. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417

Rationale : To change prerequisites and corequisites. The missing prerequisite has already been in practice. The additional corequisites, MUSIC 416 and 417, are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

**Current Catalog Information**

MUSIC 334 (0.50 ) LEC Women and Music

An examination of women's roles in music from a cross-cultural perspective. Topics include women's music as a genre, historical accounts of women's music-making, the effects of gender ideology on women's musical activities, and music behaviour and performance in inter-gender relations.

No Special Consent Required

Requisites : Prereq: Level at least 2A. Antireq: WS 334

Cross-listed as: GSJ 334

**Effective 01-SEP-2021**

Component Change: SEM

Description Change: An examination of women's roles in music from a cross-cultural perspective. Topics may include women's music as a genre, historical accounts of women's

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Rationale : music-making, and the effects of gender ideology on women's musical activities, behaviour, and performance.  
To change description and components. The SEM component better reflects the format used in the course and informs student expectations. The revised description is broader and allows for more flexibility in course content.

**Current Catalog Information**

MUSIC 426 (0.50) STU Music Studio  
Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Studio Fee]  
Department Consent Required  
Requisites : Prereq: MUSIC 327. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317

**Effective 01-SEP-2021**

Requisite Change : Prereq: MUSIC 327. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417

Rationale : To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

**Current Catalog Information**

MUSIC 427 (0.50) STU Music Studio  
Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. [Note: Studio Fee]  
Department Consent Required  
Requisites : Prereq: MUSIC 426. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317.  
Antireq: MUSIC 428

**Effective 01-SEP-2021**

Requisite Change : Prereq: MUSIC 426. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417. Antireq: MUSIC 428

Rationale : To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

**Current Catalog Information**

MUSIC 428 (0.50) STU Music Studio  
Individual instruction in Voice, Piano, Organ, Classical Guitar, and orchestral instruments. Students perform a senior recital. [Note: Studio Fee]  
Department Consent Required  
Requisites : Prereq: MUSIC 426. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317.  
Antireq: MUSIC 427

**Effective 01-SEP-2021**

Requisite Change : Prereq: MUSIC 426. Coreq: One of MUSIC 116, 117, 216, 217, 316, 317, 416, 417. Antireq: MUSIC 427

Rationale : To change corequisites to add two additional ensemble courses. MUSIC 416 and 417 are ensemble courses created (SUC December 2019) to complete the suite and allow students to earn credit for continued participation in ensembles. Since they are part of the full suite of ensemble courses at the various levels, they now need to be added to the requisites along with the other ensemble courses.

**Current Catalog Information**

PACS 320 (0.50) LEC Christian Approaches to Peacemaking

Current Christian approaches to peacemaking in areas of conflict: war and militarism, crime, poverty, racism, and gender relations. Attention will be given to various biblical, theological, and historical bases for these approaches. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Prereq: Level at least 2A or Peace and Conflict Studies Diploma students  
Cross-listed as: RS 256

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: PACS 320  
Requisite Change : Prereq: Level at least 2A or Peace and Conflict Studies Diploma students.  
Antireq: RS 256

New Cross Listing : RS 320

Rationale : To change number (RS offering only) and add antirequisites (both offerings). There is a mismatch between the year levels from the departments offering the course: RS is 200-level, while PACS is 300-level. Peace and Conflict Studies has been consulted and approves this change.

**Current Catalog Information**

(0.00)

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: PACS 336

Unit Change: (0.50)

Component Change: LEC

Title Change: Christianity, Violence, and the Bible

Description Change: Why has the Bible inspired so much violence? This course explores how it has been used to justify, and to oppose, violence within the Christian tradition in historical and contemporary contexts. Topics may include the crusades, slavery, colonization, apartheid in South Africa, the residential school system in Canada, gender violence, and the environmental crisis. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

Consent Change: No Special Consent Required  
Requisite Change : Prereq: Level at least 2A  
New Cross Listing : RS 335  
Rationale : To remove antirequisite, change title and description, and add cross-listing. The antirequisite is no longer required. While the course description clarifies the subject matter for the course, the current title does not accurately reflect its content. This course is not primarily about violence in the Bible, but rather how the Bible has been interpreted to justify and oppose violence in different historical periods and contexts. To clarify this, and since the course focuses on one religious tradition to keep the topic manageable, "Christianity" has been added to the course title and "within the Christian tradition" to the description. Peace and Conflict Studies has been consulted and approves this change.

## Classical Studies

### Current Catalog Information

CLAS 461 (0.50) SEM Studies in Ancient Philosophy

Special topics in ancient philosophy, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites : Prereq: Level at least 3A

Cross-listed as: PHIL 403

### Effective 01-SEP-2021

Rationale : To change prerequisites (PHIL offering only). The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course. Classical Studies was consulted and agrees to this change.

### Current Catalog Information

MEDVL 260 (0.50) DIS, LEC Europe: 410-1303

The political, cultural, economic, and ecclesiastical development of Europe from the fall of the Roman Empire to the end of the high middle ages.

No Special Consent Required

Requisites : Prereq: Level at least 2A

Cross-listed as: HIST 260

### Effective 01-SEP-2021

Title Change: Medieval Europe c.300-c.1500

Rationale : To change title. The change in title results from a formal recommendation

made by the external reviewers during the 2018 program review. It brings the title of the course into closer alignment with the content offered. The Department of History is in agreement with this title change.

## Drama & Speech Communication

### Current Catalog Information

SPCOM 102 (0.50) WSP Introduction to Performance

This workshop course introduces students to the creative processes of performance in a range of formal and informal settings. Emphasis is placed on the student's development as a performer. Prior performance experience is not required.

No Special Consent Required

Requisites : Prereq: SPCOM 100 or 223. Antireq: DRAMA 102

Cross-listed as: THPERF 102

### Effective 01-SEP-2021

Requisite Change :

Rationale : To remove requisites (both offerings). We are removing the requisites as they are no longer required with our new curriculum.

### Current Catalog Information

SPCOM 220 (0.50) WSP Performance Studies

This workshop course in performance studies explores performance as a way of knowing. It investigates performance as artistic practice and as a means of understanding historical, social, and cultural practices, including drama/theatre texts, poetry, narratives, and texts of everyday life.

No Special Consent Required

Requisites : Prereq: Level at least 2A. Antireq: DRAMA 220

Cross-listed as: THPERF 220

### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites (THPERF offering only) and remove antirequisite (both offerings). The change to the prerequisite is intended to open the course up to non-Theatre and Performance students. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

SPCOM 326 (0.50) WSP Performing the Voice

Students explore techniques to access and develop the voice as a resource for performance.

No Special Consent Required

Requisites : Prereq: One of THPERF 102/SPCOM 102, SPCOM 223, DRAMA 102. Antireq: DRAMA 326

Cross-listed as: THPERF 326

### Effective 01-SEP-2021

Requisite Change : Prereq: THPERF 102/SPCOM 102

Rationale : To change prerequisites and remove antirequisite (both offerings). We are removing some prerequisites to make this course more accessible to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

SPCOM 440 (0.50 ) LEC, SEM, WSP Performative Inquiry and Practice

This course explores how to create, perform, and analyze performance texts, here defined as including drama/theatre texts, poetry, narratives, and the texts of everyday life. Through readings and creative investigation, students will explore the links between the participant, the researcher, the site, and the impulse of inquiry.

No Special Consent Required

Requisites : Prereq: SPCOM 220; Level at least 3A. Antireq: DRAMA 440

Cross-listed as: THPERF 440

### Effective 01-SEP-2021

Requisite Change : Prereq: SPCOM 220; Level at least 3A

Rationale : To remove antirequisite (both offerings). We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

SPCOM 499A (0.50 ) LEC Senior Seminar

This course is designed to give the student an opportunity to complete a comprehensive presentation in their major area of concentration. [Note: A grade for THPERF/SPCOM 499A will be submitted only after the completion of THPERF/SPCOM 499B.]

Department Consent Required

Requisites : Prereq: Level at least 4A Honours Speech Communication. Antireq: DRAMA 499A

Cross-listed as: THPERF 499A

### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 4A Honours Speech Communication

Rationale : To remove antirequisite (both offerings). We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

SPCOM 499B (0.50 ) LEC Senior Seminar

This course is designed to give the student an opportunity to complete a comprehensive presentation in their major area of concentration. Second part of THPERF/SPCOM 499.

Department Consent Required

Requisites : Prereq: Level at least 4A Honours Speech Communication

Cross-listed as: THPERF 499B

### Effective 01-SEP-2021

Rationale : To remove antirequisite (THPERF offering). We are removing the DRAMA

antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 100 (0.50) WSP Introduction to Theatre

This course introduces students to the processes of text-based theatre creation and production. Students produce an existing play text by developing and implementing an original conceptual approach. Prior experience in theatre-making is not required.

No Special Consent Required

Requisites : Antireq: DRAMA 100

### Effective 01-SEP-2021

Description Change:

This course introduces students to processes of theatre creation including textual analysis, conceptual development, design, rehearsal, production, performance, audience engagement, and self-evaluation. Students develop original productions of influential works while paying close attention to the works' relevance and issues such as race, gender, and sustainability. [Note: Prior experience in theatre-making is not required.]

Requisite Change :

Rationale :

To change description, add description note, and remove antirequisites. The calendar description for THPERF 100 is being updated to reflect a shift in the focus of the course to better address Theatre and Performance program goal 3 (related to attention to equity issues). The information about level of experience was moved to the description note. We are removing the DRAMA antireq needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 102 (0.50) WSP Introduction to Performance

This workshop course introduces students to the creative processes of performance in a range of formal and informal settings. Emphasis is placed on the student's development as a performer. Prior performance experience is not required.

No Special Consent Required

Requisites : Antireq: DRAMA 102

Cross-listed as: SPCOM 102

### Effective 01-SEP-2021

Requisite Change :

Rationale :

To remove requisites (both offerings). We are removing the requisites as they are no longer required with our new curriculum.

### Current Catalog Information

THPERF 200 (0.50) LEC Theatre and Performance in Context

Students experience, analyze, and interpret a range of works of theatre and performance. Close attention is paid to the original circumstances in which these works were produced, the ways in which they have reflected and influenced the communities that produced them, and their relevance to current performance practice and research.

No Special Consent Required

Requisites :

Antireq: DRAMA 200

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

To remove antirequisite. We are removing the DRAMA antireq needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 220 (0.50) WSP Performance Studies

This workshop course in performance studies explores performance as a way of knowing.

It investigates performance as artistic practice and as a means of understanding historical, social, and cultural practices, including drama/theatre texts, poetry, narratives, and texts of everyday life.

No Special Consent Required

Requisites :

Prereq: Level at least 2A; Theatre and Performance students. Antireq: DRAMA 220

Cross-listed as:

SPCOM 220

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 2A

To change prerequisites (THPERF offering only) and remove antirequisite (both offerings). The change to the prerequisite is intended to open the course up to non-Theatre and Performance students. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 221 (0.50) WSP Performing Text

Students explore techniques to analyze, interpret, and perform texts.

No Special Consent Required

Requisites :

Prereq: THPERF 102/SPCOM 102 or DRAMA 102. Antireq: DRAMA 221

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: THPERF 100 or THPERF 102/SPCOM 102

To change prerequisites and remove antirequisite. We are updating the prerequisites and removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 222 (0.50) WSP Performing the Body

Students explore techniques to access and develop the body as a resource for performance.

No Special Consent Required

Requisites :

Prereq: THPERF 102/SPCOM 102 or DRAMA 102. Antireq: DRAMA 222

**Effective 01-SEP-2021**

Requisite Change : Prereq: THPERF 100 or THPERF 102/SPCOM 102  
Rationale : To change prerequisites and remove antirequisite. We are updating the prerequisites and removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 243 (0.50) LAB, LEC Technical Production 1  
Students develop basic proficiency in the technical elements of live theatre and performance production, including carpentry, lighting, projection, sound, wardrobe, and properties. Students apply these concepts in a departmental production.  
No Special Consent Required

Requisites : Prereq: THPERF 100 or DRAMA 100. Antireq: DRAMA 243  
**Effective 01-SEP-2021**

Description Change: Students develop basic proficiency in the technical elements of intermedial performance and design, including carpentry, lighting, video, projection, sound, wardrobe, and properties. Students apply these concepts in a performance creation project.

Requisite Change : Prereq: Level at least 2A  
Rationale : To change description and prerequisites and remove antirequisite. We are updating the prerequisite to make this course more accessible to non-Theatre and Performance students in in our department and removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 244 (0.50) LAB Technical Production 2  
Students develop intermediate proficiency in the technical elements of live theatre and performance production, including carpentry, lighting, projection, sound, wardrobe, and properties. Students apply these concepts in a departmental production.  
No Special Consent Required

Requisites : Prereq: THPERF 100 or DRAMA 100; THPERF 243 or DRAMA 243. Antireq: DRAMA 244

### Effective 01-SEP-2021

Description Change: Students develop intermediate proficiency in the technical elements of intermedial performance and design, including carpentry, lighting, video, projection, sound, wardrobe, and properties. Students apply these concepts in a performance creation project, normally a departmental production.

Requisite Change : Prereq: Level at least 2A  
Rationale : To change description and prerequisites and remove antirequisite. We are updating the prerequisites to make this course more accessible to non-Theatre and Performance students in in our department and removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 246 (0.50) SEM Design for Performance  
Students explore historical and current perspectives on the principles of design for performance.  
No Special Consent Required  
Requisites : Prereq: Level at least 2A. Antireq: DRAMA 246

### Effective 01-SEP-2021

Title Change: Design for Performance Media  
Description Change: Students explore theories and practices of design for performance media including set/space, light, projection, video, sound, and/or costume. In this studio course, emphasis is placed on the ways in which media establish and disrupt performance conventions, changing our relationship to the media themselves and to the world around us.  
Requisite Change : Prereq: Level at least 2A  
Rationale : To change title and description and remove antirequisite. The title and description for THPERF 246 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 248 (0.50) SEM Management for the Arts  
Students explore a broad range of arts management concepts. Assignments take students' individual interests into account.  
No Special Consent Required  
Requisites : Prereq: Level at least 2A. Antireq: DRAMA 248

### Effective 01-SEP-2021

Title Change: Project Management in the Arts  
Description Change: This course introduces students to principles of project management relevant in a broad range of contexts including theatre, dance, film, and digital media production. Students explore arts management concepts such as budgeting, communication, scheduling, leadership, problem-solving, and conflict resolution. Concepts are applied in case studies that accommodate individual student interests.  
Requisite Change : Prereq: Level at least 2A  
Rationale : To change title and description, and remove antirequisite. The title and description for THPERF 248 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 278 (0.50) LEC, SEM Theatre and Technology  
Students explore the development of theatre technologies and their significance in historical and current performance contexts.  
No Special Consent Required  
Requisites : Prereq: Level at least 2A. Antireq: DRAMA 278/405

**Effective 01-SEP-2021**

Title Change: Performance Technologies  
Description Change: Students explore the development of material and digital technologies of performance and their significance in historical and current social contexts. Close attention is paid to the ways in which performance technologies shape and are shaped by communication practices and aesthetics in, for example, art, science, games, and public life.

Requisite Change : Prereq: Level at least 2B  
Rationale : To change title, description, prerequisite, and remove antirequisite. The title and description for THPERF 278 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. The prerequisites are updated to reflect the appropriate student level and we are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

**Current Catalog Information**

THPERF 280 (0.50) SEM Theatre and Performance in Canada  
Students explore theatre and performance in Canada in its historical, political, and cultural contexts.  
No Special Consent Required  
Requisites : Prereq: Level at least 2A. Antireq: DRAMA 280

**Effective 01-SEP-2021**

Requisite Change : Prereq: Level at least 2A  
Rationale : To remove antirequisite. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

**Current Catalog Information**

THPERF 282 (0.50) SEM Gender and Performance  
Students explore representations of gender on stage, in the media, and in politics.  
No Special Consent Required  
Requisites : Prereq: Level at least 2A. Antireq: DRAMA 282

**Effective 01-SEP-2021**

Description Change: This course explores how gender is performed on the stage and in the media. Key performances and performers are studied from the perspectives of critical feminist theory and performance studies. Students consider how performances can create, affirm, and disrupt how society understands and performs gender.

Requisite Change : Prereq: Level at least 2A. Antireq: DRAMA 282

Rationale : To change description and remove antirequisite. The description for THPERF 282 is being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 284 (0.50) WSP Site-Specific Performance

Students explore performance sites as resources for creation.

No Special Consent Required

Requisites :

Prereq: Level at least 2A. Antireq: DRAMA 284

**Effective 01-SEP-2021**

Description Change:

This course explores performance sites as resources for creation. Students explore theoretical and practical approaches to understanding place-making through the body, language, space, and technology.

Requisite Change :

Prereq: Level at least 2A

Rationale :

To change description and remove antirequisite. The description for THPERF 284 is being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 300 (0.50) SEM Theories of Theatre and Performance

Students study and critique a range of existing works of theatre and performance in the context of related commentary, paying close attention to concepts of knowledge, experience, and positionality.

No Special Consent Required

Requisites :

Prereq: Theatre and Performance students. Antireq: DRAMA 300

**Effective 01-SEP-2021**

Requisite Change :

Prereq: Level at least 2A

Rationale :

To change prerequisite and remove antirequisite. We are changing the prerequisite to make THPERF 300 more accessible to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 301 (0.50) WSP Performance Creation

Students study, apply, and critique a range of processes for making theatre and performance, paying close attention to the relationship between the approach to creation and the significance of works in the communities where they are performed.

No Special Consent Required

Requisites :

Prereq: Theatre and Performance students. Coreq: THPERF 200. Antireq: DRAMA 301

**Effective 01-SEP-2021**

Description Change:

Students study, apply, and critique a range of processes for making performance in a range of media, paying close attention to the relationship between the approach to creation and the significance of works in the communities where they are performed.

Consent Change:

Department Consent Required

Requisite Change :

Prereq: THPERF 243

Rationale :

To change description and prerequisites, add department consent, and remove corequisites and antirequisites. The description and prerequisites for THPERF 301 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are adding department consent to make THPERF 301 more accessible to non-THPERF students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary and the corequisite which is also no longer necessary.

**Current Catalog Information**

THPERF 306 (0.50) WSP Production Participation 3

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites :

Prereq: Theatre and Performance students. Antireq: DRAMA 306, 316, THPERF 316

**Effective 01-SEP-2021**

Description Change:

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Rationale :

To change repeat rules and description note, and remove prerequisite and antirequisites. We are changing the repeat rules to allow students to take this course four times and to be able to enrol in multiple sections in the same term (this coding does not appear on the report). We are removing the prerequisite to make THPERF 306 more accessible to non-Theatre and Performance students in our department. We are removing the antirequisites needed during the transition from our old to our new curriculum, which are no longer necessary.

### Current Catalog Information

THPERF 307 (0.50) WSP Production Participation 4

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites : Prereq: Theatre and Performance students. Antireq: DRAMA 307, 317, THPERF 317

### Effective 01-SEP-2021

Description Change:

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Rationale :

To change repeat rules and description note, and remove prerequisite and antirequisites. We are changing the repeat rules to allow students to take this course four times and to be able to enrol in multiple sections in the same term (this coding does not appear on the report). We are removing the prerequisite to make THPERF 307 more accessible to non-Theatre and Performance students in our department. We are removing the antirequisites needed during the transition from our old to our new curriculum, which are no longer necessary.

### Current Catalog Information

THPERF 316 (1.00) WSP Production Participation 5

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency through extensive contributions to specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites : Prereq: Theatre and Performance students. Antireq: DRAMA 306, 316, THPERF 306

### Effective 01-SEP-2021

Description Change:

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency through extensive contributions to specific areas of performance creation. Areas include research,

conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Rationale :

To change repeat rules and description note, and remove prerequisite and antirequisites. We are changing the repeat rules to allow students to take this course four times and to be able to enrol in multiple sections in the same term (this coding does not appear on the report). We are removing the prerequisite to make THPERF 316 more accessible to non-Theatre and Performance students in our department. We are removing the antirequisites needed during the transition from our old to our new curriculum, which are no longer necessary.

### Current Catalog Information

THPERF 317 (1.00) WSP Production Participation 6

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency through extensive contributions to specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites :

Prereq: Theatre and Performance students. Antireq: DRAMA 307, 317, THPERF 307

### Effective 01-SEP-2021

Description Change:

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency through extensive contributions to specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Rationale :

To change repeat rules and description note, and remove prerequisite and antirequisites. We are changing the repeat rules to allow students to take this course four times and to be able to enrol in multiple sections in the same term (this coding does not appear on the report). We are removing the prerequisite to make THPERF 317 more accessible to non-Theatre and Performance students in our department. We are removing the antirequisites needed during the transition from our old to our new curriculum, which are no longer necessary.

### Current Catalog Information

THPERF 321 (0.50) WSP Approaches to Acting with Text

Students apply conceptual and theoretical approaches to acting in traditions

emphasizing the text as a resource for performance.

No Special Consent Required

Requisites :

Prereq: One of THPERF 211, 222, DRAMA 221, 222. Antireq: DRAMA 321

**Effective 01-SEP-2021**

Requisite Change :

Prereq: One of THPERF 211, 222

Rationale :

To change prerequisites and remove antirequisite. We are removing the DRAMA courses needed during the transition from our old to our new curriculum, which are no longer necessary.

**Current Catalog Information**

THPERF 322 (0.50) WSP Approaches to Acting with the Body

Students apply conceptual and theoretical approaches to performance in traditions emphasizing the body as a resource for performance.

No Special Consent Required

Requisites :

Prereq: One of THPERF 211, 222, DRAMA 221, 222. Antireq: DRAMA 322

**Effective 01-SEP-2021**

Requisite Change :

Prereq: One of THPERF 211, 222

Rationale :

To change prerequisites and remove antirequisite. We are removing the DRAMA courses needed during the transition from our old to our new curriculum, which are no longer necessary.

**Current Catalog Information**

THPERF 326 (0.50) WSP Performing the Voice

Students explore techniques to access and develop the voice as a resource for performance.

No Special Consent Required

Requisites :

Prereq: THPERF 102/SPCOM 102 or DRAMA 102; one of THPERF 221, 222, SPCOM 223, DRAMA 221, 222; Level at least 3A. Antireq: DRAMA 326  
SPCOM 326

Cross-listed as:

**Effective 01-SEP-2021**

Requisite Change :

Prereq: THPERF 102/SPCOM 102

Rationale :

To change prerequisites and remove antirequisite (both offerings). We are removing some prerequisites to make this course more accessible to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

**Current Catalog Information**

THPERF 343 (0.50) SEM Stage Management

Students explore approaches to stage management for theatre and performance.

Department Consent Required

Requisites :

Prereq: THPERF/DRAMA 243, 244, 248. Antireq: DRAMA 343

**Effective 01-SEP-2021**

Requisite Change :

Prereq: THPERF 243

Rationale :

To change prerequisites and remove antirequisite. We are removing the DRAMA courses needed during the transition from our old to our new curriculum,

which are no longer necessary.

### Current Catalog Information

THPERF 361 (0.50) WSP Approaches to Directing  
Exploration of the director's task in its practical, theoretical, and historical aspects.  
No Special Consent Required  
Requisites : Prereq: THPERF/DRAMA 200, 243, 244. Theatre and Performance students.  
Antireq: DRAMA 361

### Effective 01-SEP-2021

Requisite Change : Prereq: THPERF 200, 243  
Rationale : To change prerequisites and remove antirequisite. We are removing some prerequisites to make THPERF 361 more accessible to non-Theatre and Performance students in our department. We are removing the DRAMA courses needed during the transition from our old to our new curriculum, which are no longer necessary.

### Current Catalog Information

THPERF 366 (0.50) WSP Writing for Performance  
Students explore techniques for analyzing, interpreting, and creating texts for theatre and performance.  
No Special Consent Required  
Requisites : Prereq: Level at least 3A. Antireq: DRAMA 366

### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A  
Rationale : To remove antirequisite. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 368 (0.50) WSP Collaborative Creation  
Students explore techniques for collaborative creation in theatre and performance.  
No Special Consent Required  
Requisites : Prereq: THPERF/DRAMA 200, 243, 244. Antireq: DRAMA 368

### Effective 01-SEP-2021

Requisite Change : Prereq: THPERF 200, 243  
Rationale : To change prerequisites and remove antirequisite. We are removing some prerequisites to make THPERF 361 more accessible to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 371 (0.50) LEC Theatre History 1  
Theatre history from Classical Greece to the Renaissance.  
No Special Consent Required

Requisites : Antireq: DRAMA 371  
**Effective 01-SEP-2021**  
Title Change: Performance History  
Description Change: This course explores significant case studies in performance history drawn from the earliest historical records of performance to recent performance events in a variety of social contexts. Close attention is paid to historiographical research methods and the ways they determine our understanding of the past.  
Requisite Change : Prereq: Level at least 2B  
Rationale : To change title and description, add prerequisite, and remove online attribute and antirequisite. The title description for THPERF 371 is being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. The prerequisite is being added to ensure students have the appropriate experience. We are removing the online section of THPERF 371 because it does not reflect this revised focus. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 374 (0.50) SEM Sustainability in Performance

Students explore the interchange between artistic practice and current topics in sustainability research.

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: DRAMA 374

### Effective 01-SEP-2021

Title Change: Sustainability in Design  
Description Change: Students explore the interchange between performance design and sustainability. Emphasis will be placed on ecological and systems thinking as students engage with theoretical and practical projects throughout the term.

Requisite Change : Prereq: Level at least 3A

Rationale : To change title and description and remove antirequisite. The title and description for THPERF 374 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 376 (0.50) SEM Political Theatre and Performance

Students explore the relationships among form, political engagement, culture, and agency in theatre and performance.

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: DRAMA 376

### Effective 01-SEP-2021

Title Change: Political Performance  
Description Change: This course offers a practical and applied examination of how various forms of performance may bring about an experience of political conscientization because creating a performance can be considered a process of political enlightenment and engagement.  
Requisite Change : Prereq: Level at least 3A  
Rationale : To change title and description and remove antirequisite. The title and description for THPERF 376 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 378 (0.50) SEM Black Theatre and Performance

Students explore the relationship of black theatre and performance to artistic and public life in North America.

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: DRAMA 378

### Effective 01-SEP-2021

Title Change: Race and Performance  
Description Change: This course explores the ways critical race and performance studies can help us understand English language-based performance in the 20th and 21st centuries. Close attention is paid to the primary historical, political, and cultural contexts that inform the creation, development, and presentation of performance works.  
Requisite Change : Prereq: Level at least 2A  
Rationale : To change title, description, and prerequisite and remove antirequisite. The title and description for THPERF 378 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are adjusting the prerequisite to make the course more accessible to co-op students. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 379 (0.50) LAB, SEM Virtual Theatre and Performance

Students explore and create theatre and performance in virtual reality.

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: DRAMA 379

### Effective 01-SEP-2021

Title Change: Mixed Reality Design  
Description Change: This course explores design for material-world experiences that incorporate virtual, augmented, and/or extended reality technologies. Emphasis is placed on the relationships among different modes of perception and how

Requisite Change : they affect our understanding of the real and the virtual.  
Rationale : Prereq: Level at least 2A  
To change title, description, and prerequisite and remove antirequisite.  
The title and description for THPERF 379 are being updated to better communicate the relevance of this course to non-Theatre and Performance students in our department. We are adjusting the prerequisite to make the course more accessible to co-op students. We are removing the DRAMA antirequisite needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 400 (1.50) WSP Collaborative Performance Project

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project. As core members of the creative team, students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation.

Department Consent Required

Requisites : Prereq: One of THPERF/DRAMA 206, 207, 306, 307, 316, 317; Theatre and Performance students. Antireq: THPERF/DRAMA 406, 410, 416; DRAMA 400

### Effective 01-SEP-2021

Requisite Change : Prereq: One of THPERF 306, 307, 316, 317; Theatre and Performance majors  
Rationale : To change prerequisites and remove antirequisites. We are removing inactivated courses from the list of prerequisites and clarifying that this course is only accessible to THPERF majors (and not to minors). We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 406 (0.50) WSP Production Participation 7

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project. Students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation.

Department Consent Required

Requisites : Prereq: One of THPERF/DRAMA 206, 207, 306, 307, 316, 317; Theatre and Performance students. Antireq: THPERF/DRAMA 400, 416; DRAMA 406

### Effective 01-SEP-2021

Description Change: Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project. Students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to

Requisite Change :

different content; it may be completed a total of four times.]

Prereq: One of THPERF 306, 307, 316, 317

Rationale :

To change prerequisites and repeat rules, add description note, and remove antirequisites. The repeat rules are being changed and a description note is being added to reflect the new curriculum. We are removing inactivated courses from the list of prerequisites and clarifying that this course is accessible non-Theatre and Performance students. We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 407 (0.50) WSP Production Participation 8

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation.

Department Consent Required

Requisites :

Prereq: One of THPERF/DRAMA 206, 207, 306, 307, 316, 317; Theatre and Performance students. Antireq: THPERF/DRAMA 410, 417; DRAMA 407

### Effective 01-SEP-2021

Description Change:

Students work at an intermediate level with faculty, staff, and visiting artists to explore and increase proficiency in specific areas of performance creation. Areas include research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Prereq: One of THPERF 306, 307, 316, 317

Rationale :

To change prerequisites and repeat rules, add description note, and remove antirequisites. The repeat rules are being changed and a description note is being added to reflect the new curriculum. We are removing inactivated courses from the list of prerequisites and clarifying that this course is accessible non-Theatre and Performance students. We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 416 (1.00) WSP Production Participation 9

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project.

Through extensive contributions to production, students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation.

Department Consent Required

Requisites :

Prereq: One of THPERF/DRAMA 206, 207, 306, 307, 316, 317; Theatre and Performance students. Antireq: THPERF/DRAMA 400, 406; DRAMA 416

**Effective 01-SEP-2021**

Description Change:

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project. Through extensive contributions to production, students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Prereq: One of THPERF 306, 307, 316, 317

Rationale :

To change prerequisites and repeat rules, add description note, and remove antirequisites. The repeat rules are being changed and a description note is being added to reflect the new curriculum. We are removing inactivated courses from the list of prerequisites and clarifying that this course is accessible non-Theatre and Performance students. We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

**Current Catalog Information**

THPERF 417 (1.00) WSP Production Participation 10

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project.

Through extensive contributions to production, students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation.

Department Consent Required

Requisites :

Prereq: One of THPERF/DRAMA 206, 207, 306, 307, 316, 317; Theatre and Performance students. Antireq: THPERF/DRAMA 407, 410; DRAMA 417

**Effective 01-SEP-2021**

Description Change:

Students work at an advanced, independent level with faculty, staff, and visiting artists to create and reflect upon a major, collaborative performance project. Through extensive contributions to production, students engage in all areas of project creation, including research, conception, writing, direction, design, performance, production, stage management, production management, publicity, dramaturgy, critique, and documentation. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Prereq: One of THPERF 306, 307, 316, 317

Rationale :

To change prerequisites and repeat rules, add description note, and remove antirequisites. The repeat rules are being changed and a description note is being added to reflect the new curriculum. We are removing inactivated courses from the list of prerequisites and clarifying that this course is

accessible non-Theatre and Performance students. We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 440 (0.50) LEC, SEM, WSP Performative Inquiry and Practice

This course explores how to create, perform, and analyze performance texts, here defined as including drama/theatre texts, poetry, narratives, and the texts of everyday life. Through readings and creative investigation, students will explore the links between the participant, the researcher, the site, and the impulse of inquiry.

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: DRAMA 440

Cross-listed as: SPCOM 440

#### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A

Rationale : To remove antirequisite (both offerings). We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 499A (0.50) LEC Senior Seminar

This course is designed to give the student an opportunity to complete a comprehensive presentation in their major area of concentration. [Note: A grade for THPERF/SPCOM 499A will be submitted only after the completion of THPERF/SPCOM 499B.]

Department Consent Required

Requisites : Prereq: Level at least 4A Honours Theatre and Performance. Antireq: DRAMA 499A

Cross-listed as: SPCOM 499A

#### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 4A Honours Theatre and Performance

Rationale : To remove antirequisite (both offerings). We are removing the DRAMA antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

### Current Catalog Information

THPERF 499B (0.50) LEC Senior Seminar

This course is designed to give the student an opportunity to complete a comprehensive presentation in their major area of concentration. Second part of THPERF/SPCOM 499.

Department Consent Required

Requisites : Prereq: Level at least 4A Honours Theatre and Performance. Antireq: DRAMA 499B

Cross-listed as: SPCOM 499B

#### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 4A Honours Theatre and Performance

Rationale : To remove antirequisite (THPERF offering). We are removing the DRAMA

antirequisites needed during the transition from our old to our new curriculum, which is no longer necessary.

## English Language & Literature

### Current Catalog Information

ENGL 364 (0.50) LEC Shakespeare in Performance at The Stratford Festival

An historical, theoretical, and analytical introduction to Shakespeare's plays in performance, both on stage and screen, this course focuses on specific problems and decisive issues of past productions and of those in the current Stratford Festival season. [Note: This course will be taught on location at Stratford, Ontario. Students must provide their own transportation to and from Stratford to attend the course meetings and the Stratford plays on the course schedule.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Description Change:

A historical, theoretical, and analytical introduction to Shakespeare's plays in performance, both on stage and screen, this course focuses on specific problems and decisive issues of past productions and of those in the current Stratford Festival season. [Note: This is a block course that meets in Stratford for two weeks in May, and may be taken with ENGL 367, as the two courses are offered at complementary times. The course is offered as part of a consortium with faculty from five universities. Students are required to arrange their own transportation to Stratford.]

Rationale :

To change description and description note. Students are often confused when enrolling for this course. The changes made to the description and the note will help clarify the unique circumstances pertaining to the course (and to the new Voice and Text course). This is a block course that meets for two weeks in the spring. The class meets for three hours, four afternoons a week. The process for registration will follow that of ENGL 367, Voice and Text at the Stratford Festival. These courses are unique in that they are offered at the Stratford Festival through a consortium of five institutions. UW "hosts" the courses only once every five years. Students arrange their own transportation.

### Current Catalog Information

ENGL 471 (0.50) LEC Adapting Literary Works

Focusing on adaptations of classic works of literature in English, this course examines the problems, possibilities, and principles of representing such works in other literary forms and in other media.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Description Change:

Focusing on modern and contemporary adaptation of works of literature in English, this course examines the problems, possibilities, and principles of representing such works in other literary forms and in other media.

Rationale : To change description. This course has been listed in the course catalog for more than a decade, but it has never been offered. There are faculty members interested in teaching it. Currently, the course can meet area requirements in the Literature and Rhetoric stream, as well as the Rhetoric, Media, and Professional Communication stream. By changing the course to meet a specific historical period, students in the Literature stream will also be able to have the course count as part of their area requirements.

## Fine Arts

### Current Catalog Information

FINE 150 (0.50) LEC, STU Appreciation and Expression

The course delivers an introduction to a variety of basic techniques and concepts relevant to contemporary 2D, 3D, and digital art practices, through a series of structured studio exercises and assignments. [Note: Studio Course. This is a repeatable course, subject to different content; it may be completed a total of two times. This course cannot be used to fulfil Fine Arts Studios degree requirements.]

No Special Consent Required

### Effective 01-SEP-2021

Description Change: The course delivers an introduction to a variety of basic techniques and concepts relevant to contemporary 2D, 3D, and digital art practices, through a series of structured studio exercises and assignments. [Note: Studio Course. This is a repeatable course, subject to different content; it may be completed a total of two times.]

Rationale : To change description note. As this course sometimes has students who decide to become Fine Arts majors or minors we have decided to make it easier for such students to declare a major or a minor by counting this course towards fulfilling a student's degree. This was not the case previously.

### Current Catalog Information

FINE 202 (0.50) STU Painting

This course explores issues of representation and abstraction, with a focus on painting and colour theory and practice. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale : To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals

and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 204 (0.50) STU Topics in Studio Practice

This course consists of topics in studio practice. The topics can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

No Special Consent Required

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To add prerequisites. This course did not have the same prerequisite as all the other Fine Arts 200-level courses. By adding the FINE 100 (Studio Fundamentals) prerequisite that is on other courses we are aligning this course with everything else in our 200-level offering. We are also adding the Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The overall milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 221 (0.50) STU Acrylic and Mixed Media

This course takes a materially specific approach to painting projects involving acrylic and mixed media. Emphasis is placed on creative problem solving in the context of contemporary art practice. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe

working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 222 (0.50) STU Principles of Sculpture

This studio course is designed to introduce students to a variety of traditional and contemporary approaches, materials, processes, and conceptual concerns related to working in sculpture. Through demonstrations, presentations, critiques, and discussions, students gain expertise and develop a sculptural vocabulary. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

**Effective 01-SEP-2021**

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 223 (0.50) STU Methods and Materials of Sculpture

This studio course emphasizes practical applications of traditional and contemporary materials, processes, and conceptual concerns. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

**Effective 01-SEP-2021**

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 224 (0.50) STU Expressive Drawing  
Expressive drawing techniques are emphasized through study with the life model. Conceptual drawing projects provide the student with the opportunity to produce bodies of work. [Note: Studio course. This course includes a significant component of mandatory life drawing from the nude model.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 225 (0.50) STU Observational Drawing  
Observational techniques are used to develop an understanding of the principles and concepts of drawing practice. [Note: Studio course. This course includes a significant component of mandatory life drawing from the nude model.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 226 (0.50) STU Experimental Drawing

Experimental drawing is a course for those who wish to challenge their ideas about drawing and image making. An emphasis will be placed on contemporary approaches to drawing and the development of individual forms of expression. [Note: Studio course. This course includes a significant component of mandatory life drawing from the nude model.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

**Effective 01-SEP-2021**

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 227 (0.50) STU Photography

Students will explore black and white analogue (film) photography techniques and history, taught through a series of exercises, with an emphasis on fine arts practice. [Note: Studio course. Students are required to own or have access to a fully manual 35mm film camera.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

**Effective 01-SEP-2021**

Title Change:

Analogue and Digital Photography

Description Change:

Students will explore black and white analogue (film) and digital photography techniques and history, taught through a series of exercises, with an emphasis on fine arts practice. [Note: Studio course. Students are required to own or have access to a fully manual 35mm film camera and/or digital camera.]

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change title, description, description notes, and prerequisites. The description and name change is in keeping with the shift from analogue to digital in contemporary art practice. Our students regularly use digital photography in their work and we need to shift our pedagogy to support them. At the same time there are students who are interested in the darkroom and the making analog prints. Therefore the current course will be

adjusted to support both analogue and digital processes. In recent years we have also added courses which include a number of digitally-based imaging courses which complement FINE 227: Analogue and Digital Photography, we have also added a number of resources to support teaching of digital photography: computer lab with all software, large digital printer, a large-scale flatbed scanner, a number of digital photographic cameras. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. As studio assignments often involve work with power tools, chemicals, and sensitive materials, the recommendation was that we need to give students more training in using safe working procedures in the studio. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 228 (0.50) STU

Digital Imaging

In this course students are introduced to digital tools through a series of exercises and assignments that cultivate both artistic expression and technical skill. Topics include photography, design, typography, and critical and cultural theory taught from a fine art perspective. [Note: Studio course. Previous experience with digital image manipulation is useful.]

No Special Consent Required

Requisites :

Prereq: FINE 100 or 130; Portfolio Review Milestone. Antireq: DAC 203/301/ENGL 304; FINE 228/GBDA 228 taken prior to fall 2017

### Effective 01-SEP-2021

Title Change:

Design and Imaging

Description Change:

In this course students will explore the fundamentals of design through a series of exercises and assignments that cultivate artistic expression and technical skill. Through an exploration of both analogue and digital processes, students will learn to apply the principles of aesthetic design to a variety of contexts, including two-dimensional space, three-dimensional form, and digital frameworks. [Note: Studio course. Previous experience with digital imaging software is useful.]

Requisite Change :

Prereq: FINE 100 or 130; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

Antireq: DAC 201; GBDA 101; FINE 228/GBDA 228 taken prior to fall 2017

To change title, description, description note, and requisites. Fine Arts is changing the title and description of this course in order to more fully reflect what is being taught and what we want to further incorporate from a pedagogical perspective. The course currently integrates a number of design elements and principles as they relate to the practice of fine art, however the content and production is embedded in digital software. As a department we want to pull from analogue design theory (based on the Bauhaus School model) and practice alongside the current digital focus. We have many students in Fine Arts who are increasingly interested in, and would benefit from, a deeper study and practice of design. In order to clarify how we are

thinking about Design, as it is a broad category shared by a number of departments, we are focusing on graphic design. Finally, the course connects well to our 100-level course FINE 130: Introduction to Digital Imaging which introduces design fundamentals. As the first year course is one of our more popular courses, these two will create a strong curricular complement. As with other studio courses the Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone as we felt that all of our studio courses on the 200-level should have health and safety embedded into the curriculum.

### Current Catalog Information

FINE 230 (0.50) STU Printmaking

Students are introduced to a variety of printmaking processes. Techniques explored include etching, engraving, monoprinting, collograph, and lithography. Training in traditional skills is combined with opportunities for individual expression. [Note: Studio course.]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

#### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 231 (0.50) STU Mixed Multiples

The course examines the field of traditional printmaking which has expanded to include new and emerging photo-based technologies and ideas that focus on the concept of the multiple. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

#### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation

with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 232 (0.50) STU Video and Sound

This course explores time-based media within a contemporary art context focusing on video and sound. Students learn how to record and edit material through a series of short self-directed projects. Approaches range from stop-motion animation, live-action, and performance to sound and installation. [Note: Studio course]

No Special Consent Required

Requisites :

Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 243 (0.25) FLD Topics in Fine Arts Experiential Learning

This course enables Fine Arts students to gain valuable work experience within an art-related environment. Collaboration between students, professional artists, and art institutions creates a unique learning experience that complements the student's program of study. [Note: Course will be graded on a CR/NCR basis. A minor field trip fee may apply. This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites :

Prereq: Level at least 2A Fine Arts students; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 2A Fine Arts students; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale :

To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation

with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 271 (0.50) STU Ceramics: Studies in Material Practice

Students will explore ceramic material practice as a method for creative expression.

The course will focus on visual and conceptual problem solving, while acquiring technical skills and knowledge of ceramic material. The assignments will incorporate hand building, mold making, surface treatments, and glazing techniques. [Note: Studio course.]

No Special Consent Required

Requisites : Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale : To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 272 (0.50) STU Clay Studies

Students will explore the creative development of clay and examine cultural, historical, and personal modes of expression using a variety of construction techniques. Students will explore figurative and abstract sculptural concepts to develop a working knowledge of clay as a sculptural medium. The emphasis is on design, form, and visual thinking. [Note: Studio course.]

No Special Consent Required

Requisites : Prereq: FINE 100; Portfolio Review Milestone

### Effective 01-SEP-2021

Requisite Change : Prereq: FINE 100; Fine Arts Health and Safety Milestone; Fine Arts Woodshop Workshop Milestone

Rationale : To change prerequisites. The Portfolio Review Milestone is being replaced with our new Fine Arts Health and Safety Milestone and Fine Arts Woodshop Workshop Milestone. The milestone changes were developed in consultation

with our departmental Health and Safety Manager. As studio assignments often involve students working with various tools, power tools, chemicals and material, his recommendation was that we need to give students more training on the safe use of tools and to assist them in developing safe working procedures in the studio environment. Accordingly, we have created two milestones to ensure that students taking studio courses beyond the 100-level have adequate safety training.

### Current Catalog Information

FINE 302 (0.50) FLD, RDG, SEM Analysis and Research

This course hones critical analysis skills and develops research practices (by exploring artists, materials, techniques, readings, etc.) that will enhance the student's knowledge of contemporary art practice, as well as equipping students to articulate their area of interest within contemporary art. Gallery visits and artists' talks are components of this course. [Note: A field trip fee of \$100 may be required.]

No Special Consent Required

Requisites :

Prereq: FINE 319; Level at least 3A Honours Fine Arts students.

### Effective 01-SEP-2021

Requisite Change :

Prereq: FINE 209; Level at least 3A Fine Arts majors

Rationale :

To change prerequisites. As a result of the change in our art history course sequencing we have moved the previous prerequisite for this course from second year into our third year. For this reason FINE 319 (Contemporary Art) can no longer be a prerequisite as it is now a requirement in the third year. Instead we have placed a different Art History course, Fine 209 (Modern Art), as the prerequisite which is reflected in the change above.

### Current Catalog Information

FINE 304 (0.50) STU Topics in Studio Practice

This course consists of topics in studio practice. The topics can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Department Consent Required

Requisites :

Prereq: Level at least 3A Fine Arts students

### Effective 01-SEP-2021

Description Change:

This special topics course addresses variety of themes and practices in studio art which can change from term to term. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.]

Requisite Change :

Prereq: At least 2.0 units from FINE 243 and FINE 200-level studio courses; Level at least 3A Fine Arts majors

Rationale :

To change description and prerequisites. The original course description was repetitive. We are placing a prerequisite that students have to take 2.0 units from the 200-level studio offering because we feel that students should have enough studio experience and variety in order properly prepare

them for more advanced work in the third year.

### Current Catalog Information

FINE 383 (0.50) STU Computational Digital Art Studio

An upper-level studio course to create computational projects that function as art works and aesthetic experiences. Students will work in interdisciplinary teams to combine computer science principles with fine art technical and conceptual skills.

[Offered: W]

No Special Consent Required

Requisites : Prereq: FINE 229, FINE 257, CS 105, CS 106; one of CS 100, CS 200, CS 230; Level at least 3A  
CS 383

Cross-listed as:

**Effective 01-SEP-2021**

Description Change:

An upper-level studio course to create computational projects that function as art works and aesthetic experiences. Students will work in an interdisciplinary environment to combine computer science principles with fine art technical and conceptual skills. [Offered: W]

Requisite Change :

Prereq: One of FINE 228, FINE 229, FINE 247; CS 105, CS 106; Level at least 3A

Rationale :

Change to description highlights the way the course is taught, rather than a teamwork component that is not a focus of the course as it has been delivered. Change to prerequisites enables students to take another 200-level FINE studio that lets students be comparably prepared as FINE 229 and allows for a different theory course.

### Current Catalog Information

FINE 392 (0.50) STU Selected Subjects in Fine Arts

Independent studio course under the direction of an individual instructor; graded by a committee of Fine Arts faculty members. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

Department Consent Required

Requisites : Prereq: Level at least 3B Fine Arts students

**Effective 01-SEP-2021**

Title Change:

Technology Art Studio

Description Change:

This unique upper-level course is focused on interdisciplinary collaboration. Students work in teams to create aesthetically and technically engaging works of art that bridge the worlds of fine art and engineering. Students learn about conceptual development and critical analysis, prototyping, iterative design, and interactivity. The course provides the opportunity for students to share knowledge and develop skills outside of their discipline. Through lectures and presentations students are exposed to a history of art that uses different forms of technology and interactivity.

Requisite Change :

Rationale :

To change title, description, description note, repeat rules, and remove prerequisites. Over the past number of years FINE 392 (Select Subjects in

Fine Arts) was regularly used as a course number for our collaborative and popular course co-taught between Fine Arts and Engineering. As the course has now been running regularly almost every year under this course number, and given that this course offers specific expertise that cannot be found in our regular 300-level studios, we have decided to make FINE 392 (Technology Art Studio) a permanent, non-repeatable calendar entry. This change means that the prerequisites are no longer required.

### Current Catalog Information

FINE 407 (0.50) SEM Honours Concept and Research

This seminar course explores aspects of art theory, history, and visual culture that will assist students in situating their work within contemporary art practice.

No Special Consent Required

Requisites : Prereq: FINE 319; Level at least 4A Honours Fine Arts Intensive Studio Specialization

### Effective 01-SEP-2021

Requisite Change :

Rationale :

Prereq: FINE 319; Level at least 4A Honours Fine Arts Studio Practice  
To change prerequisites. We are changing prerequisites for this course in order to reflect the overall change of our Honours Fine Arts Studio Practice plan which included removing Fine Arts Intensive Studio Specialization. As this course was originally a course required only for the Fine Arts Intensive Studio Specialization and now it will be required for all of our Honours Fine Arts Studio Practice students we removed the old prerequisite.

### Current Catalog Information

FINE 472 (1.00) STU Intensive Studio Specialization 1

This course is for students who wish to be practicing artists and who are enrolled in the Intensive Studio Specialization. The course involves an intensive exploration and development of individual studio research through practice, resulting in the production of a significant body of work. Students will be guided by the work of relevant artists, as well as critiques by faculty members, graduate students, visiting artists, and fellow students. Submitted work will be evaluated by a committee of Fine Arts faculty. [Note: Studio course. Admission by portfolio review.]

Department Consent Required

Requisites : Prereq: A grade of 75% in each of FINE 300, 301, 302, 303; a cumulative Fine Arts average of 75%; Level at least 4A Honours Fine Arts Studio Practice. Antireq: FINE 476

### Effective 01-SEP-2021

Title Change:

Description Change:

Fine Arts Honours Thesis 1

This thesis course involves an intensive exploration and development of individual studio research through practice and experimentation, resulting in the production of a significant body of work. Students will be guided by the work of relevant artists and theorists. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists,

and fellow students.  
Prereq: FINE 327 and 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice. Antireq: FINE 474, FINE 476  
Requisite Change :  
Rationale :  
We are changing the title, description, prereqs, and antireqs on fourth year courses in order to reflect overall changes made to the Fine Arts Honours Studio Practice plan requirements. Under our past plan students enrolled in Intensive Studio Specialization were taking an extra 400-level course weighed at 0.5 units which brought their fourth year to full credit in the Fall and full credit in the Winter. The students enrolled in Honours Fine Arts Studio Practice were only required to take 0.5 unit course in the fourth year. Under our new plan there will no longer be this tiered approach. All 4th year students will be enrolled in two fourth year thesis courses, one offered in the Fall and one offered in the Winter. Both courses will be weighted 1.0 unit. This course that was already in our calendar allows us to use it with some changes to name, description, prereq and antireq reflecting our changed overall curriculum.

### Current Catalog Information

FINE 473 (1.00) STU Intensive Studio Specialization 2

This course is for students who wish to be practicing artists, and who are enrolled in the Intensive Studio Specialization plan. Students will develop strategies for independent studio research, and complete a body of work supported and complemented by appropriate documentation. Submitted studio work will be evaluated by a committee of Fine Arts Faculty.

No Special Consent Required

Requisites :

Prereq: FINE 472. Antireq: FINE 477

### Effective 01-SEP-2021

Title Change:

Fine Arts Honours Thesis 2

Description Change:

This thesis course will continue to guide students in the development of their individual studio research as they work towards completion of a significant body of work supported and complemented by appropriate documentation. In addition to embedded professional practice, an important part of the culminating year is critiques by other faculty members, graduate students, visiting artists, and fellow students.

Requisite Change :

Prereq: FINE 327 and 1.0 unit of 300-level studio courses; Level at least 4A Honours Fine Arts Studio Practice. Antireq: FINE 474, FINE 476

Rationale :

We are changing the title, description, prereqs, and antireqs on fourth year courses in order to reflect overall changes made to the Fine Arts Honours Studio Practice plan requirements. Under our past plan students enrolled in Intensive Studio Specialization were taking an extra 400-level course weighed at 0.5 units which brought their fourth year to full credit in the Fall and full credit in the Winter. The students enrolled in Honours Fine Arts Studio Practice were only required to take 0.5 unit course in the fourth year. Under our new plan there will no longer be this tiered approach. All 4th year students will be enrolled in two fourth year thesis courses, one offered in the Fall and one offered in the Winter. Both

courses will be weighted 1.0 unit. This course that was already in our calendar allows us to use it with some changes to name, description, prereq and antireq reflecting our changed overall curriculum.

### Current Catalog Information

FINE 474 (0.50) STU Honours Studio Practicum 1

This course provides Fine Arts students with an opportunity to study a range of topics that will explore, expand, and refine personal areas of interest in studio practice. Students will be required to undertake a range of classroom assignments in addition to working independently on an area of focus. Submitted studio work will be evaluated by a committee of Fine Arts Faculty.

Department Consent Required

Requisites :

Prereq: At least 1.0 unit of 300-level FINE studio courses; Level at least 4A Honours Fine Arts Studio Practice

### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 4A Honours Fine Arts Studio Practice

Rationale :

We are changing the prereqs and antireqs on fourth year courses in order to reflect overall changes made to the Fine Arts Honours Studio Practice plan requirements. Under our past plan this course was taken by all fourth year students. Students enrolled in Intensive Studio Specialization were additionally enrolled in one more 400-level course weighed at 0.5 units. Under our new plan there will no longer be this tiered approach. All 4th year students will be enrolled in two fourth year thesis courses, one offered in the Fall and one offered in the Winter. Both courses will be weighted a full unit. In order to help transition any student between the past plan and the new plan, and to support current part-time students who may require an additional 0.5 unit course to graduate, we need to allow this course to remain active.

## Germanic & Slavic Studies

### Current Catalog Information

GER 201 (0.50) LAB, LEC Intermediate German I

This course continues the work of GER 101/102. It offers practice in speaking, reading, and writing, with vocabulary building, grammar, and exercises in comprehension. [Note: Students intending to major in German or preparing for work or study terms in German-speaking Europe are encouraged to take GER 201 and 211 concurrently. GER 201 is not open to students with native, near-native, or similar advanced ability.]

No Special Consent Required

Requisites :

Prereq: GER 102 or 4U German

### Effective 01-SEP-2021

Description Change:

This course continues the work of GER 101/102. It offers practice in speaking, reading, and writing, with vocabulary building, grammar, and exercises in comprehension. [Note: GER 201 and GER 211 can be taken concurrently. GER 201 is not open to students with native, near-native, or

Rationale : similar advanced ability.]  
To change description notes. We want to encourage all students, not just those preparing for work or study abroad, to take these courses concurrently.

### Current Catalog Information

GER 202 (0.50) LAB, LEC Intermediate German II  
Strengthening of communicative skills, grammar review, vocabulary building, written practice, and conversation on issues of contemporary life in German-speaking countries. [Note: Students intending to major in German or preparing for work or study terms in German-speaking Europe are encouraged to take GER 202 and 212 concurrently. GER 202 is not open to students with native, near-native, or similar advanced ability.]  
No Special Consent Required  
Requisites : Prereq: GER 201

### Effective 01-SEP-2021

Description Change: Strengthening of communicative skills, grammar review, vocabulary building, written practice, and conversation on issues of contemporary life in German-speaking countries. [Note: GER 202 and GER 211 can be taken concurrently. GER 202 is not open to students with native, near-native, or similar advanced ability.]

Rationale : To change description note. With the inactivation of GER 212 (Integrative Language Seminar II), the description note needs to be adjusted. GER 211 (Integrative Language Seminar I) is designed to accommodate some variety in student preparation, so it can be taken concurrently with GER 201 or with GER 202. Additionally, we want to encourage all students, not just those preparing for work or study abroad, to take certain courses concurrently.

### Current Catalog Information

GER 211 (0.50) LAB, LEC Integrative Language Seminar I  
This course develops reading, writing, and oral skills, and intercultural competence. [Note: Students may take GER 201 and 211 concurrently.]  
No Special Consent Required  
Requisites : Prereq: GER 102 or 4U German

### Effective 01-SEP-2021

Title Change: Contemporary German Language and Culture  
Rationale : To change title. With the inactivation of GER 212 (Integrative Language Seminar II), this course is no longer part of a pair. Additionally, students do not find the current title informative; the new title conveys that GER 211 engages with current topics in the German-speaking world while developing language skills.

### Current Catalog Information

GER 230 (0.50) LEC Vikings!  
This course will examine the Viking Age cultures, which flourished in Northern Europe and beyond from c. 800 to 1100 CE. The goal of this course is to familiarize students

with the Viking Age and to deepen students' understanding of the processes through which peoples in the present give meaning to the past. [Note: Taught in English; no knowledge of other languages required.]

No Special Consent Required

Requisites :

Antireq: GER 298 taken fall 2015

**Effective 01-SEP-2021**

Course Attribute Change:

Only offered Online

Rationale :

To change attribute (from "Also offered Online"). We tested this course on campus and also developed an online version. There is more demand by students for the online course. In response to this, and also because we expect that the demand for online courses will increase (e.g., because of Arts Co-op), we will continue to offer and develop only the more flexible online version of this course.

**Current Catalog Information**

GER 303 (0.50 ) LAB, LEC Interactive German Language and Culture

This course develops German language skills and cultural awareness. Discussions include such topics as Heimat, nation, migration, and study abroad. Students will engage with and reflect on different social and cultural perspectives through interviews, videos, and texts. Online interactions, including with people in and from Germany, form an integral part of the course. [Note: Offered through University of Guelph in alternating years, but always available to both University of Waterloo and University of Guelph students.]

No Special Consent Required

Requisites :

Prereq: One of GER 202, 211, 212

**Effective 01-SEP-2021**

Requisite Change :

Prereq: One of GER 201, 211

Rationale :

To change prerequisites. GER 212 (Integrative Language Seminar II) will be inactivated, so reference to it has been removed. Students can typically already take this course after GER 201, so GER 201 has been added. This course is alternately taught at Waterloo and at Guelph and the Guelph participants are in agreement.

**Current Catalog Information**

GER 383 (0.50 ) LEC Culture in the Third Reich: Racism, Resistance, Legacy

An examination of German culture during the Nazi period (1933-1945). The course will analyze representations of Nazi ideology in the arts (film, art, architecture, and propaganda), the literature of exile and "inner emigration," and the impact of the Nazi legacy on post-war German culture. [Note: Taught in English.]

No Special Consent Required

**Effective 01-SEP-2021**

Course Attribute Change:

Only offered Online

Rationale :

To change attribute (from "Also offered Online"). We tested this course on campus and also developed an online version. There is more demand by students for the online course. In response to this, and also because we expect that the demand for online courses will increase (e.g., because of

Arts Co-op), we will continue to offer and develop only the more flexible online version of this course.

### Current Catalog Information

GER 385 (0.50) LEC, TUT Culture Behind the Iron Curtain

An examination of the culture of the Soviet Union, the German Democratic Republic, and other states that experimented with socialism in the 20th century. Representations of Marxist-Leninist and Stalinist ideologies in literature, cinema, and the arts; the role of the state in directing cultural expression; and resistance to totalitarian control of culture are examined. Western representations of the Cold War are also studied. [Note: Taught in English. GER 385 will have a German language component for students in German academic plans. REES 385 will have a Russian language component for students in Russian and East European academic plans.]  
No Special Consent Required

Cross-listed as: REES 385

### Effective 01-SEP-2021

Description Change:

An examination of the culture of the Soviet Union, the German Democratic Republic, and other states that experimented with socialism in the 20th century. Representations of Marxist-Leninist and Stalinist ideologies in literature, cinema, and the arts; the role of the state in directing cultural expression; and resistance to totalitarian control of culture are examined. Western representations of the Cold War are also studied. [Note: Taught in English.]

Rationale :

To change description note. Because of revisions made to the course over the past years, and because students other than those enrolled in German and Russian and Eastern European Studies plans take GER 385/REES 385, this note needs to be changed.

### Current Catalog Information

GER 431 (0.50) SEM Senior Seminar

Topics in German literary and cultural studies and linguistics chosen by the instructor in consultation with the department. These courses reflect research interests of the faculty and form part of a well-rounded undergraduate education in "Germanistik". [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]  
No Special Consent Required

Requisites : Coreq: GER 331 or 334

### Effective 01-SEP-2021

Description Change:

Topics in German literary and cultural studies and linguistics chosen by the instructor in consultation with the department. The course offerings reflect research interests of the faculty and form part of a well-rounded undergraduate education in "Germanistik". [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

Requisite Change :

Coreq: GER 331

Rationale :

To change description and change corequisites. The description was edited

slightly for clarity. GER 334 (Exploring German literature) has been inactivated so is removed as from corequisites.

### Current Catalog Information

REES 385 (0.50) LEC, TUT Culture Behind the Iron Curtain

An examination of the culture of the Soviet Union, the German Democratic Republic, and other states that experimented with socialism in the 20th century. Representations of Marxist-Leninist and Stalinist ideologies in literature, cinema, and the arts; the role of the state in directing cultural expression; and resistance to totalitarian control of culture are examined. Western representations of the Cold War are also studied. [Note: Taught in English. GER 385 will have a German language component for students in German academic plans. REES 385 will have a Russian language component for students in Russian and East European academic plans.]  
No Special Consent Required

Cross-listed as: GER 385

### Effective 01-SEP-2021

Description Change:

An examination of the culture of the Soviet Union, the German Democratic Republic, and other states that experimented with socialism in the 20th century. Representations of Marxist-Leninist and Stalinist ideologies in literature, cinema, and the arts; the role of the state in directing cultural expression; and resistance to totalitarian control of culture are examined. Western representations of the Cold War are also studied. [Note: Taught in English.]

Rationale :

To change description note. Because of revisions made to the course over the past years, and because students other than those enrolled in German and Russian and Eastern European Studies plans take GER 385/REES 385, this note needs to be changed.

### Current Catalog Information

RUSS 101 (0.50) LAB, LEC Elementary Russian I

A study of Russian grammar and composition with emphasis on oral practice and pronunciation. [Note: RUSS 101 is not open to students with native, near-native, or similar advanced ability.]  
No Special Consent Required

### Effective 01-SEP-2021

Description Change:

This course aims to bring Russian language, culture, and everyday life into the classroom. Students with little or no prior knowledge are introduced to the structure of Russian and develop their listening/comprehension, speaking, reading, and writing skills. Classes are communicative and emphasize interaction in Russian. [Note: RUSS 101 is not open to students with native, near-native, or similar advanced ability.]

Course Attribute Change:

Also offered Online

Rationale :

To change description and add course attribute. The new course description better reflects course content, current approach, and materials used. It also conveys more clearly that the language of interaction is Russian, something students regularly ask about before enrolling in RUSS 101. We are

currently developing RUSS 101 online to allow University of Waterloo students more flexibility and to increase enrolment by attracting students from other institutions across Canada.

### Current Catalog Information

RUSS 102 (0.50) LAB, LEC Elementary Russian II

A continuation of RUSS 101. [Note: RUSS 102 is not open to students with native, near-native, or similar advanced ability.]

No Special Consent Required

Requisites : Prereq: RUSS 101

#### Effective 01-SEP-2021

Course Attribute Change: Also offered Online

Rationale : To add course attribute. We are currently developing RUSS 102 online to allow University of Waterloo students more flexibility and to increase enrolment by attracting students from other institutions across Canada.

### History

### Current Catalog Information

HIST 230 (0.50) DIS, LEC Introduction to the Modern Middle East

This course examines the modern political history of the Middle East, with an emphasis on international affairs. It examines the colonization of the Middle East, the rise of national self-determination and nation-states, enduring Arab-Israeli conflicts, the Cold War, and the impact of U.S. foreign policy in shaping the modern Middle East.

No Special Consent Required

Requisites : Prereq: Level at least 2A

Cross-listed as: PSCI 257

#### Effective 01-SEP-2021

Rationale : To remove cross-listing. Both courses will continue to exist separately. Following the Faculty of Arts cross-listing guidelines and a review of the course content revealed lack of conjuncture appropriate to cross-list.

### Current Catalog Information

HIST 260 (0.50) DIS, LEC Europe: 410-1303

The political, cultural, economic, and ecclesiastical development of Europe from the fall of the Roman Empire to the end of the high middle ages.

No Special Consent Required

Requisites : Prereq: Level at least 2A

Cross-listed as: MEDVL 260

#### Effective 01-SEP-2021

Title Change: Medieval Europe c.300-c.1500

Rationale : To change title. The change in title results from a formal recommendation made by the external reviewers during the 2018 program review. It brings the title of the course into closer alignment with the content offered. The Department of History is in agreement with this title change.

## Philosophy

### Current Catalog Information

GSJ 334 (0.50) LEC Women and Music

An examination of women's roles in music from a cross-cultural perspective. Topics include women's music as a genre, historical accounts of women's music-making, the effects of gender ideology on women's musical activities, and music behaviour and performance in inter-gender relations.

No Special Consent Required

Requisites : Prereq: One of GSJ 101, 102, WS 101, 102. Antireq: WS 334

Cross-listed as: MUSIC 334

### Effective 01-SEP-2021

Component Change: SEM

Description Change: An examination of women's roles in music from a cross-cultural perspective. Topics may include women's music as a genre, historical accounts of women's music-making, and the effects of gender ideology on women's musical activities, behaviour, and performance.

Rationale : To change description and components. The SEM component better reflects the format used in the course and informs student expectations. The revised description is broader and allows for more flexibility in course content.

### Current Catalog Information

GSJ 402 (0.50) SEM Studies in Feminist Philosophy/Philosophy of Sex

Special topics in feminist philosophy, women philosophers and/or the philosophy of sex, as announced by the Department of Philosophy. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.

Formerly WS 422/PHIL 402.]

No Special Consent Required

Requisites : Prereq: Level at least 3A Gender and Social Justice students

Cross-listed as: PHIL 402

### Effective 01-SEP-2021

Rationale : To change prerequisites (PHIL offering only). The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

GSJ 430 (0.50) LEC Unruly Women in Early Modern Hispanic Culture

This course will examine works by and about women in early modern Hispanic culture (16th and 17th centuries), with particular attention to engagements with and

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subversions of patriarchal culture in theatre, prose, and poetry. Authors to be discussed may include, among others, Santa Teresa de Avila, Sor Juana Ines de la Cruz, Maria de Zayas, and Ana Caro. [Note: Taught in English.]

No Special Consent Required

Requisites : Prereq: Level at least 3A Gender and Social Justice students. Antireq: WS 430  
SPAN 430

Cross-listed as:

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: SPAN 150; Level at least 2A. Antireq: WS 430

To change prerequisites (both offerings) and antirequisites (SPAN offering). The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus. The new level requirement brings course in line with other cultural studies courses taught in English in the Department of Spanish and Latin American Studies. The previous course number is no longer required as an antirequisite. Gender and Social Justice was consulted and approves of the changes.

**Current Catalog Information**

PHIL 402 (0.50 ) SEM Studies in Feminist Philosophy/Philosophy of Sex

Special topics in feminist philosophy, women philosophers and/or the philosophy of sex, as announced by the Department of Philosophy. [Note: This is a repeatable course, subject to different content; it may be completed a total of four times.

Formerly WS 422/PHIL 402.]

No Special Consent Required

Requisites : Prereq: Level at least 3A Honours Philosophy students

Cross-listed as: GSJ 402

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Philosophy students

To change prerequisites (PHIL offering only). The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

**Current Catalog Information**

PHIL 403 (0.50 ) SEM Studies in Ancient Philosophy

Special topics in ancient philosophy, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites : Prereq: Level at least 3A Honours Philosophy students

Cross-listed as: CLAS 461

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Philosophy students

To change prerequisites (PHIL offering only). The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course. Classical Studies was consulted and agrees to this change.

**Current Catalog Information**

PHIL 404 (0.50) SEM Studies in Medieval Philosophy

Special topics in medieval philosophy, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Philosophy students

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

**Current Catalog Information**

PHIL 405 (0.50) SEM Studies in Modern Philosophy

Special topics in 17th and 18th century philosophy, as announced by the department.

[Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Philosophy students

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar

course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 407 (0.50) SEM Studies in 19th- and 20th-Century Philosophy

Special topics in 19th- and 20th-century philosophy, as announced by the department.

[Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 3A Philosophy students

Rationale :

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 416 (0.50) SEM Studies in Probability and Decision Theory

Special topics in probability and decision theory, as announced by the department.

[Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 3A Philosophy students

Rationale :

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 420 (0.50) SEM Studies in Ethics

Special topics in ethics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A Philosophy students  
Rationale : To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 422 (0.50) SEM Studies in Political Philosophy

Special topics in Political Philosophy, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

**Effective 01-SEP-2021**

Requisite Change : Prereq: Level at least 3A Philosophy students  
Rationale : To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 452 (0.50) SEM Studies in Epistemology

Special topics in epistemology, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

**Effective 01-SEP-2021**

Requisite Change : Prereq: Level at least 3A Philosophy students  
Rationale : To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

#### Current Catalog Information

PHIL 455 (0.50) SEM Studies in Metaphysics

Special topics in metaphysics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

#### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 3A Philosophy students

Rationale :

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

#### Current Catalog Information

PHIL 458 (0.50) SEM Studies in the Philosophy of Science

Special topics in the philosophy of science, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3A Honours Philosophy students

#### Effective 01-SEP-2021

Requisite Change :

Prereq: Level at least 3A Philosophy students

Rationale :

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

#### Current Catalog Information

PHIL 459 (0.50) SEM Studies in the Philosophy of Physics

An investigation of philosophical issues raised by physics. Topics could include the interpretation of quantum theory, the arrow of time, or the nature of space and time. This course is suitable for students with a background in either philosophy, physics, or mathematics. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :  
**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Honours Philosophy students

Prereq: Level at least 3A Philosophy students

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 463 (0.50) SEM

Studies in the Philosophy of Language

Special topics in the philosophy of language, as announced by the department. [Note:

This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Honours Philosophy students

Prereq: Level at least 3A Philosophy students

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 471 (0.50) SEM

Special Topics

Advanced study of special topics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

No Special Consent Required

Requisites :

**Effective 01-SEP-2021**

Requisite Change :

Rationale :

Prereq: Level at least 3A Honours Philosophy students

Prereq: Level at least 3A Philosophy students

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar

course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 472 (0.50) SEM Special Topics  
Advanced study of special topics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]  
No Special Consent Required  
Requisites : Prereq: Level at least 3A Honours Philosophy students

#### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A Philosophy students  
Rationale : To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 481 (0.50) SEM Special Topics  
Advance study of special topics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]  
No Special Consent Required  
Requisites : Prereq: Level at least 3A Honours Philosophy students

#### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 3A Philosophy students  
Rationale : To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

### Current Catalog Information

PHIL 482 (0.50) SEM Special Topics  
Advanced study of special topics, as announced by the department. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]  
No Special Consent Required  
Requisites : Prereq: Level at least 3A Honours Philosophy students

**Effective 01-SEP-2021**

Requisite Change :

Prereq: Level at least 3A Philosophy students

Rationale :

To change prerequisites. The impetus for this change is to correct an administrative oversight from plan standardization: Four Year General Philosophy students are required to take 400-level PHIL courses, but do not satisfy the current prerequisite "Level at least 3A Honours Philosophy students." Philosophy decided that all Philosophy majors and minors in level 3A have sufficient background preparation for this 400-level seminar course, and that these students would all benefit from the opportunity to take this course.

**Political Science**

**Current Catalog Information**

PSCI 426 (0.50) LEC

Selected Subjects in Political Philosophy

Course topics vary. Past examples include genetics and justice. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

No Special Consent Required

Requisites :

Prereq: Level at least 3B

**Effective 01-SEP-2021**

Component Change:

SEM

Rationale :

To change components. A review of the course offerings and in particular the plan requirements that students complete at least one seminar or field course at the 400 level, revealed that some of our 400 level courses are listed as LEC when in fact they are SEM courses.

**Current Catalog Information**

PSCI 428 (0.50) LEC

The State and Economic Life

What is the relationship between the state and economic life? Students will study current debates and competing ideological traditions as these conceptualize the relationship between the state and economic life.

No Special Consent Required

Requisites :

Prereq: At least 2.0 units in PSCI; Level at least 3B

**Effective 01-SEP-2021**

Component Change:

SEM

Rationale :

To change components. A review of the course offerings and in particular the plan requirements that students complete at least one seminar or field course at the 400 level, revealed that some of our 400 level courses are listed as LEC when in fact they are SEM courses.

**Current Catalog Information**

PSCI 431 (0.50) LEC

Canadian Public Policy

Students will examine major trends in contemporary Canadian public policy, with course topic varying to reflect pressing policy issues. [Note: This is a repeatable

course, subject to different content; it may be completed a total of 10 times.]

No Special Consent Required

Requisites : Prereq: PSCI 334; Level at least 3B

**Effective 01-SEP-2021**

Component Change: SEM

Rationale : To change components. A review of the course offerings and in particular the plan requirements that students complete at least one seminar or field course at the 400 level, revealed that some of our 400 level courses are listed as LEC when in fact they are SEM courses.

**Current Catalog Information**

PSCI 486 (0.50) LEC Special Topics in International Diplomacy

What are the key issues within, and perspectives on, diplomacy? Students will study public diplomacy, the use of technological innovation such as cyber-diplomacy, the widening definitions of diplomacy, multilateral diplomacy, and "niche" diplomacy.

[Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

No Special Consent Required

Requisites : Prereq: One of PSCI 281, 282, 283; Level at least 3B

**Effective 01-SEP-2021**

Component Change: SEM

Rationale : To change components. A review of the course offerings and in particular the plan requirements that students complete at least one seminar or field course at the 400 level, revealed that some of our 400 level courses are listed as LEC when in fact they are SEM courses.

**Current Catalog Information**

PSCI 490 (0.50) LEC Special Subjects

Course topics vary. Topics may include international trade and cultural literacy, and the practice of politics. [Note: This is a repeatable course, subject to different content; it may be completed a total of 10 times.]

No Special Consent Required

Requisites : Prereq: At least 0.5 unit in PSCI; Level at least 3B

**Effective 01-SEP-2021**

Component Change: SEM

Rationale : To change components. A review of the course offerings and in particular the plan requirements that students complete at least one seminar or field course at the 400 level, revealed that some of our 400 level courses are listed as LEC when in fact they are SEM courses.

**Renison University College**

**Current Catalog Information**

SDS 150R (0.50) LEC Lifespan Processes

An examination of the significant psychosocial events during the lifespan with consideration of the impact of crises. Topics may include attachment, loss, stress,

identity crisis, role change, mid-life transition. [Note: Formerly ISS 150R]

No Special Consent Required

**Effective 01-SEP-2021**

Description Change: This course is an introduction to human development that spans conception to death. It provides an overview of events which occur throughout the lifespan and considers how biological, psychological, and social factors may impact healthy development. [Note: Formerly ISS 150R]

Rationale : To change description. The description update better reflects the current content, scope, and approach of the course.

**Religious Studies**

**Current Catalog Information**

JS 125 (0.50) LEC Great Texts in the Jewish Tradition

This course will trace the development of biblical exegesis in the Jewish tradition.

Interpretive methods and approaches to problems in the text such as redundancy, contradiction, and gaps will be surveyed, commencing with the Bible itself, through the classical period of the Talmud and concentrating on major medieval commentators.

(The biblical episode of the Binding of Isaac will be used as a paradigm to illustrate various approaches to the text.) [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: RS 212

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: JS 212

Requisite Change : Antireq: JS 125

Rationale : To change number (JS offering only) and add antirequisites (both offerings). The Jewish Studies course number was increased to match the Religious Studies course number. This should be a 200-level course.

**Current Catalog Information**

(0.00)

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: JS 235

Unit Change: (0.50)

Component Change: LEC

Title Change: Jesus: Life and Legacy

Description Change: The life and death of Jesus of Nazareth, as experienced and interpreted by his followers and recorded in the New Testament and other ancient literature. Attention is given to Jesus' identity as a Jew in the Roman Empire in the first century, his teachings and actions, and his ongoing significance throughout history. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

Consent Change: No Special Consent Required

New Cross Listing : RS 235  
Rationale : To add cross-listing. The course focuses on a first century Jew and his Jewish followers. It explores the characteristics of first century Judaism with attention to questions of Jewish Law, including purity codes, Jewish messianism, and political orientations.

### Current Catalog Information

JS 211 (0.50) LEC Kabbalah: Jewish Mysticism

This course will survey the roots, history, and symbolism of the Jewish mystical tradition known as Kabbalah. Students will be introduced to the major texts, charismatic mystical masters, and schools of Kabbalah, beginning with the ancient Rabbis through to contemporary exponents such as Hasidim and messianic groups. Particular attention will be focused on the Zohar (Book of Splendour) and popular appeals to the mystical tradition. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: RS 213

### Effective 01-SEP-2021

Subject/Catalog Nbr Change: JS 314

Title Change: Secret Teachings and Mysticism in Judaism

Description Change: This course will survey the roots, history, and symbolism of the Jewish mystical tradition known as Kabbalah. Students will be introduced to the major texts, charismatic mystical masters, and schools of Kabbalah. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

Requisite Change : Antireq: JS 211/RS 213

Rationale : To change numbers, title, description and add antirequisites, Students may be unfamiliar with the term "Kabbalah." The wording of the title and description were updated for clarity. Additionally, this is a specialized course, so it should be moved to the 300-level.

### Current Catalog Information

RS 212 (0.50) LEC Great Texts in the Jewish Tradition

This course will trace the development of biblical exegesis in the Jewish tradition. Interpretive methods and approaches to problems in the text such as redundancy, contradiction, and gaps will be surveyed, commencing with the Bible itself, through the classical period of the Talmud and concentrating on major medieval commentators. (The biblical episode of the Binding of Isaac will be used as a paradigm to illustrate various approaches to the text.) [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: JS 125

### Effective 01-SEP-2021

Subject/Catalog Nbr Change: RS 212

Requisite Change : Antireq: JS 125

Rationale : To change number (JS offering only) and add antirequisites (both offerings). The Jewish Studies course number was increased to match the Religious Studies course number. This should be a 200-level course.

### Current Catalog Information

RS 235 (0.50) LEC Jesus: Life and Legacy  
The life and death of Jesus of Nazareth, as experienced and interpreted by his followers and recorded in the New Testament and other ancient literature. Attention is given to Jesus' identity as a Jew in the Roman Empire in the first century, his teachings and actions, and his ongoing significance throughout history. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]  
No Special Consent Required

#### Effective 01-SEP-2021

Subject/Catalog Nbr Change: RS 235  
Unit Change: (0.50)  
Component Change: LEC  
Title Change: Jesus: Life and Legacy  
Description Change: The life and death of Jesus of Nazareth, as experienced and interpreted by his followers and recorded in the New Testament and other ancient literature. Attention is given to Jesus' identity as a Jew in the Roman Empire in the first century, his teachings and actions, and his ongoing significance throughout history. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

Consent Change: No Special Consent Required

New Cross Listing : JS 235

Rationale : To add cross-listing. The course focuses on a first century Jew and his Jewish followers. It explores the characteristics of first century Judaism with attention to questions of Jewish Law, including purity codes, Jewish messianism, and political orientations.

### Current Catalog Information

RS 266 (0.50) LEC Death and Dying  
Death is more than a physical event. It also has legal, social, cultural, psychological, and religious significance. This course examines views about dying, death, and death rituals in several Western and Eastern religions, as well as in some Indigenous spiritualities. [Note: The course fulfils an Area 1 requirement for Religious Studies majors.]  
No Special Consent Required

#### Effective 01-SEP-2021

Description Change: While death is a physical event, it often entails legal, social, cultural, psychological, and religious significance. This course examines matters of dying, death, and death rituals in a variety of religions. [Note: The course fulfils an Area 1 requirement for Religious Studies majors.]

Rationale : To update description for clarity. The course topics are related to health, aging, and death.

**Current Catalog Information**

RS 227 (0.50) LEC Buddhism in North America

This course examines the history and development of Buddhism in North America. Topics such as the adaptation of traditional Buddhism to North American culture and its development as a Western religion will be examined. [Note: This course fulfils an Area 1 for Religious Studies majors.]

No Special Consent Required

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 307

Description Change: This course examines the history and development of Buddhism in North America. Topics such as the adaptation of traditional Buddhism to North American culture and its development as a Western religion will be examined. [Note: This course fulfils an Area 1 for Religious Studies majors. Formerly RS 227.]

Requisite Change : Antireq: RS 227

Rationale : To change number, add description note and antirequisite. In reviewing the Religious Studies curriculum, it was felt that specialized courses should be moved to the 300-level.

**Current Catalog Information**

RS 213 (0.50) LEC Kabbalah: Jewish Mysticism

This course will survey the roots, history, and symbolism of the Jewish mystical tradition known as Kabbalah. Students will be introduced to the major texts, charismatic mystical masters, and schools of Kabbalah, beginning with the ancient Rabbis through to contemporary exponents such as Hasidim and messianic groups. Particular attention will be focused on the Zohar (Book of Splendour) and popular appeals to the mystical tradition. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: JS 211

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 314

Title Change: Secret Teachings and Mysticism in Judaism

Description Change: This course will survey the roots, history, and symbolism of the Jewish mystical tradition known as Kabbalah. Students will be introduced to the major texts, charismatic mystical masters, and schools of Kabbalah. [Note: Knowledge of Hebrew is not required. This course fulfils an Area 1 requirement for Religious Studies majors.]

Requisite Change : Antireq: RS 213/JS 211

Rationale : To change numbers, title, description and add antirequisites, Students may be unfamiliar with the term "Kabbalah." The wording of the title and description were updated for clarity. Additionally, this is a specialized course, so it should be moved to the 300-level.

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**Current Catalog Information**

RS 256 (0.50) LEC Christian Approaches to Peacemaking

Current Christian approaches to peacemaking in areas of conflict: war and militarism, crime, poverty, racism, and gender relations. Attention will be given to various biblical, theological, and historical bases for these approaches. [Note: This course fulfils an Area 2 requirement for Religious Studies majors.]

No Special Consent Required

Cross-listed as: PACS 320

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 320

Requisite Change : Prereq: Level at least 2A. Antireq: RS 256

New Cross Listing : PACS 320

Rationale : To change number (RS offering only) and add antirequisites (both offerings). There is a mismatch between the year levels from the departments offering the course: RS is 200-level, while PACS is 300-level. Peace and Conflict Studies has been consulted and approves this change.

**Current Catalog Information**

RS 335 (0.50) LEC The Violence of the Bible

Why has the Bible inspired so much violence? This course explores how the Bible has been used to justify, and to oppose, violence in historical and contemporary contexts. It will address topics such as the crusades, slavery, the "conquest" of the Americas, apartheid in South Africa, the residential school system in Canada, gender violence, and the environmental crisis. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Prereq: Level at least 2A. Antireq: RS 391 (LEC 001) taken winter 2016

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change: RS 335

Unit Change: (0.50)

Component Change: LEC

Title Change: Christianity, Violence, and the Bible

Description Change: Why has the Bible inspired so much violence? This course explores how it has been used to justify, and to oppose, violence within the Christian tradition in historical and contemporary contexts. Topics may include the crusades, slavery, colonization, apartheid in South Africa, the residential school system in Canada, gender violence, and the environmental crisis. [Note: This course fulfils an Area 3 requirement for Religious Studies majors.]

Consent Change: No Special Consent Required

Requisite Change : Prereq: Level at least 2A

New Cross Listing : PACS 336

Rationale : To remove antirequisite, change title and description, and add cross-listing. The antirequisite is no longer required. While the course

description clarifies the subject matter for the course, the current title does not accurately reflect its content. This course is not primarily about violence in the Bible, but rather how the Bible has been interpreted to justify and oppose violence in different historical periods and contexts. To clarify this, and since the course focuses on one religious tradition to keep the topic manageable, "Christianity" has been added to the course title and "within the Christian tradition" to the description. Peace and Conflict Studies has been consulted and approves this change.

## Sociology and Legal Studies

### Current Catalog Information

LS 428 (0.50) SEM Sentencing as a Social Process

This course examines in depth the process and results of criminal sentencing. Topics include types of sentences for criminal and quasi-criminal offences, objectives of sentences, factors affecting sentences, the process of sentencing, the administration and effectiveness of sentences, and unresolved debates in sentencing.

No Special Consent Required

Requisites : Prereq: SOC/LS 228; Level at least 4A Legal Studies majors

Cross-listed as: SOC 428

### Effective 01-SEP-2021

Requisite Change : Prereq: Level at least 4A Legal Studies majors

Rationale : To change prerequisites to remove SOC/LS 228 to be consistent with other fourth year courses that just require level at least 4A.

### Current Catalog Information

LS 496 (0.50) LEC Special Topics in Legal Studies

This course will deal with selected topics in Legal Studies. Subjects will be dependent upon the research and/or instructional interests of faculty. [Note: This is a repeatable course, subject to different content; it may be completed a total of ten times.]

No Special Consent Required

### Effective 01-SEP-2021

Description Change: This course will deal with selected topics in Legal Studies. Subjects will be dependent upon the research and/or instructional interests of faculty. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Requisite Change : Prereq: LS 101; Level at least 4A

Rationale : To change description, description note, repeat rules, and prerequisites. To be consistent with LS 203 and LS 330 special topic courses.

### Current Catalog Information

SOC 428 (0.50) SEM Sentencing as a Social Process

This course examines in depth the process and results of criminal sentencing. Topics include types of sentences for criminal and quasi-criminal offences, objectives of sentences, factors affecting sentences, the process of sentencing, the administration

and effectiveness of sentences, and unresolved debates in sentencing.

No Special Consent Required

Requisites : Prereq: SOC/LS 228; Level at least 4A Sociology majors

Cross-listed as: LS 428

**Effective 01-SEP-2021**

Requisite Change : Prereq: Level at least 4A Sociology majors

Rationale : To change prerequisites to remove SOC/LS 228 to be consistent with other fourth year courses that just require level at least 4A.

## Spanish & Latin American Studies

### Current Catalog Information

SPAN 150 (0.50) LEC The Hispanic World Through Literature and the Arts

A study of Hispanic cultures as represented in their literature, film, and visual arts with particular attention to issues of race, gender, sexuality, and cultural and national identity. [Note: Taught in English.]

No Special Consent Required

**Effective 01-SEP-2021**

Title Change: Welcome to Latin America

Description Change: Discover the vibrant diversity of Latin American cultures and societies from their genesis in conquest and colonization through to independence, and the post-colonial quest for identity and self-determination. [Note: Taught in English.]

Rationale : To change title and description. The new title and description reflect the new emphasis of the program on the construction of the social bond and the identities attached to it. This course will provide students with a critical narrative of the development of Iberoamerican cultures and societies that frames and contextualizes the content covered in all subsequent cultural studies (non-language, non-translation) courses. As such, it will become a required course for the major and a prerequisite for all other cultural studies courses.

### Current Catalog Information

SPAN 210 (0.50) LEC Intermediate Spanish for Native Speakers

This is an intensive course designed for students of Spanish-speaking background (native or near-native) who have not received formal language training. The course focuses on a comprehensive study of Spanish grammar. It includes a critical analysis of colloquial Spanish, or anglicized vocabulary, and influences of other languages on modern Spanish. A major component of the course is the acquisition and development of writing skills and oral discourse at the academic level. The course further develops listening comprehension and reading skills. [Note: Classes and written work are in Spanish.]

Department Consent Required

Requisites : Antireq: SPAN 201A, 201B

**Effective 01-SEP-2021**

Title Change: Spanish Conversation

Description Change: Practice makes perfect! In this course, students will continue to develop and hone their Spanish speaking and listening skills through discussions of current topics in Spanish-speaking countries. [Note: This is a repeatable course, subject to different content; it may be taken a total of three times.]

Requisite Change : Prereq: SPAN 201A

Rationale : To change title, description, description note, repeat rules, add prerequisites, and remove antirequisites. This course will strengthen students' oral and aural skills in Spanish as well as build confidence in speaking a foreign language, and was designed in response to student interest and feedback from the departmental review team. The previous version of this course adapted content from SPAN 201A and SPAN 201B for heritage speakers of Spanish and the two courses were therefore listed as antirequisites. In this new form the course is instead a conversation course. The prerequisite of SPAN 201A ensures students have the necessary language skills to perform at the expected level. The course is repeatable up to three times to allow students the opportunity to further develop their oral and aural skills in Spanish.

### Current Catalog Information

SPAN 217 (0.50 ) LEC First Nations, Native Americans, Pueblos Originarios

This course will introduce and expose students to the Indigenous civilizations that embody the Americas. Students will look at the cosmogonies, histories, and cultures of Indigenous peoples from pre-Columbian times to the 20th century. They will analyze Latin America's Pueblos Originarios' perspectives on conquest, colonization, and independence, and compare such perspectives to those of the Canadian First Nations and Native Americans in general. Through their study of colonial, social, economic, and political relations, students will examine how the meanings of these categories changed over time and how Indigenous peoples have contributed to the ethnically diverse regional societies that continue to characterize Latin America today. [Note: Taught in English.]

No Special Consent Required

### Effective 01-SEP-2021

Description Change: This course will introduce and expose students to the Indigenous civilizations that embody the Americas. Students will look at the cosmogonies, histories, and cultures of Indigenous peoples from pre-Columbian times to the 20th century. They will analyze Latin America's Pueblos Originarios' perspectives on conquest, colonization, and independence, and compare such perspectives to those of First Nations and Native Americans. Through their study of colonial, social, economic, and political relations, students will examine how the meanings of these categories changed over time and how Indigenous peoples have contributed to the ethnically diverse regional societies that continue to characterize Latin America today. [Note: Taught in English.]

Requisite Change : Prereq: SPAN 150

Rationale : To add prerequisite and change description. The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus. The description change is to update terminology.

### Current Catalog Information

SPAN 290 (0.50) LEC Approaches to Translation

This course introduces students to translation studies through the examination of different approaches to the discipline, along with practical experience. Students review the grammar of the Spanish and English languages within particular contexts as the basis for translation practices. The course also enhances students' lexical and semantic knowledge of the Spanish language through an experiential component in the community. [Note: Formerly SPAN 450.]

No Special Consent Required

Requisites : Coreq: SPAN 201B or 202W. Antireq: SPAN 450

### Effective 01-SEP-2021

Requisite Change : Prereq: SPAN 201A. Antireq: SPAN 450

Rationale : To add prerequisites and remove corequisites. After review of the course and in light of the reorganization of the language courses it was determined that SPAN 201A is a sufficient requirement for this course.

### Current Catalog Information

SPAN 326 (0.50) LEC Theatre of the Golden Age: Dames, Divas, and Dandies

The aim of the course is to acquaint students with works by outstanding playwrights from the Renaissance and Baroque periods. Students will look at the construction of character, the interplay between the sexes, and the struggle for justice.

No Special Consent Required

Requisites : Prereq: SPAN 228

### Effective 01-SEP-2021

Description Change: The aim of the course is to acquaint students with works by outstanding playwrights from Spain's Renaissance and Baroque periods. Students will look at the construction of character, the interplay between the sexes, and the struggle for justice. [Taught in English.]

Requisite Change : Prereq: SPAN 150; Level at least 2A

Rationale : To add description note and change prerequisite. The description note clarifies the language of instruction. The new prerequisite of SPAN 150 (Welcome to Latin America) reflects changes to the approach of the material covered in the course that follow from the shift in program focus.

### Current Catalog Information

SPAN 387 (0.50) LEC Gender, Power, and Representations in Latin America

This course analyzes women's cultural production in Latin America. Examining the construction and the representation of gender/sex differences, the course explores the power relations inherent in these representations, while also examining how gender roles and expectations are linked to representations of class, race,

sexuality, age, nationality, and ability.

No Special Consent Required

Requisites :

Prereq: SPAN 228

**Effective 01-SEP-2021**

Description Change:

This course analyzes women's cultural production in Latin America. Examining the construction and the representation of gender/sex differences, the course explores the power relations inherent in these representations, while also examining how gender roles and expectations are linked to representations of class, race, sexuality, age, nationality, and ability. [Note: Taught in English.]

Requisite Change :

Prereq: SPAN 150; Level at least 2A

Rationale :

To change prerequisites and add description note. The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus. The new level requirement brings the course in line with other cultural studies courses taught in English in the department. The description note clarifies the language of instruction.

**Current Catalog Information**

SPAN 390 (0.50) LEC

Introduction to Spanish Business Translation

This course is designed for students enrolled in their third year of the General or Honours program in Spanish. A strong command of Spanish and English is required. Intense concentration of the Spanish language through oral and written work will focus on business-oriented fundamentals of communication such as letter writing, as well as the translation of primary source materials such as newspapers and business documents.

No Special Consent Required

Requisites :

Prereq: SPAN 301B

**Effective 01-SEP-2021**

Requisite Change :

Prereq: SPAN 301A

Rationale :

To change prerequisites. After review of the course and in light of the reorganization of the language courses it was determined that SPAN 301A (Spanish in Context 1) is a sufficient requirement for this course.

**Current Catalog Information**

SPAN 395 (0.50) LEC

Cultural Dimensions in English/Spanish Literary Translation

This course focuses on the actual practice of translating literature, not only as the transformation of textual expressions, but also as a process of cultural interpretation. Besides reinforcing vocabulary and grammar, students will also review and research notions of different literary genres (poetry, narrative, and theatre), and solidify their knowledge of cultural studies.

Department Consent Required

Requisites :

Prereq: SPAN 301B

**Effective 01-SEP-2021**

Requisite Change :

Prereq: SPAN 301A

Rationale :

To change prerequisites. After review of the course and in light of the

reorganization of the language courses it was determined that SPAN 301A (Spanish in Context 1) is a sufficient requirement for this course.

### Current Catalog Information

SPAN 400 (0.50) LEC

Memories and Representations: Constructive Truths and Competing Realities

This course studies the emergence of testimonial discourse in Latin America in relation to the socio-political turmoil that has characterized Latin American life in the past decades. Contemporary fictional and non-fictional texts, as well as documentaries and movies, will be discussed in order to establish the grounds of testimonial discourse as a genre. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Title Change:

Memory, Human Rights, and Reconciliation

Description Change:

We remember the past to understand the present and imagine the future. With a focus on Latin America and Spain this course examines how the diverse forms of cultural production help develop our shared understanding of past violations of human rights to demand justice, build resilience, and develop tolerance. [Note: Taught in English.]

Requisite Change :

Prereq: SPAN 150; Level at least 2A

Rationale :

To change title, description, and prerequisites. The new course title and description reflect recent developments in the field of memory studies. The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus.

### Current Catalog Information

SPAN 410 (0.50) LEC

Visual Culture in the Contemporary Hispanic World

This course explores the expressive avenues opened up by the confluence of verbal and visual representation in contemporary Hispanic cultural production. Through a close analysis of representative visual and literary works from Latin America and Spain covering a variety of genres and media, including poetry, novel, short story, theatre, painting, photography, and film, the many ways in which words and images interact with each other and make meaning will be examined. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Requisite Change :

Prereq: SPAN 150; Level at least 2A

Rationale :

To change prerequisites. The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus.

### Current Catalog Information

SPAN 430 (0.50) LEC Unruly Women in Early Modern Hispanic Culture

This course will examine works by and about women in early modern Hispanic culture (16th and 17th centuries), with particular attention to engagements with and subversions of patriarchal culture in theatre, prose, and poetry. Authors to be discussed may include, among others, Santa Teresa de Avila, Sor Juana Ines de la Cruz, Maria de Zayas, and Ana Caro. [Note: Taught in English.]

No Special Consent Required

Requisites : Antireq: SPAN 330, WS 430

Cross-listed as: GSJ 430

**Effective 01-SEP-2021**

Requisite Change :

Prereq: SPAN 150; Level at least 2A. Antireq: WS 430

Rationale :

To change prerequisites (both offerings) and antirequisites (SPAN offering). The new prerequisite of SPAN 150 (The Hispanic World Through Literature and the Arts) reflects changes to the approach of the material covered in the course that follow from the shift in program focus. The new level requirement brings course in line with other cultural studies courses taught in English in the Department of Spanish and Latin American Studies. The previous course number is no longer required as an antirequisite. Gender and Social Justice was consulted and approves of the changes.

**Current Catalog Information**

SPAN 490 (0.50) LEC Advanced Translation

This course is designed for students enrolled in the third and fourth year of the General or Honours program in Spanish. Fluency in both Spanish and English is required. The objective of this course is to refine translation techniques in order to enable the student to provide accurate and idiomatic translations of English texts in Spanish and vice versa.

No Special Consent Required

Requisites : Prereq: One of SPAN 352W, 362W, 401

**Effective 01-SEP-2021**

Requisite Change :

Prereq: SPAN 301A

Rationale :

To change prerequisites. After review of the course and in light of the reorganization of the language courses it was determined that SPAN 301A (Spanish in Context 1) is a sufficient requirement for this course.

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**Current Catalog Information**

ITAL 101 (0.50) LAB, LEC Introduction to Italian Language 1

An intensive study of the fundamentals of grammar and conversation. The language laboratory will be used.

No Special Consent Required

Requisites : Antireq: ITAL 155

**Effective 01-SEP-2021**

Description Change :

An intensive study of the fundamentals of Italian grammar and conversation.

Course Attribute Change: Also offered Online  
Rationale : To change description and add attribute. The 2019 program review recommended our department create online courses with a potential for high enrolment. Given the popularity of our beginner Italian course (ITAL 101), we will be developing an online version.

### Current Catalog Information

ITAL 102 (0.50 ) LAB, LEC Introduction to Italian Language 2

A continuation of ITAL 101, with more emphasis on conversation and everyday uses of language.

No Special Consent Required

Requisites : Prereq: ITAL 101. Antireq: ITAL 155

### Effective 01-SEP-2021

Course Attribute Change: Also offered Online  
Rationale : To add attribute. The 2019 program review recommended our department create online courses with a potential for high enrolment. Since this is a continuation of ITAL 101, we will be developing an online version of this course as well.

### Current Catalog Information

ITAL 155 (0.50 ) LEC Intensive Introductory Italian Language

This course has been designed with the student of the University of Waterloo School of Architecture in mind. It aims to present the basic principles of the Italian language, geography, and culture in a practical and efficient way in order to facilitate the transition to life in Italy during the student's period of study abroad. Throughout the course, the goal of practical, communicative competence will be emphasized and cultivated via in-class activities and assignments focusing on five areas of performance: listening, speaking, reading, writing, and culture.

No Special Consent Required

Requisites : Antireq: ITAL 101, 102

### Effective 01-SEP-2021

Description Change: This course aims to present the basic principles of the Italian language, geography, and culture in a practical and efficient way. Throughout the course, the goal of practical, communicative competence will be emphasized and cultivated via in-class activities and assignments focusing on five areas of performance: listening, speaking, reading, writing, and culture.  
Rationale : To change description. The description is being revised to remove reference to Architecture students, who are no longer required to take a language elective before they study abroad in Rome.

### Current Catalog Information

ITAL 251 (0.50 ) LEC Issues in Contemporary Italian Society

Through lectures, class discussions, and compositions in Italian, this course studies diverse aspects of contemporary Italian society including politics, history, the arts, and popular culture.

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No Special Consent Required  
Requisites :

Prereq: ITAL 201, 202

**Effective 01-SEP-2021**

Description Change:

Through lectures, discussions, and readings in Italian, this course studies diverse aspects of contemporary Italian society, such as politics, the arts, food, fashion, and popular culture. In addition to improving their language comprehension and cultural awareness, students will expand their vocabulary and improve their oral and written competencies in Italian.

Requisite Change :

Prereq: ITAL 202

Rationale :

To change description. The description is being revised to include other possible topics to be covered in the course. The prerequisite is being revised to remove ITAL 201 (Intermediate Italian 1), which is a prerequisite of ITAL 202 (Intermediate Italian 2) and therefore does not need to be listed.

### **Current Catalog Information**

ITAL 396 (0.50) RDG

Special Topics/Directed Readings

This course gives the student an opportunity to study authors and works of special interest which are not covered in other courses. [Note: Taught in English. Students registered in ITAL 396 will have additional Italian language requirements. This is a repeatable course, subject to different content; it may be completed a total of two times.]

Instructor Consent Required

Cross-listed as:

ITALST 396

**Effective 01-SEP-2021**

Description Change:

This course gives the student an opportunity to study authors and works of special interest which are not covered in other courses. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Consent Change:

Department Consent Required

Requisite Change :

Prereq: ITAL 202

Rationale :

To change description notes and consent, remove cross-listing and attribute, and add prerequisites. The cross-listing to ITALST 396 is being removed to keep the two courses separate (ITAL taught in Italian, ITALST taught in English). The consent is changed from instructor to department to offer more flexibility in granting students access to the course. All ITAL courses are administered by and offered at St. Jerome's University. Since the listing of ITAL courses in the undergraduate calendar are preceded by a course preface noting the courses are administered by St. Jerome's University, the "Offered at St. Jerome's University" attribute is seen as redundant and is being dropped.

### **Current Catalog Information**

ITALST 270 (0.50) LEC

Modern Italy

An examination of the evolution of modern Italy from 1789 to the present. The events

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which transformed Italy from a "geographic expression" into a modern unified state, including economic, social, political, and cultural developments, will be studied.

[Note: Taught in English.]

No Special Consent Required

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change:

ITALST 100

Title Change:

Understanding Modern Italy

Description Change:

This course examines Italy's transformation from Unification in 1861 to present day. Students will explore its paradoxes and challenges through films and readings on topics such as the World Wars, the rise of fascism, internal terrorism, and migration in order to gain an understanding of contemporary Italian society and culture.

Course Attribute Change:

Also offered Online

Requisite Change :

Rationale :

To change number, title, description, and attribute and remove description note and prerequisites. We have no introductory culture course and currently only one ITALST offering at the 100 level. We are bringing this 200-level course down to the 100 level, with no prerequisites (removing the current prerequisite of "Level at least 2A"), to make it a more accessible elective. The title and description have been modified to reflect the introductory nature of the course. We also propose to create an online version, following the recommendations of our program reviewers. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

**Current Catalog Information**

ITALST 111 (0.50 ) LEC

Women, Family, Sex, and Tradition

The course studies the themes of family, sex, and tradition as well as violence and identity as they are addressed in the art, the cinema, and the literature of Italian women. [Note: Taught in English.]

No Special Consent Required

**Effective 01-SEP-2021**

Title Change:

Marriage and Family Traditions in Italy

Description Change:

This course explores the contributions of Italian women artists, writers, and intellectuals from the Medieval times through the Renaissance to the Baroque period. The focus will be on the institutions of marriage and of the family.

Rationale :

To change title and description and to remove description note and attribute. ITALST 111 is a popular course and of particular interest to students in the Gender and Social Justice and the Sexuality, Marriage, and Family Studies programs. The volume of material covered merits the creation of a second course (ITALST 112 Sexual Identities and Relationships in Italy). The changes to the title and description contain the scope of ITALST 111 in terms of both periods and themes studied. This revised course

focuses on marriage and family traditions from the Medieval to Baroque periods. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 265 (0.50) LEC Mafia Culture and the Power of Symbols, Rituals, and Myth

The course analyzes the visual media representation of the Mafia in North America. It focuses on the manner in which North American visual culture often glorifies the Italian Mafiosi's lifestyle. As this characterization of both the Mafia and the Mafiosi began with the archetypal figures of the bosses, special attention will be given to the visual practices of the 1930s, to Francis Ford Coppola's "The Godfather" trilogy, as well as to the television series "The Sopranos." The goal is to deconstruct the romanticized portrayal of the Italian and Italian-American gangster lifestyle created on visual media and television by analyzing the atrocities committed by organized crime. [Note: Taught in English.]

No Special Consent Required

Requisites :

Antireq: ITALST 396 taken winter 2017

### Effective 01-SEP-2021

Title Change:

The Mafia

Description Change:

This course analyzes the visual media representation of the Mafia in North America and the manner in which it often glorifies the Italian Mafiosi's lifestyle. The goal is to deconstruct the romanticized portrayal of the Italian and Italian-American gangster created in visual media by analyzing atrocities committed by organized crime.

Course Attribute Change:

Also offered Online

Rationale :

To change title, and description, add attribute and remove description note. The 2019 program review recommended our department create online courses with a potential for high enrolment. We have shortened the title and description to allow for greater flexibility in future offerings and for the development of an online version of the course. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 271 (0.50) LEC Italian Canadian Experience

An examination of Canada's sixth largest ethno-cultural group, from the early colonial period to the present. Emphasis will be placed on the changing nature of immigration and the evolution of the Italian community since the late 19th century. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

**Effective 01-SEP-2021**

Description Change:

An examination of Canada's sixth largest ethno-cultural group. Emphasis will be placed on the changing nature of immigration and the evolution of the Italian community since the late 19th century.

Rationale :

To change description and remove description note and attribute. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

**Current Catalog Information**

ITALST 391 (0.50) LEC

The Italian Novel and Cinema

A survey of some of the principal novels of the 20th century in Italy in association with their cinematic versions by eminent Italian film directors. [Note: Taught in English. Students registered in ITAL 391 will have additional Italian language requirements.]

No Special Consent Required

Cross-listed as:

ITAL 391

**Effective 01-SEP-2021**

Subject/Catalog Nbr Change:

ITALST 281

Title Change:

Italian Cinema and the Novel

Description Change:

A survey of some of the principal novels of 20th century Italy as they have been adapted in film by Italian directors. Students will study literary and cinematic representations of themes such as the rise of the Italian bourgeoisie, the economic boom of the 1960s, domestic violence, and organized crime.

Rationale :

To change number, title, description, and remove description note, prerequisites, cross-listing, and attribute. The Italian (ITAL) cross-listing was created to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore, we are inactivating the ITAL courses and removing the ITAL cross-listings from the relevant ITALST courses. This change does not prevent instructors from including original texts in the ITALST courses, or from allowing students to study original texts as part of their course work. As well, we are bringing this course down to the 200 level, with no prerequisites (removing the current prerequisite of "Level at least 2A"), and highlighting cinema, in order to make it a more accessible and appealing elective for students. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are

therefore seen as redundant.

### Current Catalog Information

ITALST 291 (0.50) LEC Italian Culture and Civilization 1

A survey of developments in Italian culture - history, literature, and the arts - up to and including the Renaissance. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Description Change:

A survey of developments in Italian culture - history, literature, and the arts - up to and including the Renaissance.

Rationale :

To remove description note and attribute. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 292 (0.50) LEC Italian Culture and Civilization 2

A survey of developments in Italian culture - history, literature, painting, and music - in the post-Renaissance period, with emphasis on modern Italy. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

### Effective 01-SEP-2021

Description Change:

A survey of developments in Italian culture - history, literature, painting, and music - in the post-Renaissance period, with emphasis on modern Italy.

Rationale :

To remove description note and attribute. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 311 (0.50) LEC Medieval Italian Literature

An introduction to the Italian literature of the Middle Ages, with special reference to selections from the major works by Dante, Petrarch, and Boccaccio. [Note: Taught in English. Students registered in ITAL 311 will have additional Italian language requirements.]

No Special Consent Required

Requisites :

Prereq: Level at least 2B

Cross-listed as:

ITAL 311

### Effective 01-SEP-2021

Description Change:

An introduction to the Italian literature of the Middle Ages, with special reference to selections from the major works by Dante, Petrarch, and

Rationale :  
Boccaccio.  
To remove description notes, cross-listing, and attribute. The Italian (ITAL) cross-listing was created to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore, we are inactivating the ITAL courses and removing the ITAL cross-listings from the relevant ITALST courses. This change does not prevent instructors from including original texts in the ITALST courses, or from allowing students to study original texts as part of their course work. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 312 (0.50) LEC Renaissance Italian Literature

An introduction to the Italian literary production of the 15th and 16th centuries, focusing on selections from the major works of the period, including some by Machiavelli, Ariosto, and Tasso. [Note: Taught in English. Students registered in ITAL 312 will have additional Italian language requirements.]

No Special Consent Required

Requisites : Prereq: Level at least 2B

Cross-listed as: ITAL 312

### Effective 01-SEP-2021

Description Change: An introduction to the Italian literary production of the 15th and 16th centuries, focusing on selections from the major works by writers of the period.

Rationale :  
To remove description notes, cross-listing, and attribute. The Italian (ITAL) cross-listing was created to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore, we are inactivating the ITAL courses and removing the ITAL cross-listings from the relevant ITALST courses. This change does not prevent instructors from including original texts in the ITALST courses, or from allowing students to study original texts as part of their course work. The removal of the reference to specific writers allows for greater flexibility. Allowing for the inclusion of female writers helps compensate for the inactivation of ITAL 370/ITALST 370/GSJ 370. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute

are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 360 (0.50) LEC Dante's Divine Comedy

This course examines the various strands of what is one of the greatest works in Western literature, Dante's Divine Comedy. The course will engage students in a critical reading of the text's various layers of meaning, which emphasize perennial issues of our human condition. [Note: Taught in English.]

No Special Consent Required

Requisites :

Prereq: Level at least 2B

### Effective 01-SEP-2021

Description Change:

This course examines the various strands of what is one of the greatest works in Western literature, Dante's Divine Comedy. The course will engage students in a critical reading of the text's various layers of meaning, which emphasize perennial issues of our human condition.

Rationale :

To remove description note and attribute. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 392 (0.50) LEC Modern Italian Poetry and Theatre

This course studies the works of major Italian poets and playwrights, modern and contemporary, paying special attention to works by women authors. [Note: Taught in English. Students registered in ITAL 392 will have additional Italian language requirements.]

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Cross-listed as:

ITAL 392

### Effective 01-SEP-2021

Description Change:

This course studies the works of major Italian poets and playwrights, modern and contemporary, paying special attention to works by women authors.

Rationale :

To remove description notes, cross-listing, and attribute. The Italian (ITAL) cross-listing was created to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore, we are inactivating the ITAL courses and removing the ITAL cross-listings from the relevant ITALST courses. This change does not prevent instructors from including original texts in the ITALST courses, or

from allowing students to study original texts as part of their course work. The "Taught in English" note and the "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### Current Catalog Information

ITALST 394 (0.50) FLD Italian Studies in Italy  
Italian literature, art, culture, and history studied abroad in Italy. [Note:  
Normally offered in the spring term. Information about current offerings can be  
obtained from the department.]  
Instructor Consent Required  
Cross-listed as: ITAL 394

### Effective 01-SEP-2021

Rationale : To remove cross-listing and attribute. The Italian (ITAL) cross-listing was created to offer students taking the Italian Studies (ITALST) courses (taught in English) the option of studying texts in the original Italian and submitting the assignments in Italian. However, given that the program offers no major in Italian and that the Italian Studies Minor has no minimal language requirements, very few students have taken advantage of this option over the years, and none have in recent years. Therefore, we are inactivating the ITAL courses and removing the ITAL cross-listings from the relevant ITALST courses. This change does not prevent instructors from including original texts in the ITALST courses, or from allowing students to study original texts as part of their course work. The "Offered at St. Jerome's University" course attribute are being removed since this information is found in the course preface preceding the listing of ITALST courses in the undergraduate calendar. The note and attribute are therefore seen as redundant.

### COURSE INACTIVATIONS (for approval)

#### Dean of Arts

Effective 01-SEP-2021  
ARTS 102 (0.50)  
Rationale :

Foundations for Writing  
ARTS 102 will no longer be a recovery course for ARTS 130 (Inquiry and Communication) and is being removed from the requirements. There is no plan to teach it again.

Effective 01-SEP-2021  
ARTS 103 (0.50)  
Rationale :

Foundations of Research and Analysis  
ARTS 103 will no longer be a recovery course for ARTS 140 (Information and

Analysis) and is being removed from the requirements. There is no plan to teach it again.

## Drama & Speech Communication

Effective 01-SEP-2021  
THPERF 206 (0.50 )  
Rationale :

### Production Participation 1

We are inactivating THPERF 206, which was formerly a vehicle for non-Theatre and Performance students to enrol in production courses. A change in our prerequisites for production courses makes THPERF 206 redundant.

Effective 01-SEP-2021  
THPERF 207 (0.50 )  
Rationale :

### Production Participation 2

We are inactivating THPERF 207, which was formerly a vehicle for non-Theatre and Performance students to enrol in production courses. A change in our prerequisites for production courses makes THPERF 207 redundant.

Effective 01-SEP-2021  
THPERF 331 (0.50 )  
Rationale :

### Design for Performance Media

This course is being inactivated as our new third year plan is pedagogically based on a more flexible and open-ended model where our courses fall under three broad conceptual and topical areas that are interdisciplinary in nature. Some of the content of this course will be redistributed within the new 300-level courses, allowing us to integrate elements of design in a variety of ways. Theatre and Performance has been consulted and agrees to inactivate their offering of this course also.

Effective 01-SEP-2021  
THPERF 410 (1.50 )  
Rationale :

### Collaborative Performance Project

We are inactivating this course, since it is identical to THPERF 400 except that it has normally been offered in the winter rather than the fall term.

## Fine Arts

Effective 01-SEP-2021  
FINE 229 (0.50 )  
Rationale :

### Hybrid Digital Media

The course is being inactivated as its content will be spread-out over several other 200-level courses including FINE 228: Design and Imaging. In consultation with the department it was concluded that some of the content in this course also belongs in a more advanced 300-level course that will be taught as part of our new 300-level complement of courses.

Effective 01-SEP-2021  
FINE 274 (0.50 )

### Figure and Anatomy

Rationale : This niche course is heavily dependent on access to specialized labs and it cannot be taught regularly. Due to these circumstances and our departmental movement away from prioritizing drawing in our curriculum, the department has decided to inactivate the course and offer it as one of our 200-level special topics courses. This gives us flexibility in terms of scheduling and allows us to offer it when there is access to labs and experienced faculty to teach it.

Effective 01-SEP-2021  
FINE 300 (0.50 )

Studio Practice

Rationale : We are inactivating this course as it has not been offered in a number of years. The course was a part of the previous Fine Arts plan and it remained active in order to grandfather students transitioning between two plans. Since we are also proceeding with simplifying and reducing the number of 300-level courses listed in the calendar, it was decided that the course was no longer needed.

Effective 01-SEP-2021  
FINE 301 (1.00 )

Advanced Studio Practice

Rationale : We are inactivating this course as it has not been offered in a number of years. The course was a part of the previous Fine Arts plan and it remained active in order to grandfather students transitioning between two plans. Since we are also proceeding with simplifying and reducing the number of 300-level courses listed in the calendar, it was decided that the course was no longer needed.

Effective 01-SEP-2021  
FINE 307 (0.25 )

Advanced Topics in Studio

Rationale : This course is inactivated as it belongs to our previous Fine Arts plan where our students selected from a number of third year six week courses worth 0.25 unit each. Pedagogically we designed these 0.25 unit courses to give students experience in various disciplines. In consultation with the department it was decided that they were not serving our pedagogical needs to the extent that we had hoped. Consequently, under the new plan we replaced the 0.25 unit courses with our regular 0.50 unit courses. This change will provide students with more time to develop technical skills and the conceptual thinking necessary to prepare them for working more independently in the fourth year.

Effective 01-SEP-2021  
FINE 308 (0.25 )

Honours Studio/Seminar

Rationale : This course is inactivated as it belongs to our previous Fine Arts plan where our students selected from a number of third year six week courses worth 0.25 unit each. Pedagogically we designed these 0.25 unit courses to give students experience in various disciplines. In consultation with the

department it was decided that they were not serving our pedagogical needs to the extent that we had hoped. Consequently, under the new plan we replaced the 0.25 unit courses with our regular 0.50 unit courses. This change will provide students with more time to develop technical skills and the conceptual thinking necessary to prepare them for working more independently in the fourth year.

Effective 01-SEP-2021  
FINE 335 (0.50 )  
Rationale :

#### Design for Performance Media

This course is being inactivated as our new third year plan is pedagogically based on a more flexible and open-ended model where our courses fall under three broad conceptual and topical areas that are interdisciplinary in nature. Some of the content of this course will be redistributed within the new 300-level courses, allowing us to integrate elements of design in a variety of ways. Theatre and Performance has been consulted and agrees to inactivate their offering of this course also.

Effective 01-SEP-2021  
FINE 476 (0.50 )  
Rationale :

#### Intensive Studio Specialization 1

Along with the changes made to the Fine Arts Honours Studio Practice plan and the fact that we have changed our fourth year course requirements, we also need to clean up the 400-level course offerings and inactivate courses that will no longer be needed. This will make consulting the calendar clearer for students when they are choosing their courses.

Effective 01-SEP-2021  
FINE 477 (0.50 )  
Rationale :

#### Intensive Studio Specialization 2

Along with the changes made to the Fine Arts Honours Studio Practice plan and the fact that we have changed our fourth year course requirements, we also need to clean up the 400-level course offerings and inactivate courses that will no longer be needed. This will make consulting the calendar clearer for students when they are choosing their courses.

## Germanic & Slavic Studies

Effective 01-SEP-2021  
GER 212 (0.50 )  
Rationale :

#### Integrative Language Seminar II

This course is not sustainable due to low enrolment numbers. The gap this may create in the program has been filled through revising and updating other courses, notably GER 211 (Contemporary German Language and Culture) and GER 250 (Performance German I). As this is a core course in German plans, we are also submitting plan changes to reflect the inactivation of GER 212.

## Philosophy

Effective 01-SEP-2021  
GSJ 370 (0.50 )  
Rationale :

Women Writers of the Italian Renaissance  
The entire course is being inactivated (ITAL 370/ITALST 370/GSJ 370). ITALST 111 already includes some of this material. Additionally, we already have a 300-level ITALST course in Italian Renaissance literature. Gender and Social Justice has been consulted and approves of this inactivation.

## Political Science

Effective 01-SEP-2021  
PSCI 497A (0.25 )  
Rationale :

Study Abroad Experience  
We are adding new course number PSCI 497, no more A/B. Adds clarity, simplifies course registration and streamlines grading responsibilities. Course can now be completed by the student while abroad rather than upon their return. Course will now also be graded by the instructor who delivered the course.

Effective 01-SEP-2021  
PSCI 497B (0.25 )  
Rationale :

Study Abroad Experience  
We are adding new course number PSCI 497, no more A/B. Adds clarity, simplifies course registration and streamlines grading responsibilities. Course can now be completed by the student while abroad rather than upon their return. Course will now also be graded by the instructor who delivered the course.

Effective 01-SEP-2021  
PSCI 498A (0.50 )  
Rationale :

Current Issues in Political Science  
We are replacing this course number to avoid confusion for students, faculty, and staff who have been confused by the A, B, C designations. New course numbers add clarity and simplify course registration.

Effective 01-SEP-2021  
PSCI 498B (0.50 )  
Rationale :

Research Apprenticeship Experience  
We are replacing this course number to avoid confusion for students, faculty, and staff who have been confused by the A, B, C designations. New course numbers add clarity and simplify course registration.

Effective 01-SEP-2021  
PSCI 498C (0.50 )  
Rationale :

Civic Engagement Experience  
We are replacing this course number to avoid confusion for students, faculty, and staff who have been confused by the A, B, C designations. New course numbers add clarity and simplify course registration.

## Religious Studies

Effective 01-SEP-2021  
JS 210 (0.50 )  
Rationale :

Jewish Philosophy  
This course has not been offered in over 10 years and there are no plans to offer it in the next few years.

Effective 01-SEP-2021  
RS 202 (0.50 )  
Rationale :

Sikhism  
This course has low enrolment and was cancelled in the past.

Effective 01-SEP-2021  
RS 214 (0.50 )  
Rationale :

Jewish Philosophy  
This course has not been offered in over 10 years and there are no plans to offer it in the next few years.

### Sociology and Legal Studies

Effective 01-SEP-2021  
LS 249 (0.50 )  
Rationale :

Mental Disorder and the Law  
This course has not be taught for some time and content overlaps with existing courses.

### Spanish & Latin American Studies

Effective 01-SEP-2021  
SPAN 218 (0.50 )  
Rationale :

Parallel Revolutions in a Nascent Continent  
This course has never been taught in it's current iteration.

Effective 01-SEP-2021  
SPAN 228 (0.50 )  
Rationale :

Introduction to Latin American Literature  
The new program structure and focus does not require an introduction to Latin American literature.

Effective 01-SEP-2021  
SPAN 334 (0.50 )  
Rationale :

Narrating Place and Ethnicity in 19th Century Latin America  
The Department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 350 (0.50 )  
Rationale :

Poetry of the Tango  
Based on feedback from the department review team, this course no longer fits into the department's new program structure and focus.

Effective 01-SEP-2021  
SPAN 366 (0.50 )

Aesthetics of Rupture: Latin American Avant-garde Movements

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Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 386 (0.50 )

**Memory and Performance in Latin American Literature**

Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 401 (0.50 )

**Spanish in Motion**

Rationale : Restructuring of the language sequence ensures that language learning outcomes are reached by the end of SPAN 301B (Spanish in Context 2). This brings our program in line with the requirements at most North American universities and eliminates the need for the course.

Effective 01-SEP-2021  
SPAN 415 (0.50 )

**The Hispanic Transatlantic**

Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 418 (0.50 )

**Modernity and the Colonial Encounter in Latin America**

Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 445 (0.50 )

**History of the Spanish Language**

Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

Effective 01-SEP-2021  
SPAN 497 (0.50 )

**The Novel in Latin America**

Rationale : The department does not have the necessary resources and/or expertise to offer this course in the foreseeable future.

**St Jerome's University**

Effective 01-SEP-2021  
ITAL 255 (0.50 )

**Italian for Business and Technology**

Rationale : This course has never been taught. Some of the content could be covered in a module of the ITAL 202 course (Intermediate Italian 2).

Effective 01-SEP-2021  
ITAL 370 (0.50 )

**Women Writers of the Italian Renaissance**

Rationale : The entire course is being inactivated (ITAL 370/ITALST 370/GSJ 370).

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ITALST 111 already includes some of this material. Additionally, we already have a 300-level ITALST course in Italian Renaissance literature. Gender and Social Justice has been consulted and approves of this inactivation.

Effective 01-SEP-2021  
ITAL 397 (0.50 )  
Rationale :

Special Topics/Directed Readings  
A Special Topics/Directed Reading course already exists at the 300 level.

Effective 01-SEP-2021  
ITALST 260 (0.50 )  
Rationale :

Great Works in Italian Literature  
This course has not been taught since 2007. The program offers an array of other literature courses.

Effective 01-SEP-2021  
ITALST 370 (0.50 )  
Rationale :

Women Writers of the Italian Renaissance  
The entire course is being inactivated (ITAL 370/ITALST 370/GSJ 370). ITALST 111 already includes some of this material. Additionally, we already have a 300-level ITALST course in Italian Renaissance literature. Gender and Social Justice has been consulted and approves of this inactivation.

Effective 01-SEP-2021  
ITALST 397 (0.50 )  
Rationale :

Special Topics/Directed Readings  
A Special Topics/Directed Reading course already exists at the 300 level.

End of Report

September 15, 2020

**Legend**

Bolding = new text being added

Strikeout = text being removed

**5. NEW ACADEMIC PLANS [for approval]**

**All new plans in this submission:**

**Effective date:** 01 September 2021

Approved at UGAG #6: 28 May, 2020

**5.1 *English Language and Literature [Department]***

**5.1.1. *Diploma in Creative Writing***

**Rationale:** Creative writing courses are popular with non-English majors. A Diploma in Creative Writing enables students from other disciplines to earn a credential in this discipline, and will attract more students to this growing area in the department. The department has ample capacity to accommodate more students in these courses, including three full-time faculty willing to teach in this area. In addition there is strong support from English Faculty at St. Jerome's University, which has a strong tradition of course offerings in creative writing and faculty active in the discipline.

ENGL 210C - Genres of Creative Writing

ENGL 335 - Creative Writing 1

ENGL 332 - Topics in Creative Writing

ENGL 336 - Creative Writing 2

THPERF 366 - Writing for Performance

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**Diploma in Creative Writing – Plan Requirements:**

Students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo may pursue the Diploma in Creative Writing.

The Diploma in Creative Writing requires successful completion of a minimum of two academic course units (four courses) with a minimum cumulative average of 70% as follows:

- ENGL 210C, ENGL 335
- two of ENGL 332, ENGL 336, THPERF 366

## **5.2. St. Jerome's University**

### **5.2.1. Diploma in Italian Language**

**Rationale:** Following the 2019 program review of the Italian Studies Minor, we have taken a good look at redundancies and gaps in our curriculum and in the undergraduate calendar itself. We would like to invigorate the language program and raise enrolment in our intermediate courses ITAL 201 and 202, by proposing a Diploma program requiring students to complete two full language credits (four courses).

ITAL 101 - Introduction to Italian Language 1  
ITAL 102 - Introduction to Italian Language 2  
ITAL 155 - Intensive Introductory Italian Language  
ITAL 201 - Intermediate Italian 1  
ITAL 202 - Intermediate Italian 2  
ITAL 251 - Issues in Contemporary Italian Society  
ITAL 396 - Special Topics/Directed Readings

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#### **Diploma in Italian Language - Plan Requirements:**

Students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo may pursue the Diploma in Italian Language.

Students must successfully complete two academic course units (four courses) in Italian language with a cumulative average of 70% from the following:

ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITAL 251, ITAL 396.

## **5.3. St. Paul's University College**

### **5.3.1. Indigenous Entrepreneurship Minor**

#### **5.3.2. Diploma in Indigenous Entrepreneurship**

**Rationale:** St. Paul's is host to both the Waterloo Indigenous Student Centre (WISC) and the Minor in Indigenous Studies. As part of its Indigenization and reconciliation efforts, the College seeks to deliver additional academic programming that will be nationally distinctive and that will draw on the strengths of both the College and the University of Waterloo. For the past year, faculty and staff and STP have been collaborating with partners across the broader campus to develop a proposal for new programming in the area of Indigenous entrepreneurship. We have been assisted in this process by the Canadian Council for Aboriginal Business (CCAB), which will also assist with the development of a bank of case studies in Indigenous entrepreneurship.

St. Paul's is also the home of *GreenHouse*, Canada's pre-eminent student social enterprise incubator. Some experts argue that Indigenous entrepreneurship is a form of social entrepreneurship. *GreenHouse* provides unparalleled expertise in the delivery of experiential learning in the field of social entrepreneurship.

The combination of these four assets -- The WISC, *GreenHouse*, the Minor in Indigenous Studies, and the partnership with CCAB -- puts St. Paul's in a unique position to offer new programming in Indigenous Entrepreneurship that is very consistent with the innovative spirit at the University of Waterloo and that will put both the College and the Faculty of Arts in a position of national leadership in Indigenization.

In terms of resources, St. Paul's commits to making a full-time academic appointment in the field of Indigenous Entrepreneurship and to offering all six INDENT courses once in each academic year.

### Program Structure

The minor consists of eight courses. Five are required courses. The remaining three courses are drawn from two distinct categories of electives. The diploma consists of the same five required courses and one elective chosen from either elective category.

### **Required Courses**

INDENT 200	<i>The Past, Present and Future of Indigenous Entrepreneurship</i>
INDENT 210	<i>The Fundamentals of Indigenous Entrepreneurship</i>
INDENT 225	<i>Practicum in Indigenous Entrepreneurship I</i>
INDENT 310	<i>Case Studies in Indigenous Venture Creation</i>
INDENT 325	<i>Practicum in Indigenous Entrepreneurship II</i>

### **Electives**

Students must take two of the following context electives.

INDG 201	<i>The Indigenous Experience in Canada</i>
INDG 272	<i>Issues in Indigenous Communities in Canada</i>
INDG 301	<i>Critical Theories of Indigeneity in a Global Perspective</i>
INDG/RS 318	<i>Indigenous Worldviews and Spirituality</i>
HIST 269	<i>Indigenous Histories in Canada</i>
HIST 271	<i>Global Indigenous Issues</i>

Students must take one of the following courses in economics/economic development

ECON 100	<i>Principles of Economics</i>
ECON 101	<i>Introduction to Microeconomics</i>
INDENT 320	<i>Indigenous Economic Development Corporations</i>

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### **Indigenous Entrepreneurship Minor – Plan Requirements:**

Students registered in any degree program may pursue a minor designation in Indigenous Entrepreneurship.

The Indigenous Entrepreneurship Minor requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative average of 65%, including:

- INDENT 200, INDENT 210, INDENT 225, INDENT 310, INDENT 325
  - Two of INDG 201, INDG 272, INDG 301, INDG 318/RS 318, HIST 269, HIST 271
  - One of ECON 100, ECON 101, INDENT 320
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### **Diploma in Indigenous Entrepreneurship – Plan Requirements**

Students registered in degree programs or any non- or post-degree academic plan may pursue the Diploma in Indigenous Entrepreneurship.

The Diploma in Indigenous Entrepreneurship requires successful completion of a minimum of three academic course units (six courses) with a minimum cumulative average of 65%, including:

- INDENT 200, INDENT 210, INDENT 225, INDENT 310, INDENT 325
- One of ECON 100, ECON 101, INDENT 320, INDG 201, INDG 272, INDG 301, INDG 318/RS 318, HIST 269, HIST 271

## 6. ACADEMIC PLAN CHANGES – MAJOR MODIFICATIONS [for approval]

All plan changes in this submission:

Effective date: 01 September 2021

Approved at UGAG #6: 28 May 2020

### 6.1. Communication Arts [Department]

#### 6.1.1. Honours Theatre and Performance

#### 6.1.2. ~~Theatre and Performance~~ Creation Minor

**Rationale:** Changes to THPERF plans are proposed for the following reasons:

1. Better alignment with THPERF program goals by:
  - 1.1. focusing required courses on Theatre and Performance competencies (almost all are now studio courses)
  - 1.2. making gender and race courses required (these are the only non-studio courses)
2. Ensuring a more progressive development of learning outcomes through the program (the “one of” 200 and 300 level course lists).
3. Increasing accessibility to students in other departmental programs (reducing the number of first-year required courses, adding a first-year option – one of three 100-level courses).
4. For the honours, clarifying the number of required courses (making one production course required, where it used to be a pre-requisite for 400 but not listed as required).
5. Increasing the efficiency of plan delivery, given reduced faculty resources – flexibility to complete several units from THPERF, SPCOM or DAC subjects.

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**Changes to Plan Requirements:**

#### *Honours Theatre and Performance*

- at least eight academic course units (~~16 courses~~) in Theatre and Performance, including:
  - ~~THPERF 100, THPERF 102/SPCOM 102, THPERF 200, THPERF 243, THPERF 244, THPERF 300, THPERF 301~~
  - ~~one of THPERF 400 or THPERF 410~~
  - **one of THPERF 100, THPERF 102, THPERF 149**
  - **one of THPERF 282, THPERF 378**
  - **one of THPERF 220, THPERF 221, THPERF 222, THPERF 246, THPERF 248**
  - **one of THPERF 306, THPERF 307, THPERF 316, THPERF 317, THPERF 389**
  - **THPERF 243, THPERF 244, THPERF 301, THPERF 400**
  - **2.5 additional units from THPERF, SPCOM, or DAC**

**Further Rationale:** Changing the minor plan title to Performance Creation will better communicate the breadth of performative modes now taught in the courses, which includes a significant range of non-traditional forms that are not well captured by the term “theatre.”

### **~~Theatre and~~ Performance Creation Minor**

The ~~Theatre and~~ Performance **Creation** Minor requires successful completion of a minimum of four academic course units (~~eight courses~~) in Theater and Performance with a minimum cumulative average of 65%, including:

- ~~THPERF 100, THPERF 102/SPCOM 102, THPERF 200, THPERF 243~~
- **THPERF 243, THPERF 244**
- **one of THPERF 282, THPERF 378**
- **one of THPERF 220, THPERF 221, THPERF 222, THPERF 246, THPERF 248**
- **one of THPERF 301, THPERF 306, THPERF 307, THPERF 316, THPERF 317, THPERF 389**
- **1.5 units from THPERF, SPCOM or DAC**

## **6.2. Fine Arts [Department]**

### **6.2.1. Honours Fine Arts Studio Practice**

#### **Rationale:**

The plan that we are presenting has been designed to address several outstanding issues in the current Fine Arts Curricula. To begin, our Department’s faculty complement has changed over the past several years. The new hires bring research interests that lie outside what has been offered in our curriculum in the past. As well, the student demand on has shifted due to new Honours Arts Co-Op, increase in ARBUS Co-Op and regular student numbers, student interest in using technology, digital media, design and new forms of studio practices. In response, the decision was made to make strategic adjustments to our studio plans. Our new plans will remain under the same titles: Honours Fine Arts Studio Practice, Three-Year General Fine Arts General Studio Art, Fine Arts Studio Minor, and our two Specializations - Teaching Preparation Specialization and Digital Arts Specialization.

The Department’s Curriculum Committee has been meeting on regularly over the past 1 ½ years, and on a weekly basis more recently as we carefully took into consideration many of the issues that are central to our Department: the needs of studio practice, the relationship between studio and visual culture, the role of experiential learning, the new Arts Honours Co-op study, and the needs of ARBUS students. Apart from the regular Curriculum Committee meetings, the Fine Arts Associate Chair Undergraduate, the Fine Arts Undergraduate Co-ordinator, and the Fine Arts Chair have met with the stakeholders in the Arts Undergraduate Advising Office, the Center for Teaching Excellence, and with our own departmental members (Administrative and Technical Staff) in order to consult, improve, and conform the Fine Arts Curriculum to the Faculty of Arts Curricular Standards and Policies, and to address the needs of our student body. Fine Arts Health and Safety Manager and Technical Staff were consulted to address important health and safety measures that need to be imbedded in the curriculum as student safety in Fine Arts We has highest priority. Stakeholders in departments that either have cross-listed courses with us, or have courses that might be of similar content have also been contacted. The Fine Arts Associate

Chair Undergraduate and Fine Arts Undergraduate Co-ordinator, and to have also done extensive work on considering important data associated with Fine Arts overall student enrolments, course enrolments over the last five years on a semester-to-semester basis, budgetary constraints, numbers of sessional instructors, and the numbers of courses that we can offer in comparison to other Faculty of Arts Departments.

The Fine Arts Department has been kept apprised of the new plan Plans proposals as the Committee has reported successive iterations before final approval. The entire Department has also participated in a Visioning and Curricular Retreat in 2019 wherein the curriculum design and planning strategies and guidelines that were used to create this plan were developed. Overall, the Department as a whole (faculty, administrative and technical staff), the Curriculum Committee, Undergraduate advisors and other stakeholders have dedicated more than 100 hours of work to this proposal.

As a group we have carefully balanced the demands and needs of Fine Arts as an academic discipline and a professional practice, the demands and constraints of the Faculty of Arts and University as a whole while always paying close attention to the student experience. Through successive conversations we have carefully considered our own pedagogy as it relates to studio production and visual and cultural theory prevalent in the 21<sup>st</sup> century. We have made it our priority to be fair to our students first and foremost, and also to all of our colleagues in the Department (faculty, technicians, and administrative staff).

In designing this plan, we have taken into consideration the following key issues that were arrived at in our curricular and visioning retreats and discussed and voted on in several departmental meetings:

1. To upgrade our curriculum to reflect more fully and appropriately the current artistic practices and modes of contemporary art praxis, the changes in our student body, and the evolution of our faculty complement that has a strong and varied sets of intradisciplinary skills.
2. To balance breadth and depth of knowledge in the field of contemporary art production that is embedded in our pedagogy with the many different approaches to art making that are present both within our department and outside it.
3. To support more Spring term teaching and consider Spring term as a key component of our teaching offering in order to support Honors Arts Co-op students and ARBUS students. We acknowledge that in order to thrive in an uncertain economy, more and more of our students will be in Co-op and/or ARBUS. We want to ensure that these students are able to receive equal access to courses, faculty and experiential learning opportunities while completing their degrees within their scheduled timeframes.
4. To streamline our resources and financial sustainability in order to be able to support the majority of our teaching with our current faculty complement.
5. To be conscious of enrolment in our courses and work on strategies to increase the enrollment.
6. To remove barriers so that a student's progression through the plan to graduation is more streamlined.
7. To help in transitioning between years (for example third into fourth year). We have paid attention to the ways in which a student might move from second to third year, and from third to fourth year. We have also considered how Honors Arts Co-op and ARBUS Co-op students need to move from second to third and into fourth years with particular attention given to their Co-op Work Terms.
8. To consider overall teaching philosophy of the Department. Some of the design points we have made as a department in our Visioning and Curricular Retreat were:
  - a. to build a strong sense of community in Fine Arts

- b. to expose students early on to a variety of media, of practices of making art, and diverse approaches to making
- c. to be interdisciplinary in our curriculum
- d. to expose students early to studio practice
- e. to have our Fine Arts foundation year be broad-based
- f. to build a trajectory from skill-based to conceptually-based

With these considerations in mind we have made the following overall changes to our plans:

1. We have eliminated the Intensive Studio Specialization which added 2.5 units to our Honours Degree.
2. We have inactivated the courses that are no longer offered and the ones that we cannot offer.
3. We have shifted 0.5 units from first year courses to fourth year, and have also shifted 0.5 units from second year into third year. With this change in units we have created a more even distribution of units across the four years and added courses where we felt students needed more time to develop their skills.
4. We have also streamlined our required VCULT/Art History courses for studio majors by removing one required course, and by making sure that the important theoretical and historical context provided by these courses is not lost but in fact follows the students as they move from year one to year four. For this reason we have placed a VCULT/Art History course in each year in the studio program so that the knowledge gain in Art History is reflected in the work and the writings that students do in studio practice.
5. We have also structured our new plan to diversify what our students are taking in the first two years rather than in the last two years. We did this in order for students to become familiar with various approaches to artmaking early on so that by the time they reach third and fourth year they can choose an area to specialize in. We have done this by making sure that our foundational studio course in the first year exposes students to various ways of making art that our core faculty members will present to them. By removing the required medium-specific courses (drawing and sculpture) we have made sure that students can try out different media in order to get a more advanced training in that media in the third and fourth year.
6. We have reduced our Foundation Year course complement from current three required courses (FINE 100: Studio Fundamentals, FINE 112: Modern Art, and FINE 101/VCULT 101: Art History and Visual Culture) to two (FINE 100: Studio Fundamentals and FINE 101/VCULT 101: Art History in Visual Culture) thereby bringing our first year in line with other departments.
7. We have implemented two important Milestones for our students: the Fine Arts Health and Safety Milestone and the Fine Arts Woodshop Workshop Milestone, both of which deal with the increased use of our facilities (especially the fabrication studios), and the associated increased need for safety supervision. These Milestones were developed in close collaboration with our departmental Health and Safety Manager and Lab Technicians.
8. In our second year offerings we have removed important constraints and bottlenecks where our students were having issues proceeding into third year. In order to remove these barriers we have removed the requirements on the media-specific courses and opened up the second year to more flexible progression.
9. In our third year we have removed 0.25 unit courses which were restricting scheduling, but more importantly, were not allowing our faculty a more time for in-depth studio assignments, and our students to complete certain studio projects that needed more time (such as for example time to complete ceramic projects, building and coding more demanding electronic circuitry, or longer time

finishing glazing for an oil painting), or to delve more deeply into conceptual topics in studio production.

10. In order to continue fostering the strong community that Fine Arts has always been proud of, we have decided that our students in third year should have one course in which all of the third year students would be together. Historically, the third year has had an integrated course in which all students shared one large studio. We felt that this shared space was beneficial to our students and that designing a course like that again in our plan would support a collegial and mutually productive atmosphere in Fine Arts.
11. Finally, instead of a tiered approach to our plans in which students in Honours Fine Arts Studio Practice take 0.5 units in each Fall and Winter semester in the fourth year, and Intensive Honours students take 1.0 units in the fourth year, we have now redesigned the fourth year so that there are no separate streams, and all of our students take 1.0 unit course in Fall and Winter. This will allow our students to spend time developing a major body of work which is a requirement of the plan, and is a standard both in other teaching institutions, and in professional art practice.

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## Changes to Plan Requirements:

### *Honours Fine Arts - Studio Practice*

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum Fine Arts major average of 70%.

Eligibility for graduation in the Honours Fine Arts - Studio Practice academic plan includes successful completion of the following requirements:

1. Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
2. Fine Arts plan-level requirements:
  - o a minimum Fine Arts major average of 70%
  - o at least eight academic course units in Fine Arts, including:
    - ~~FINE 100, FINE 112, FINE 209, FINE 302, FINE 319, FINE 474, FINE 475~~
    - ~~FINE 101/VCULT 101~~
    - at least two of ~~FINE 224, FINE 225, FINE 226, FINE 274~~
    - at least one of ~~FINE 222, FINE 223, FINE 271, FINE 272~~
    - at least two of ~~FINE 130, FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 229, FINE 230, FINE 231, FINE 232, FINE 271, FINE 272, FINE 274~~
    - at least 0.5 unit from ~~VCULT or FINE, or FINE 243 and FINE 343 (see Note 1)~~
    - at least four topics of ~~FINE 307 or a combination of FINE 307 and other 300-level studio courses, for a total of 1.0 unit (see Note 1)~~
  - **FINE 100, FINE 101/VCULT 101, FINE 209, FINE 319, FINE 327, FINE 407, FINE 472, FINE 473**

- at least 2.0 units from: FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 230, FINE 231, FINE 232, FINE 243, FINE 246, FINE 247, FINE 271, FINE 272, FINE 293
- at least two of FINE 309, FINE 312, FINE 315; or one of FINE 309, FINE 312, FINE 315, in combination with other 300-level studio courses, for a total of 1.0 unit.

## 1. Notes

### 1. Admission to 200-level studio courses requires successful completion of the Fine Arts Health and Safety Milestone and the Fine Arts Woodshop Workshop Milestone.

- ~~1. Some FINE courses, many at the 300-level, are 0.25 unit in weight.~~
- ~~2. Admission to the Honours Fine Arts—Studio Practice academic plans is by consent of the Department at the end of the 1B term.~~
- ~~3. Admission to 200-level studio courses is by successful completion of FINE 100 and by submission and approval of portfolio of work done in studio courses.~~
- ~~4. In order to be admitted to the 300-level studio courses, students must have successfully completed FINE 319 and at least four 200-level FINE studio courses; have a minimum cumulative Fine Arts major average of at least 65%; and be registered in their 3A term or higher.~~
5. No one course may fulfil more than one requirement within any Fine Arts plan.
- ~~6. The Department of Fine Arts reminds students that advising is a partnership between the advisor and the student. Ultimately students should read the Calendar very carefully and are responsible for appropriate progress toward their educational goals.~~

### **Intensive Studio Specialization**

In combination with the Honours Fine Arts—Studio Practice plan level requirements listed above, students interested in pursuing the Intensive Studio Specialization will be required to fulfil the following requirements:

- ~~• A minimum Fine Arts major average of 75%.~~
- ~~• Successful completion of 2.5 additional academic course units, for a total of 10.5 academic course units in Fine Arts:
 
  - ~~○ FINE 308, FINE 407, FINE 476, FINE 477~~
  - ~~○ one additional course from FINE 130, FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 229, FINE 230, FINE 231, FINE 232, FINE 271, FINE 272, FINE 274~~
  - ~~○ one additional topic of FINE 307 or a combination of FINE 307 and other 300-level studio courses~~~~
- ~~○ Notes~~
- 1. The Intensive Studio Specialization is only open to students majoring in an Honours Fine Arts—Studio Practice academic plan.

- ~~2. Students must achieve a cumulative major average of at least 75% in all Fine Arts courses counted towards their Honours Fine Arts major.~~
- ~~3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours Fine Arts Studio Practice major but without the specialization.~~
- ~~4. Admission to the Honours Intensive Studio Specialization is determined by:
 
  - ~~○ a cumulative Fine Arts average of at least 75%;~~
  - ~~○ a grade of at least 75% in each 300-level studio course.~~~~

...

## **6.2.2. Three Year General Fine Arts**

### **Rationale:**

Following from our overall Honours Plan changes we have also implemented plan changes in our Three Year General Fine Arts plan. To place the Three Year General on an equal level with our Honours plan in the first, second and third years we have made sure that students are required to do the same number of courses in those years, with an additional 0.5 unit course that students can choose to take from studio, VCULT/Art History offerings or experiential learning courses. It also allows students in the Three Year General Studio Plan to continue in the Honours plan if their plan average improves.

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### **Changes to Plan Requirements:**

#### ***Three Year General Fine Arts***

Continuation in this academic plan requires a cumulative minimum overall average of 60% and a cumulative minimum Fine Arts major average of 65%.

Eligibility for graduation in the Three-Year General Fine Arts - General Studio Art academic plan includes successful completion of the following requirements:

1. Appropriate program-level requirements. See Bachelor of Arts Degree Requirements.
2. Fine Arts plan-level requirements:
  - a minimum Fine Arts major average of 65%
  - at least six academic course units in Fine Arts, including:
    - ~~FINE 100, FINE 112, FINE 209, FINE 319~~
    - ~~FINE 101/VCULT 101~~
    - ~~at least two of FINE 224, FINE 225, FINE 226, FINE 274~~
    - ~~at least one of FINE 222, FINE 223, FINE 271, FINE 272~~

- ~~at least two of FINE 130, FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 229, FINE 230, FINE 231, FINE 232, FINE 271, FINE 272, FINE 274~~
  - ~~at least 0.5 unit from VCULT or FINE art history courses, or FINE 243 and FINE 343 (see Note 1)~~
  - ~~at least 0.5 additional unit in studio~~
- FINE 100, FINE 101/VCULT 101, FINE 209, FINE 319, FINE 327
  - at least 2.0 units from: FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 230, FINE 231, FINE 232, FINE 243, FINE 246, FINE 247, FINE 271, FINE 272, FINE 293
  - at least 0.5 unit from VCULT or FINE courses, or FINE 243 and FINE 343 (see NOTE 1)
  - at least two of FINE 309, FINE 312, FINE 315; or one of FINE 309, FINE 312, FINE 315, in combination with other 300-level studio courses, for a total of 1.0 unit.

**Notes:**

- ~~1. Some FINE courses, many at the 300-level, are 0.25 unit in weight.~~
- ~~2. Admission to 200-level studio courses is by successful completion of FINE 100 and by submission and approval of portfolio work done in FINE 100 at the end of the 1A term.~~

- 1. Admission to 200-level studio courses requires successful completion of the Fine Arts Health and Safety Milestone and the Fine Arts Woodshop Workshop Milestone.**
2. No one course may fulfil more than one requirement within any Fine Arts plan.

**6.2.3. Fine Arts Studio Minor**

**Rationale:**

In our previous Fine Arts Studio Minor plan we have stipulated that students should take three Art History courses. Considering that students only have to take four units for a Minor and in consultation with the department and VCULT/Art History faculty who teach these courses, it was decided to remove one art history requirement from the Minor and shift that 0.5 units into studio courses. The specific Art History courses listed in Bullet 3 are offered every year and are likely to be most relevant to students pursuing a Studio Minor.

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**Changes to Plan Requirements:**

***Fine Arts Studio Minor***

Students enrolled in any degree program may pursue a minor designation in Fine Arts Studio.

The Fine Arts Studio Minor requires successful completion of a minimum of four academic course units (eight courses) in Fine Arts, with a minimum cumulative average of 65%, including:

- FINE 100, FINE 112
- FINE 101/VCULT 101
- ~~one additional FINE art history course~~
- ~~four additional FINE studio courses~~
  
- **one additional FINE Art History or VCULT course from: FINE 112, FINE 209, FINE 216/INDG 216, FINE 257, FINE 293, VCULT 100/FINE 102, VCULT 200**
- **At least five FINE studio courses from: FINE 130, FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 230, FINE 231, FINE 232, FINE 246, FINE 247, FINE 271, FINE 272, FINE 293**

#### **6.2.4. Digital Art Specialization**

##### **Rationale:**

This is a Specialization that is taught between Faculty of Math, Computer Science and our Department. This change enables students from both faculties more flexibility, while ensuring that students are adequately prepared for the Capstone (FINE 383: Computational Digital Arts Studio). This is following consultation with Computer Science, who suggested these changes.

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##### **Changes to Plan Requirements:**

##### ***Digital Art Specialization***

The Digital Art Specialization is open to all students majoring in Fine Arts - Studio.

The Digital Art Specialization requires successful completion of six courses:

- CS 105, CS 106
- one of CS 100, CS 200, CS 230
- ~~FINE 229, FINE 257, FINE 383~~
- **FINE 228 or FINE 247**
- FINE 257 or VCULT 200
- **FINE 383**

### **6.3. Political Science [Department]**

#### **6.3.1. Four-Year General Political Science**

#### **6.3.2. Honours Political Science**

**Rationale:** Up until recently, we were able to substitute courses for ARTS 280 (Statistics for Arts Students) in part because many are in fact antirequisites for ARTS 280. However, at the recommendation of the Academic Regulations committee, a new process has been introduced wherein we would need to prepare a petition to the Arts Examinations and Standings Committee for any and all requests for substitutions for ARTS 280, even if they are antirequisites. In an effort to avoid this, to ensure transparency for students interested in completing a Political Science Plan who had already taken antirequisites to ARTS 280, and because student and advisor confusion can arise when it comes to assessing antirequisites, we would like to add the following courses as options to our plans. The departments offering the antirequisite courses being added (after ARTS 280 in the plan requirements below) were supportive of this change.

To list the Honours Essay (PSCI499A/B or PSCI400) options and requirements as separate categories in the calendar since they are NOT experiential learning courses (i.e., it is not a work-integrated experience)].

For notes - To allow students enrolled in co-op or who have completed at least one work term to complete an experiential learning course if they wish. To date, we have only allowed them to do so with course overrides.

**Proposal:** Change the word “pathways” to “courses”.

**Rationale:** To simplify the language used to describe experiential learning, replacing “pathways” with “courses” since “pathways” does not appear anywhere in the calendar and has led to confusion in the past.

---

#### **Changes to Plan Requirements:**

##### ***Four-Year General Political Science***

##### ***Honours Political Science***

...

- at least eight academic course units (16 courses), including:
  - 14 PSCI courses at the 200-level or above
  - one of PSCI 225, PSCI 226, PSCI 314, PSCI 315, PSCI 324, ARTS 280, **ECON 221, ENVS 278, GBDA 205, KIN 232, LS 280, PSYCH 292, REC 371, SDS 250R, SMF 230, SOC 280, STAT 202, STAT 206, STAT 211, STAT 221, STAT 231, STAT 241**
  - **one experiential learning course (see Notes) from PSCI 494, PSCI 495, PSCI 496, PSCI 497**
  - one of the following **sets of courses** experiential learning pathways (see Note):

- ~~1. PSCI 497A, PSCI 497B, and two additional PSCI courses at the 400-level~~
- ~~2. one of PSCI 498A, PSCI 498B, PSCI 498C, and two additional PSCI courses at the 400-level~~
- 1. two PSCI seminar or field courses at the 400-level**
- 2. PSCI 400 and one additional PSCI seminar or field course at the 400-level**
3. PSCI 499A, PSCI 499B, and one additional PSCI **seminar or field** course at the 400-level

## Notes

- ~~1. Students enrolled in a co-op program are excluded from completing the experiential learning pathway requirement and are instead required to complete two PSCI courses at the 400-level. They may complete PSCI 499A and PSCI 499B but these courses will not satisfy the 400-level requirement.~~
- ~~2. Students completing either of the first two pathways may not utilize PSCI 499A and PSCI 499B to fulfil the 400-level requirement, and students completing the third pathway may not use a PSCI 497 or PSCI 498 course to fulfil the 400-level requirement.~~
- 1. Co-op students who have successfully completed at least one work term are exempt from the mandatory requirement of an experiential learning course. Co-op students may opt to complete an experiential learning course.**

## 6.4. Religious Studies [Department]

### 6.4.1. Jewish Studies Minor

**Rationale:** The proposed changes make the Jewish Studies Minor plan more flexible, which will benefit students. These changes allow students to: pursue the minor more easily; customize the minor to complement a diversity of majors; and tailor their JS program to their interests, all while studying a variety of specific topics in depth (300 or 400 level courses). Three courses were added to the list of the four required JS courses that should have been added to the minor when they were created. These courses have a clear connection with Jewish Studies and two of them are often taken by students. Additionally, two courses were moved from the “remaining courses” list to the four required JS courses list for consistency since they are JS courses. The courses that are removed from the choice of courses were submitted to UGAG for inactivation in fall 2019 and winter 2020. These would need to be removed if the inactivations are approved. The wording of the “remaining courses” list was adjusted to remove the need to consult with the JS advisor since it is no longer necessary as all the options for electives are listed.

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**Changes to Plan Requirements:**  
***Jewish Studies Minor***

...

- at least four of JS ~~114209~~/RS ~~114209~~, JS ~~120218~~/RS ~~111218~~, JS ~~125212~~/RS 212, JS ~~130234~~/RS ~~112234~~, JS ~~131228~~/RS ~~130228~~, JS 203/RS 211, JS 205/RS 232, JS 210/RS 214, JS ~~211314~~/RS ~~213314~~, JS 215/RS 230, JS 217/RS 210, JS 233/RS 272, JS ~~250~~/RS ~~215~~, JS 350, JS 450, **JS 235/RS 235, JS 236/RS 236, JS 237/RS 237, JS 301, JS 364/RS 364**
- the remaining courses chosen, ~~in consultation with the Jewish Studies advisor,~~ from:
  - CLAS 210/HIST 210/LS 235, CLAS 325/RS 315
  - ENGL 202A
  - HIST 223, HIST 263, HIST 341, HIST 237/CLAS 237
  - ~~JS 105A/RS 131, JS 105B/RS 132, JS 237/RS 237, JS 301, JS 338/RS 338~~
  - PHIL 230J, ~~PHIL 237/RS 261~~, PHIL 380/CLAS 361
  - RS 110, RS 121, RS 258, RS 260, RS 284/GSJ 261, ~~RS 337~~

## **6.5. Spanish and Latin American Studies [Department]**

### **6.5.1. Three-Year General Spanish**

### **6.5.2. Four-Year General Spanish**

### **6.5.3. Honours Spanish**

**Rationale:** As a result of extensive consultation within the program, consideration of similar programs in Canada and the US, recent developments in the discipline, and evolving student demand, as well as feedback provided by evaluators in the latest program review, the Department of Spanish and Latin American Studies has decided to formalize the shift in the focus in our programs from literary to cultural studies. Until now, this shift had happened gradually and organically as existing courses were updated and new courses were developed. The proposed changes acknowledge this transformation and provide a program structure better suited to develop this approach.

In broad terms, our courses will concentrate more explicitly on the analysis of the formation of the social bond and the identities attached to it through the study of Latin American and Iberian cultural production. We understand language plays a central role in this process and have reconfigured the sequence of language courses in order to ensure that students who come into the program with no knowledge of Spanish can achieve an advanced level of proficiency (C1) according to the Common European Framework of Reference for Languages, by end of 3B, and students who come into the program with Grade 12 Spanish can do so by the end of 2B. This is achieved by replacing the remaining fourth-year language course (SPAN 401) with a second-year conversation course and revising the material and learning outcomes of all remaining language courses (SPAN 101, SPAN 102, SPAN 201A, SPAN 201B, SPAN 301A, and SPAN 301B).

At the same time, the Department also recognizes the importance of engaging students in the analysis of issues of ethnicity, gender, and class, as well as national and regional identities earlier in their studies, at a stage where most students have not yet developed the necessary language skills to do it in Spanish.

For this reason, all cultural studies courses (non-language, non-translation offerings) will now be taught in English, and students with sufficient language skills will be allowed and encouraged to complete their coursework in Spanish.

To ensure program cohesion, SPAN 150 will be slightly modified and become a required course providing a critical narrative that frames the content of subsequent courses and allows students to better integrate their learning experiences in the program.

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### Changes to Plan Requirements:

#### *Three-Year General Spanish*

...

- at least six academic course units (12 courses) in Spanish, including:
  - ~~at least five of~~ **SPAN 150**, SPAN 201A, SPAN 201B, SPAN 210, SPAN 301A, SPAN 301B, ~~SPAN 401~~
  - ~~SPAN 228~~

#### Notes

1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University **are allowed to take** ~~can be expected to take~~ courses in Spanish at either university. ~~While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.~~
3. With the permission of the ~~D~~Department of Spanish and Latin American Studies, students **study at a** ~~may spend the third year enrolled in an acceptable~~ university in Spain or Latin America.

#### *Four-Year General Spanish*

#### *Honours Spanish*

...

- at least eight academic course units (16 courses) in Spanish, including:
  - **SPAN 150**, SPAN 201A, SPAN 201B, SPAN 210, ~~SPAN 223W (see Laurier calendar), SPAN 228, SPAN 301A, SPAN 301B, SPAN 401~~
  - ~~one of SPAN 150, SPAN 217, SPAN 218~~
  - ~~one of SPAN 326, SPAN 327W (see Laurier calendar)~~
  - ~~one of SPAN 400, SPAN 410, SPAN 418, SPAN 430/GSJ 430, SPAN 446W (see Laurier calendar), SPAN 465W (see Laurier calendar), SPAN 497~~

#### Notes

1. If any required courses are waived for students with advanced language skills, they must be replaced with SPAN electives.
2. By agreement, students at the University of Waterloo and Wilfrid Laurier University **are allowed to take** ~~can be expected to take~~ courses in Spanish at either university. ~~While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.~~

3. With the permission of the Department of Spanish and Latin American Studies, students may ~~study at a~~ ~~spend the third year enrolled in an acceptable~~ university in Spain or Latin America.

#### **6.5.4. Diploma in Latin American Studies**

**Further rationale:** Changes to the Diploma reflect the new emphasis of the Department. SPAN 150 is the only required course as it provides the critical narrative that frames subsequent cultural studies courses.

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#### **Changes to Plan Requirements:**

##### ***Diploma in Latin American Studies***

...

The Diploma in Latin American Studies requires successful completion of two academic units (four courses) taught in English with a minimum cumulative average of 70%, ~~selected from the following~~ **including:**

- ~~four of SPAN 150, SPAN 217, SPAN 218, SPAN 400, SPAN 410, SPAN 418~~
- **three of SPAN 217, SPAN 234, SPAN 329, SPAN 387, SPAN 400, SPAN 410**

...

## 7. ACADEMIC PLAN CHANGES – MINOR MODIFICATIONS [for approval]

### 7.1. *Classical Studies [Department]*

#### 7.1.1. *Three-Year General Medieval Studies*

#### 7.1.2. *Four-Year General Medieval Studies*

#### 7.1.3. *Honours Medieval Studies*

#### 7.1.4. *Medieval Studies Minor*

**Rationale:** Medieval Studies is revising its academic plans to include the new courses in response to the recommendations from the External Reviewers Report.

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#### Changes to Plan Requirements:

##### *Majors*

... in MEDVL and Medieval Studies approved courses, including:

- MEDVL 105/CLAS 105, MEDVL 260/HIST 260 (see Note 3)
- **MEDVL 252**
- ...
- list of Medieval Studies approved courses:
  1. Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224
  2. English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 361
  3. Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363
  4. History: HIST 110, HIST 115/MEDVL 115, HIST 211, HIST 235/RS 240, HIST 236/LS 236, HIST 252/CLAS 252, HIST 262, HIST 304/MEDVL 304/RS 342, HIST 317/SMF 317, HIST 329, HIST 347/GSJ 347, HIST 379/RS 343, MEDVL 250R/SI 250R, MEDVL 251R/SI 251R, **MEDVL 305**
  5. Latin: LAT 101, LAT 102, LAT 201, LAT 202, LAT 331, LAT 332, LAT 341, LAT 351, LAT 381, LAT 421, LAT 422, LAT 451
  6. Modern European Languages: FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITAL 311/ITALST 311, ITALST 291, ITALST 360, RUSS 101, RUSS 102, REES 271, SPAN 101, SPAN 102, SPAN 445, SPAN 446W (see Laurier calendar)
  7. Philosophy: PHIL 207J, PHIL 220J/CLAS 220, PHIL 283/CLAS 261, PHIL 380/CLAS 361, PHIL 382, PHIL 403/CLAS 461, PHIL 404, PHIL 451J
  8. Religious Studies: RS 101/GRK 101, RS 102/GRK 102, RS 110, RS 131/JS 105A, RS 132/JS 105B, RS 213/JS 211, RS 214/JS 210, RS 223/GRK 201, RS 224/GRK 202, RS 327/CLAS 326/GSJ 327, RS 240/HIST 235, RS 250, RS 315/CLAS 325, RS 342/HIST 304/MEDVL 304, RS 343/HIST 379, RS 354, RS 357/MUSIC 363/CMW 363

## Notes

1. Special Topics (e.g., **MEDVL 291, 391, 491**), Senior Seminars, Directed Studies, courses taken in the international exchange program, and generally any course with medieval content may be permitted at the discretion of the Medieval Studies advisors and with special permission. See one of the Medieval Studies advisors for details.
2. HIST 421, HIST 422, and HIST 450 are topic-based courses, therefore their inclusion within this plan is subject to Medieval Studies advisor's approval. If approved, they may count toward the required course units needed in History.
3. MEDVL 105 counts toward the required course units needed in Classical Studies and MEDVL 260 counts toward the required course units needed in History.
4. **MEDVL 291, 391, 491 count toward the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies advisors' approval.**

## Changes to Plan Requirements:

### *Medieval Studies Minor*

...

- one of CLAS 105/MEDVL 105, HIST 115/MEDVL 115
- one of CLAS 205/MEDVL 205, **MEDVL 252**, HIST 260/MEDVL 260
- list of Medieval Studies approved courses:
  1. Classical Studies: CLAS 104, CLAS 202, CLAS 205/MEDVL 205, CLAS 220/PHIL 220J, CLAS 231, CLAS 232, CLAS 242/FINE 242, CLAS 252/HIST 252, CLAS 261/PHIL 283, CLAS 325/RS 315, CLAS 326/GSJ 327/RS 327, CLAS 327, CLAS 361/PHIL 380, CLAS 390, CLAS 461/PHIL 403, GRK 101/RS 101, GRK 102/RS 102, GRK 201/RS 223, GRK 202/RS 224
  2. English: ENGL 200A, ENGL 208H, ENGL 305A, ENGL 305B, ENGL 309A, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 361
  3. Fine Arts and Music: FINE 212, FINE 214, FINE 242/CLAS 242, MUSIC 253, MUSIC 363/RS 357/CMW 363
  4. History: HIST 110, HIST 115/MEDVL 115, HIST 211, HIST 235/RS 240, HIST 236/LS 236, HIST 252/CLAS 252, HIST 262, HIST 304/MEDVL 304/RS 342, HIST 317/SMF 317, HIST 329, HIST 347/GSJ 347, HIST 379/RS 343, HIST 421 (see Note 2), HIST 422 (see Note 2), HIST 450 (see Note 2), MEDVL 250R/SI 250R, MEDVL 251R/SI 251R, **MEDVL 305**
  5. Latin: LAT 101, LAT 102, LAT 201, LAT 202, LAT 331, LAT 332, LAT 341, LAT 351, LAT 381, LAT 421, LAT 422, LAT 451
  6. Modern European Languages: FR 151, FR 152, FR 192A, FR 192B, FR 291, FR 296, FR 410, GER 101, GER 102, GER 230, GER 271, ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, ITAL 311/ITALST 311, ITALST 291, ITALST 360, RUSS 101, RUSS 102, REES 271, SPAN 101, SPAN 102, SPAN 445, SPAN 446W (see Laurier calendar)
  7. Philosophy: PHIL 207J, PHIL 220J/CLAS 220, PHIL 283/CLAS 261, PHIL 380/CLAS 361, PHIL 382, PHIL 403/CLAS 461, PHIL 404, PHIL 451J
  8. Religious Studies: RS 101/GRK 101, RS 102/GRK 102, RS 110, RS 131/JS 105A, RS 132/JS 105B, RS 213/JS 211, RS 214/JS 210, RS 223/GRK 201, RS 224/GRK 202, RS 327/CLAS

326/GSJ 327, RS 240/HIST 235, RS 250, RS 315/CLAS 325, RS 342/HIST 304/MEDVL 304, RS 343/HIST 379, RS 354, RS 357/MUSIC 363/CMW 363

## Notes

1. Special Topics (e.g., **MEDVL 291, 391, 491**), Senior Seminars, Directed Studies, courses taken in the international exchange program, and generally any course with medieval content may be permitted at the discretion of the Medieval Studies advisors and with special permission. See one of the Medieval Studies advisors for details.
2. HIST 421, HIST 422, and HIST 450 are topic-based courses, therefore their inclusion within this plan is subject to Medieval Studies advisors' approval. If approved, they may count toward the required course units needed in History.
3. **MEDVL 291, 391, 491 count toward the required course units needed in the category relevant to the topic being offered, subject to the Medieval Studies advisors' approval.**

## **7.2. Communication Studies [Department]**

### **7.2.1. Three-Year General Communication Studies**

### **7.2.2. Four-Year General Communication Studies**

### **7.2.3. Honours Communication Studies**

### **7.2.4. Communication Studies Minor**

### **7.2.5. Digital Arts Communication Minor**

**Rationale:** We are adding the following courses to the list of approved courses for Communication Arts plans: THPERF 282 Gender and Performance, THPERF 371 Performance History, THPERF 284 Site-specific Performance, THPERF 376 Political Performance, THPERF 378 Race and Performance. The additions increase elective course options for students in Communication Studies, which currently has 190 majors, relieving some pressure on SPCOM and DAC offerings. As faculty research and teaching strengths have become more integrated across the Department of Communication Arts, a number of THPERF courses now engage broadly enough with theories of performance that they align with Communication Studies program goals.

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## **Changes to Plan Requirements:**

### **Three-Year General Communication Studies**

...

- at least six academic course units (12 courses) in SPCOM and Communication Studies approved courses, including:
  - SPCOM 100, SPCOM 101, SPCOM 220/THPERF 220, SPCOM 223, SPCOM 226, SPCOM 228
  - ~~six additional SPCOM or DAC courses, one of which must be at the 400-level~~
  - **six additional courses, one of which must be at the 400-level, chosen from THPERF 282, THPERF 284, THPERF 371, THPERF 376, or THPERF 378, any DAC course, any SPCOM course.**

***Four-Year General Communication Studies  
Honours Communication Studies***

...

- at least eight academic course units (16 courses) in SPCOM and Communication Studies approved courses, including:
  - SPCOM 100, SPCOM 101, SPCOM 220/THPERF 220, SPCOM 223, SPCOM 226, SPCOM 228, SPCOM 399
  - ~~▪ nine additional SPCOM or DAC courses, three of which must be at the 400-level~~
  - **nine additional courses, three of which must be at the 400-level, chosen from THPERF 282, THPERF 284, THPERF 371, THPERF 376, THPERF 378, any DAC course, any SPCOM course.**

***Communication Studies Minor***

...

The Communication Studies Minor requires successful completion of a minimum of four academic course units (eight courses) in SPCOM and Communication Studies approved courses with a minimum cumulative average of 65%, including:

- four of SPCOM 100, SPCOM 101, SPCOM 220/THPERF 220, SPCOM 223, SPCOM 226, SPCOM 228
- ~~• four additional SPCOM or DAC courses, one of which must be at the 400-level~~
- **four additional courses, one of which must be at the 400-level, chosen from THPERF 282, THPERF 284, THPERF 371, THPERF 376, THPERF 378, any DAC course, any SPCOM course.**

***7.2.5. Digital Arts Communication Minor***

**Rationale:** We are adding the following courses to the list of approved courses for the Digital Arts Communication Minor: THPERF 243 Introduction to Technical Production 1, THPERF 246 Design for Performative Media, THPERF 248 Project Management in the Arts, THPERF 374 Sustainability in Design, THPERF 379 Mixed Reality Design. These additions will increase course options for students in DAC. Given the low number of DAC courses that can be offered each term, they fill quickly, leaving students on waiting lists without courses to fulfill their minor requirements. Given the creative research strengths of current Theatre and Performance faculty, a number of THPERF studio courses now engage deeply enough with digital media technologies that they align with DAC program goals.

The eligibility requirements are being removed to align with university-wide practices (i.e. not restricting the plan to Arts students only). The note is being removed as it is not necessary, since invalid plan combinations are covered by Arts Regulations - Restrictions on Multiple Plan Combinations.

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**Changes to Plan Requirements:**

### ***Digital Arts Communication Minor***

The Digital Arts Communication Minor is available to students who wish to study the design of digital communication using hypertext, image, sound, and video. The Minor emphasizes the design of digital communication, and especially its role in meeting the needs of different audiences, rather than computer programming or the use of particular software applications.

#### Requirements

Students enrolled in any degree program in the Faculty of Arts may pursue a minor designation in Digital Arts Communication.

The Digital Arts Communication Minor requires successful completion of a minimum of four academic units (eight courses) with a minimum cumulative average of 65%, including:

- at least four of DAC 201/ENGL 203, DAC 202/ENGL 204, DAC 203/ENGL 304, DAC 204, DAC 300/ENGL 303/SPCOM 300, DAC 302, DAC 305, DAC 307, DAC 308, DAC 309, DAC 329/SPCOM 329, DAC 400/ENGL 403, DAC 403
- up to four of:
  - ENGL 294, ENGL 320, ENGL 392A, ENGL 392B, ENGL 408A
  - FINE 130, FINE 228, FINE 229, FINE 232
  - MUSIC 275
  - SPCOM 220/THPERF 220, SPCOM 440/THPERF 440
  - THPERF 278, THPERF 379
  - **THPERF 243, THPERF 246, THPERF 248, THPERF 374, THPERF 379**

#### Note

~~The Digital Arts Communication Minor is not available to students enrolled in the Bachelor of Global Business and Digital Arts or the Digital Media Studies Specialization offered to English majors.~~

## ***7.3. Conrad Grebel University College***

### ***7.3.1. Diploma in Peace and Conflict Studies***

**Rationale:** PACS is proposing to change the requirements of the Diploma in Peace and Conflict Studies to require 6 courses instead of 8. This change is to reflect the new guidelines approved at the November 19, 2018 Senate meeting that require all Diplomas to have between 4 and 7 courses. Since the diploma will now be open to degree students as well as non-degree/post-degree students, the requirements now focus exclusively on PACS courses to distinguish it from the minor and reflect the appropriate level of PACS emphasis that a separate parchment would denote.

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#### **Changes to Plan Requirements:**

##### ***Diploma in Peace and Conflict Studies***

The Diploma in Peace and Conflict Studies requires successful completion of a minimum of ~~four~~ three

academic course units (~~eight~~ **six** courses) in Peace and Conflict Studies courses with a minimum cumulative average of 65%, including:

- two of PACS 201, PACS 202, PACS 203
- two 300-level PACS courses
- two additional PACS courses at any level
- ~~two courses from the list of Peace and Conflict Studies approved courses or additional PACS courses:~~
  - ~~list of Peace and Conflict Studies approved courses:~~
    - ~~Anthropology: ANTH 202, ANTH 311, ANTH 330, ANTH 348, ANTH 350, ANTH 381, ANTH 382, ANTH 465~~
    - ~~Classical Studies: CLAS 210~~
    - ~~East Asian Studies: EASIA 346R~~
    - ~~English: ENGL 280, ENGL 291, ENGL 309G, ENGL 346R~~
    - ~~Environment, Resources and Sustainability: ERS 215, ERS 253, ERS 294, ERS 361, ERS 404, ERS 462~~
    - ~~Environmental Studies: ENVS 201, ENVS 401~~
    - ~~Gender and Social Justice: GSJ 309, GSJ 326, GSJ 331, GSJ 334, GSJ 350~~
    - ~~Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 207, GEOG 215, GEOG 306, GEOG 311, GEOG 361, GEOG 426, GEOG 462~~
    - ~~German: GER 383~~
    - ~~History: HIST 102, HIST 106, HIST 210, HIST 220, HIST 221, HIST 223, HIST 226, HIST 230, HIST 232, HIST 236, HIST 239, HIST 247, HIST 254, HIST 269, HIST 271, HIST 309, HIST 314, HIST 321, HIST 348, HIST 358, HIST 369~~
    - ~~Jewish Studies: JS 130, JS 203, JS 233, JS 237~~
    - ~~Legal Studies: LS 222, LS 224, LS 227, LS 228, LS 229, LS 235, LS 236, LS 271, LS 273, LS 300, LS 306, LS 319, LS 325, LS 327, LS 331, LS 342, LS 344, LS 351, LS 352, LS 366, LS 386, LS 425, LS 428, LS 492~~
    - ~~Music: MUSIC 334, MUSIC 335~~
    - ~~Philosophy: PHIL 121, PHIL 216, PHIL 324, PHIL 327, PHIL 328, PHIL 329, PHIL 422~~
    - ~~Political Science: PSCI 150, PSCI 225, PSCI 226, PSCI 250, PSCI 252, PSCI 257, PSCI 281, PSCI 282, PSCI 350, PSCI 351, PSCI 369, PSCI 382, PSCI 387, PSCI 389, PSCI 432, PSCI 454, PSCI 456, PSCI 481, PSCI 482, PSCI 488~~
    - ~~Psychology: PSYCH 226R, PSYCH 232, PSYCH 235, PSYCH 238, PSYCH 253/PSYCH 253R, PSYCH 342, PSYCH 349R, PSYCH 350, PSYCH 352, PSYCH 353, PSYCH 354/PSYCH 354R, PSYCH 355, PSYCH 357, PSYCH 439~~
    - ~~Religious Studies: RS 112, RS 121, RS 211, RS 220, RS 237, RS 242, RS 252, RS 256, RS 272, RS 280, RS 281, RS 283, RS 285, RS 316, RS 335, RS 337, RS 344, RS 353, RS 355, RS 361, RS 380, RS 383~~
    - ~~Sexuality, Marriage, and Family Studies: SMF 205, SMF 307~~
    - ~~Social Development Studies: SDS 210R, SDS 242R, SDS 312R, SDS 331R, SDS 357R, SDS 358R, SDS 370R~~
    - ~~Social Work: SOCWK 301R, SOCWK 322R, SOCWK 355R, SOCWK 357R, SOCWK 390A/SOCWK 390B~~
    - ~~Sociology: SOC 201, SOC 205, SOC 222, SOC 224R, SOC 227, SOC 228, SOC 229, SOC 241, SOC 256, SOC 258, SOC 262, SOC 270, SOC 306, SOC 325, SOC 327, SOC 342, SOC 349, SOC 370, SOC 425 SOC 428~~
    - ~~Spanish and Latin American Studies: SPAN 150, SPAN 217, SPAN 218, SPAN 400~~

- ~~Speech Communication: SPCOM 430, SPCOM 432, SPCOM 434~~
- ~~Studies in Islam: SI 316R~~
- ~~Systems Design: SYDE 533~~
- ~~Theatre and Performance: THPERF 374~~

## **7.4. English Language and Literature [Department]**

### **7.4.1. Three-Year General English – Language and Literature**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error

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#### **Changes to Plan Requirements:**

##### ***Three-Year General English – Language and Literature***

...

- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, and ENGL 193/SPCOM 193 (see Notes 1 and 3)
- Survey of British Literature: ENGL 200A, ENGL 200B (see Note 2)
- Criticism: ENGL 251 (see Note 2)
- Literatures Medieval to Romantic; History and Theory of Language: two of ENGL 305A, ENGL 305B, ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ENGL 376R, ENGL 377R, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F/GSJ 410~~, **ENGL 411, ENGL 412**, ENGL 484
- Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 485
- Literatures Modern to Contemporary: one of **ENGL 308**, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 344, ENGL 346, **ENGL 346R**, ENGL 347, **ENGL 425**, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, **ENGL 471**, ENGL 486
- Electives: three additional ENGL courses at the 200-level or above (see Notes 1 and 3)

...

### **7.4.2. Four-Year General English – Literature**

### **7.4.3. Honours English – Literature**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

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**Changes to Plan Requirements:**

***Four-Year General English – Literature***

***Honours English – Literature***

...

- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193 (see Note 1)
- Survey of British Literature: ENGL 200A, ENGL 200B
- Criticism: ENGL 251
- History and Theory of Rhetoric: one of ENGL 309A, ENGL 309C
- Literatures Medieval to Romantic: four of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E,~~ ENGL 410F/GSJ 410, **ENGL 411, ENGL 412**, ENGL 484
- Literatures Romantic to Modern: two of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 485
- Literatures Modern to Contemporary: two of **ENGL 308**, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 344, ENGL 346, **ENGL 346R**, ENGL 347, **ENGL 425**, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, **ENGL 471**, ENGL 486
- Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
- Elective: one ENGL course at the 200-level or above

...

**7.4.4. *Three-Year General English – Literature and Rhetoric***

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

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**Changes to Plan Requirements:**

***Three-Year General English – Literature and Rhetoric***

...

- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, and ENGL 193/SPCOM 193 (see Notes 1 and 4)
- Survey of British Literature: ENGL 200A, ENGL 200B
- Criticism: ENGL 251

- Introductory Rhetoric: one of ENGL 292, ENGL 306A
- Literature: two of ENGL 305A, ENGL 305B, **ENGL 308**, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 325, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, **ENGL 346R**, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F/GSJ~~ 410, **ENGL 411**, **ENGL 412**, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 484, ENGL 485, ENGL 486
- History and Theory of Rhetoric: one of ENGL 309A, ENGL 309C
- Professional Writing, Communication Design; Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 210E, ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J, ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, **ENGL 308**, ENGL 309G/SPCOM 434/HIST 309/GSJ 309, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403/DAC 400, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472
- Elective: one additional ENGL course at the 200-level or above (see Notes 1, 3, and 4)

...

#### **7.4.5. Four-Year General English – Literature and Rhetoric**

#### **7.4.6. Honours English – Literature and Rhetoric**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

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#### **Changes to Plan Requirements:**

##### ***Four-Year General English – Literature and Rhetoric***

##### ***Honours English – Literature and Rhetoric***

...

- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193 (see Note 1)
- Survey of British Literature: ENGL 200A, ENGL 200B
- Criticism: ENGL 251
- ENGL 292
- Literatures Medieval to Romantic: two of ENGL 305A, ENGL 305B, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 330A, ENGL 330B, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F/GSJ~~ 410, **ENGL 411**, **ENGL 412**, ENGL 484

- Literatures Romantic to Modern: one of ENGL 313, ENGL 325, ENGL 342, ENGL 343, ENGL 345, ENGL 348, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 485
  - Literatures Modern to Contemporary: one of **ENGL 308**, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 344, ENGL 346, **ENGL 346R**, ENGL 347, **ENGL 425**, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, **ENGL 471**, ENGL 486
  - History and Theory of Rhetoric: ENGL 309A, ENGL 309C
  - Professional Writing, Communication Design; Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 210E, **ENGL 210F**, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J, ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, **ENGL 308**, ENGL 309G/SPCOM 434/HIST 309/GSJ 309, ENGL 319, ENGL 320, ENGL 335, ENGL 336, ENGL 365, ENGL 366, ENGL 371, ENGL 392A, ENGL 392B, ENGL 403/DAC 400, ENGL 406, ENGL 407, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 409A, ENGL 470A, ENGL 470B, ENGL 470C, ENGL 471, ENGL 472
  - Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
  - Elective: one ENGL course at the 200-level or above
- ...

#### **7.4.7. Three-Year General English – Rhetoric, Media, and Professional Communication**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

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#### **Changes to Plan Requirements:**

##### ***Three-Year General English – Rhetoric, Media, and Professional Communication***

- ...
- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, and ENGL 193/SPCOM 193 (see Notes 1 and 4)
  - Survey of British Literature: **one of** ENGL 200A, ENGL 200B
  - Criticism: ENGL 251
  - Introductory Rhetoric: one of ENGL 292, ENGL 306A
  - Literature: one of ENGL 305A, ENGL 305B, **ENGL 308**, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 325, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, **ENGL 346R**, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E,~~ ENGL 410F/GSJ 410, **ENGL 411, ENGL 412, ENGL 425**, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463, ENGL 484, ENGL 485, ENGL 486
  - History and Theory of Rhetoric: one of ENGL 309A, ENGL 309C

- Professional Writing: one of ENGL 210E, ENGL 210F, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J
  - Communication Design: one of ENGL 371, ENGL 392A, ENGL 392B, ENGL 403/DAC 400, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 470C, ENGL 471, ENGL 472
  - Forms of Media and Critical Analysis; History and Theory of Language: one of ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, **ENGL 308**, ENGL 309G/SPCOM 434/HIST 309/GSJ 309, ENGL 319, ENGL 320, ENGL 406, ENGL 407, ENGL 409A, ENGL 470A, ENGL 470B
  - Elective: ~~one~~**two** additional ENGL courses at the 200-level or above (see Notes 1, 3, and 4)
- ...

#### **7.4.8. Four-Year General English – Rhetoric, Media, and Professional Communication**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

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#### **Changes to Plan Requirements:**

##### ***Four-Year General English – Rhetoric, Media, and Professional Communication***

- ...
- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193 (see Note 1)
  - Survey of British Literature: one of ENGL 200A, ENGL 200B
  - Criticism: ENGL 251
  - ENGL 292
  - Literature: two of ENGL 305A, ENGL 305B, **ENGL 308**, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 325, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, **ENGL 346R**, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E,~~ENGL 410F/GSJ 410, **ENGL 411**, **ENGL 412**, **ENGL 425**, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, ENGL 463/GSJ 463
  - History and Theory of Rhetoric: ENGL 309A, ENGL 309C
  - Professional Writing: one of ENGL 210E, **ENGL 210F**, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J
  - Communication Design: one of ENGL 371, ENGL 392A, ENGL 392B, ENGL 403/DAC 400, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 470C, ENGL 471, ENGL 472
  - Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, **ENGL 308**, ENGL 309G/SPCOM 434/HIST 309/GSJ 309, ENGL 319, ENGL 320, ENGL 406, ENGL 407, ENGL 409A, ENGL 470A, ENGL 470B
  - Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494

- Electives: two ENGL courses, one of which must be at the 300-level or above
- ...

#### **7.4.9. Honours English – Rhetoric, Media, and Professional Communication**

**Rationale:** This plan is being updated to reflect new courses (ENGL 367, ENGL 411, ENGL 412, ENGL 324, ENGL 425), and course revisions (ENGL 410, ENGL 471) approved by UGAG in 2019-2020. ENGL 308 ENGL 346R are new courses from previous years that were accidentally left off of the plans. We are adding them to correct this error.

---

#### **Changes to Plan Requirements:**

##### ***Honours English – Rhetoric, Media, and Professional Communication***

...

- two ENGL courses at the 100-level, excluding ENGL 119, ENGL 129R/EMLS 129R, ENGL 191/SPCOM 191, ENGL 192/SPCOM 192, ENGL 193/SPCOM 193 (see Note 1)
- Survey of British Literature: one of ENGL 200A, ENGL 200B
- Criticism: ENGL 251
- ENGL 292
- Literature: two of ENGL 305A, ENGL 305B, **ENGL 308**, ENGL 310A, ENGL 310B, ENGL 310C, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, **ENGL 324**, ENGL 325, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, **ENGL 346R**, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, **ENGL 367**, ~~ENGL 410A, ENGL 410B, ENGL 410C, ENGL 410D, ENGL 410E, ENGL 410F/GSJ 410~~, **ENGL 411**, **ENGL 412**, **ENGL 425**, ENGL 430A, ENGL 430B, ENGL 451A, ENGL 451B, ENGL 460A, ENGL 460B, **ENGL 460C**, **ENGL 460D**, ENGL 463/GSJ 463
- History and Theory of Rhetoric: ENGL 309A, ENGL 309C
- Professional Writing: one of ENGL 210E, **ENGL 210F**, ENGL 210G, ENGL 210H, ENGL 210I/LS 291, ENGL 210J
- Communication Design: one of ENGL 371, ENGL 392A, ENGL 392B, ENGL 403/DAC 400, ENGL 408A, ENGL 408B, ENGL 408C, ENGL 470C, ENGL 471, ENGL 472
- Forms of Media and Critical Analysis; History and Theory of Language: two of ENGL 306A, ENGL 306B, ENGL 306C, ENGL 306D, ENGL 306F, ENGL 306G, **ENGL 308**, ENGL 309G/SPCOM 434/HIST 309/GSJ 309, ENGL 319, ENGL 320, ENGL 406, ENGL 407, ENGL 409A, ENGL 470A, ENGL 470B
- Special Topics: one of ENGL 481, ENGL 484, ENGL 485, ENGL 486, ENGL 491, ENGL 492, ENGL 493, ENGL 494
- Electives: two ENGL courses, one of which must be at the 300-level or above

...

#### **7.5. Germanic and Slavic Studies [Department]**

### 7.5.1. *Three-Year General German*

### 7.5.2. *Honours German*

### 7.5.3. *German Minor*

**Rationale:** We are currently reviewing all our offerings to ensure that the undergraduate calendar reflects our actual/regular offerings for students.

The proposed inactivation and changes are the result of (1) changes in available staffing resources and faculty specialties, (2) changes in student interest over the past years and in necessary minimum class size for undergraduate courses, (3) course updates reflecting changes we have made to course content, (4) plan updates resulting from changes we have made/are currently making to the program.

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#### **Changes to Plan Requirements:**

##### ***Three-Year General German***

...

- at least six academic course units (12 courses) in German, including:
  - GER 201, GER 202, GER 211, ~~GER 212~~
  - ~~two~~ **three** of **GER 250**, GER 303, GER 304, GER 307, GER 308, ~~GER 309~~, GER 331, ~~GER 334~~, **GER 350**, **GER 407**, **GER 431**

#### Notes

1. Students with advanced language skills should take GER electives in place of lower-level required courses. See the undergraduate advisor for details.
2. A number of German language courses can be taken concurrently, **for example** ~~Students majoring in German or preparing for work or study terms in German-speaking Europe are encouraged to take some courses in tandem:~~ GER 201 and GER 211 together; GER 202 and ~~GER 212~~ **GER 211** together; GER 303, or GER 304, or GER 307, or GER 308, ~~or GER 309 together~~ with either GER 331 ~~or GER 334~~.
3. It is strongly recommended that all students take ~~both~~ GER 331 ~~and GER 334~~, **because it serves** ~~These courses provide fundamental knowledge in the areas of linguistics and German literature respectively, and serve as the core of our program and as the basis of advanced studies in our field.~~
4. Students may elect to take up to two courses from the following list in place of GER electives for any German academic plan: DUTCH 101, DUTCH 102, ~~DUTCH 201, DUTCH 202, ENGL 218~~, FINE 112, HIST 223, HIST 247, HIST 265, HIST 341, HIST 358, MUSIC 254, MUSIC 255, MUSIC 260, MUSIC 261, RS 211/JS 203, RS 272/JS 233. Grades achieved in these courses will be included in the calculation of the German major average.
5. Many German (GER) courses are taught in English and require no knowledge of German; these courses are so identified by their course descriptions.

##### ***Honours German***

...

- at least eight academic course units (16 courses) in German, including:
  - eight of GER 201, GER 202, GER 211, ~~GER 212~~, GER 250, GER 303, GER 304, GER 307, GER 308, ~~GER 309~~, GER 331, ~~GER 334~~, GER 350, GER 407, GER 431, GER 490, GER 495

#### Notes

1. Students with advanced language skills should take GER electives in place of lower-level required courses. See the undergraduate advisor for details.
2. A number of German language courses can be taken concurrently, **for example** ~~Students majoring in German or preparing for work or study terms in German-speaking Europe are encouraged to take some courses in tandem:~~ GER 201 and GER 211 together; GER 202 and ~~GER 212~~ **GER 211** together; GER 303, or GER 304, or GER 307, or GER 308, ~~or GER 309~~ **together** with either GER 331 ~~or GER 334~~.
3. It is strongly recommended that all students take ~~both GER 331 and GER 334,~~ **because it serves** ~~These courses provide fundamental knowledge in the areas of linguistics and German literature respectively, and serve as the core of our program and~~ as the basis of advanced studies in our field.
4. Students may elect to take up to two courses from the following list in place of GER electives for any German academic plan: DUTCH 101, DUTCH 102, ~~DUTCH 201, DUTCH 202, ENGL 218,~~ FINE 112, HIST 223, HIST 247, HIST 265, HIST 341, HIST 358, MUSIC 254, MUSIC 255, MUSIC 260, MUSIC 261, RS 211/JS 203, RS 272/JS 233. Grades achieved in these courses will be included in the calculation of the German major average.
5. Many German (GER) courses are taught in English and require no knowledge of German; these courses are so identified by their course descriptions.

#### **German Minor**

...

- at least six GER courses taught in German: GER 101, GER 102, GER 201, GER 202, GER 211, ~~GER 212,~~ GER 250, GER 303, GER 304, GER 307, GER 308, ~~GER 309,~~ GER 331, ~~GER 334,~~ GER 350, **GER 407**, GER 431, ~~GER 490, GER 495~~
- two GER courses taught in German or English, or German approved courses (see Note 2)

#### Notes

1. A number of German language courses can be taken concurrently, e.g., GER 201 and GER 211 **together**; GER 202 and ~~GER 212~~ **GER 211 together**; **GER 303, or GER 304, or GER 307, or GER 308 together with GER 331.**
2. German approved courses: DUTCH 101, DUTCH 102, ~~DUTCH 201, DUTCH 202, ENGL 218,~~ FINE 112, HIST 223, HIST 247, HIST 265, HIST 341, HIST 358, MUSIC 254, MUSIC 255, MUSIC 260, MUSIC 261, RS 211/JS 203, RS 272/JS 233. Grades achieved in these courses will be included in the calculation of the German Minor average.
3. Many German (GER) courses are taught in English and require no knowledge of German; these courses are so identified by their course descriptions.

## **7.6. Philosophy [Department]**

### **7.6.1. Three-Year General Gender and Social Justice**

### **7.6.2. Four-Year General Gender and Social Justice**

### **7.6.3. Honours Gender and Social Justice**

**Rationale:** SDS 410R (Queer and Trans Studies) is a suitable elective for Gender and Social Justice majors because it satisfies several of the Learning Outcomes for GSJ programs, including “Express awareness of and concern for people’s experiences of different types of oppression and inequity, with careful attention to marginalized voices” and “Critically deploy research methods acquired from feminist and gender studies, as well as from cognate disciplines.”

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#### **Changes to Plan Requirements:**

##### **Majors**

...

(Three-Year) six additional courses from (see Note):

(Four-Year) eight additional courses from (see Note):

- any additional GSJ courses
- CLAS 311
- ENGL 208N, ENGL 248, ENGL 325, ENGL 407, ENGL 463/GSJ 463
- ERS 225, ERS 265
- FINE 216/INDG 216, FINE 281
- FR 485
- HIST 209, HIST 271, HIST 277/LS 237, HIST 351
- HLTH 101, HLTH 102, HLTH 352/GERON 352/KIN 352/SOC 352/REC 362
- INTEG 221/PHIL 291
- ITALST 111, ITALST 392/ITAL 392
- JS 120/RS 111
- PHIL 201, PHIL 302
- PSCI 370, PSCI 420, PSCI 421/LS 464, PSCI 472
- PSYCH 235, PSYCH 236, PSYCH 318
- REC 201, REC 373
- RS 254
- SI 121R, SI 221R
- SDS 220R, SDS 354R, **SDS 410R**, SDS 415R
- SMF 101, SMF 204
- SOCWK 357R/SDS 357R
- SPAN 150, SPAN 387, SPAN 400

##### **Note**

Relevant special topics or readings courses not listed in the approved course list may be permitted at the discretion of the Gender and Social Justice undergraduate advisor.

## **7.7. Renison University College**

### **7.7.1. Applied Language Studies Minor**

**Rationale:** The revisions to the APPLS minor include both the addition of new language teaching courses (CHINA, ITAL, RUSS, SPAN) and deletion of inactivated FR, GER, and SPAN courses. The revisions are necessary so that the APPLS approved language course list accurately reflects courses that are available to students.

---

#### **Changes to Plan Requirements:**

##### **Applied Language Studies Minor**

...

- four approved language courses (all in one language that is not the student's first language, or two in each of two languages that are not the student's first language):
  - ARABIC 101R, ARABIC 102R, ARABIC 120R, ARABIC 201R, ARABIC 202R, ARABIC 301R, ARABIC 302R
  - ASL 101R, ASL 102R
  - CHINA 101R, CHINA 102R, CHINA 120R, CHINA 200R, CHINA 201R, CHINA 202R, CHINA 301R, CHINA 302R, CHINA 310R, CHINA 320R, CHINA 390R, CHINA 391R, **CHINA 401R, CHINA 402R**
  - CROAT 101, CROAT 102, ~~CROAT 201, CROAT 202~~
  - DUTCH 101, DUTCH 102, ~~DUTCH 201, DUTCH 202~~
  - EMLS 101R, EMLS 102R, EMLS 103R, EMLS 104R, EMLS 105R, EMLS 110R, EMLS 129R/ENGL 129R
  - FR 101, FR 151, FR 152, FR 192A, FR 192B, FR 203, FR 250, FR 251, FR 252, FR 255, FR 303, FR 351, FR 353, FR 355, FR 373, ~~FR 392A, FR 392B~~, FR 400, FR 403, FR 452, FR 473
  - GER 101, GER 102, GER 201, GER 202, GER 211, ~~GER 212~~, GER 303, GER 304, GER 307, GER 308, ~~GER 309~~, GER 331
  - GRK 101/RS 101, GRK 102/RS 102, GRK 105, GRK 201/RS 223, GRK 202/RS 224, GRK 351, GRK 451
  - ITAL 101, ITAL 102, ITAL 155, ITAL 201, ITAL 202, **ITAL 251**
  - JAPAN 101R, JAPAN 102R, JAPAN 111R, JAPAN 112R, JAPAN 201R, JAPAN 202R, JAPAN 301R, JAPAN 302R, JAPAN 391R
  - JS 105A/RS 131, JS 105B/RS 132
  - KOREA 101R, KOREA 102R, KOREA 201R, KOREA 202R, KOREA 301R, KOREA 302R, KOREA 391R
  - LAT 101, LAT 102, LAT 201, LAT 202, LAT 351, LAT 451
  - MOHAWK 101R/INDG 101, MOHAWK 102R/INDG 102

- PORT 101, PORT 102
- RUSS 101, RUSS 102, ~~RUSS 201, RUSS 202, RUSS 203, RUSS 301, RUSS 302, RUSS 303~~
- SPAN 101, SPAN 102, SPAN 201A, SPAN 201B, **SPAN 210**, SPAN 301A, SPAN 301B, ~~SPAN 401, SPAN 445~~

### **7.7.2. Diploma in Chinese Language II**

**Rationale:** The new courses CHINA 401R and 402R follow naturally from our 300-level offerings in Chinese language and are natural inclusions for the diploma II. Students with prior language learning experience in high school or China may enter the language-learning stream at the 300-level and progress to the 400-level and should be able to demonstrate their advanced skills via 400-level courses for the diploma II.

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#### **Changes to Plan Requirements:**

##### ***Diploma in Chinese Language***

For students registered in degree programs or any non- or post-degree academic plan at the University of Waterloo, two diplomas are offered: Chinese Language I and Chinese Language II. Students must successfully complete two academic course units (four courses) with a cumulative average of 65% from the following:

##### Chinese Language I

- CHINA 101R, CHINA 102R, CHINA 120R, CHINA 200R, CHINA 201R, CHINA 202R

##### Chinese Language II

- CHINA 201R, CHINA 202R, CHINA 301R, CHINA 302R, CHINA 310R, CHINA 320R, CHINA 390R, CHINA 391R, **CHINA 401R, CHINA 402R**

##### Notes

1. Students may use no more than two 100-level courses towards Diploma I.
2. Diplomas I and II are mutually exclusive. Only one diploma can be granted.

## **7.8. Spanish and Latin American Studies [Department]**

### **7.8.1. Spanish Minor**

**Rationale:** See section 6.5. for global rationale describing all Spanish and Latin American Studies plan changes.

**Further rationale:** The changes to the minor will allow students the flexibility to focus on language learning, cultural studies, or a combination of both.

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**Changes to Plan Requirements:**

***Spanish Minor***

...

Students enrolled in any degree program may pursue a minor designation in Spanish.

The Spanish Minor requires successful completion of a minimum of four academic course units (eight courses) in Spanish with a minimum cumulative average of 65%, including:

- ~~No more than 0.5 unit of SPAN courses taught in the English language may be counted toward the Spanish Minor.~~

Notes

1. Consult the undergraduate officer in Spanish and Latin American Studies for the Spanish Minor.
2. ~~By agreement, students at the University of Waterloo and Wilfrid Laurier University **are allowed to take** can be expected to take courses in Spanish at either university. While most language courses are taught concurrently every year at both universities, most other courses are taught either at one university or the other, and a few courses may rotate from year to year.~~
3. ~~With the permission of the Department of Spanish and Latin American Studies, students may study at a~~ spend the third year enrolled in an acceptable university in Spain or Latin America.

## **7.9. St. Jerome's University**

### **7.9.1. Human Sciences Minor**

**Rationale:** The second note is being removed as this is expected and general rules do not need to be noted in the plan. As well, courses are being removed as an editorial change (inactivated courses/cross-listings).

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**Changes to Plan Requirements:**

***Human Sciences Minor***

Students enrolled in any degree program may pursue a minor designation in Human Sciences.

The Human Sciences Minor requires successful completion of a minimum of four academic course units (eight courses) in Human Sciences and approved courses with a minimum cumulative average of 65%, including:

- HUMSC 101, HUMSC 102
- one of HUMSC 201, HUMSC 301
- one of HUMSC 401, PHIL 326J
- two of PHIL 100J, PHIL 118J, PHIL 120J, PHIL 204J, PHIL 210J, PHIL 218J
- ~~one of ITALST 291, ITALST 311/ITAL 311, ITALST 312/ITAL 312, ITALST 360, ITALST 370/ITAL 370/GSJ 370~~
- one of SOC 355J, SOC 369J

#### Notes

1. Students may use no more than four courses at the 100-level to fulfil the plan requirements.
2. ~~Course selection should be made in consultation with the director of Human Sciences as other approved courses may be substituted.~~

#### 7.9.2. *Italian Studies Minor*

**Rationale:** Coming out of Academic Committee's discussion about students graduating with both an Italian Studies Minor and a Diploma in Italian Language, the Italian Studies Minor is being revised to clarify that of the six required ITAL or ITALST courses, two must be ITAL (language) and four must be ITALST (culture and literature).

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#### Changes to Plan Requirements:

##### *Italian Studies Minor*

...

- ~~six courses in ITAL or ITALST~~
- **two ITAL courses (1.0 unit)**
- **four ITALST courses (2.0 units)**
- two courses from the following list of Italian Studies approved courses: ARCH 428 (offered in Italy), ARCH 446 (offered in Italy), ARCH 449 (offered in Italy); CLAS 205/MEDVL 205; CLAS 232; CLAS 242/FINE 242; CLAS 252/HIST 252; CLAS 390 (when offered in Italy); FINE 212, FINE 213; HIST 351 (with permission of Italian Studies); LAT 101 or LAT 102; MUSIC 261

#### Notes

- 1.1 ~~Before each term, students should consult the Italian Studies advisor at St. Jerome's University, or the Undergraduate Calendar, to make their course selection.~~
- 1.2 ~~Students who have taken ITAL 101 and ITAL 102 are precluded from taking ITAL 155 and vice versa.~~

## 8. ACADEMIC PLAN INACTIVATIONS [for approval]

All plan inactivations in this submission:

Effective date: 01 September 2021  
Approved at UGAG #6: 28 May 2020

### 8.1. Fine Arts [Department]

#### 8.1.1. Intensive Studio Specialization

**Rationale:** See global rationale under Fine Arts Plan Changes.

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In combination with the Honours Fine Arts - Studio Practice plan-level requirements listed above, students interested in pursuing the Intensive Studio Specialization will be required to fulfil the following requirements:

- A minimum Fine Arts major average of 75%.
- Successful completion of 2.5 additional academic course units, for a total of 10.5 academic course units in Fine Arts:
  - FINE 308, FINE 407, FINE 476, FINE 477
  - one additional course from FINE 130, FINE 202, FINE 204, FINE 220, FINE 221, FINE 222, FINE 223, FINE 224, FINE 225, FINE 226, FINE 227, FINE 228, FINE 229, FINE 230, FINE 231, FINE 232, FINE 271, FINE 272, FINE 274
  - one additional topic of FINE 307 or a combination of FINE 307 and other 300-level studio courses
- Notes
  1. The Intensive Studio Specialization is only open to students majoring in an Honours Fine Arts - Studio Practice academic plan.
  2. Students must achieve a cumulative major average of at least 75% in all Fine Arts courses counted towards their Honours Fine Arts major.
  3. Students who have completed courses towards this specialization but are not able to sustain the required 75% major average but are still eligible for Honours standing will normally be allowed to continue in the Honours Fine Arts - Studio Practice major but without the specialization.
  4. Admission to the Honours Intensive Studio Specialization is determined by:
    - a cumulative Fine Arts average of at least 75%;
    - a grade of at least 75% in each 300-level studio course.

## **8.2. Spanish and Latin American Studies [Department]**

### **8.1.1. Intensive Spanish Specialization**

**Rationale:** Due to low enrolment numbers the Department is no longer able to offer the Intensive Spanish Specialization.

---

In combination with the Honours Spanish plan-level requirements listed above, students interested in pursuing the Intensive Spanish Specialization will be required to fulfil the following requirements:

- A minimum Spanish major average of 75%.
- Successful completion of four additional SPAN courses, for a total of 10 academic course units (20 courses) in Spanish.
  - four of SPAN 334, SPAN 350, SPAN 366, SPAN 387, SPAN 400, SPAN 410, SPAN 415, SPAN 418, SPAN 430, SPAN 497

### **8.1.2. Spanish/English Translation Specialization**

**Rationale:** As the Department adopts a new focus for the major and explores new directions, it no longer has the necessary resources to continue to offer the Spanish/English Translation Specialization.

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The Spanish/English Translation Specialization is open to all students majoring in Spanish and requires:

1. Successful completion of five courses:
  - SPAN 290, SPAN 390, SPAN 401, SPAN 490
  - one of SPAN 395, SPAN 445
2. Successful completion of a final examination in Spanish/English translation.

#### **Notes**

1. The final examination will be administered after successful completion of all required courses. The required passing grade is 70%.
2. Some of the courses are offered in sequence and a minimum of two academic years might be required to complete any of the translation academic plans.
3. Students enrolled in the translation academic plan may choose to spend one semester in a School of Translation in a university in Spain or Latin America.

## 9. ARTS REGULATIONS CHANGES [for approval]

### Legend

Bolding = new text being added

Strikeout = text being removed

### All regulations changes in this submission:

**Effective Date:** September 01, 2021

Approved at UGAG #6: 28 May 2020

### 9.1. AFM - Removing Work Term Reflections from Co-op Requirements

#### Proposed Change:

- To remove work term reflections from AFM co-op requirements

#### Rationale

- Since work term report/reflection requirements are being incorporated into WatPD courses, The School of Accounting and Finance is removing work term reflections from the BAFM program's co-op requirements. This aligns with the similar changes to work term report requirements already approved for the Bachelor of Arts Co-op requirements.

## Arts Degree Requirements

### Bachelor of Accounting and Financial Management

#### Co-op Regulations and Requirements

##### General Regulations

1. Successful completion of four work terms is required.
2. Students who have attempted to secure employment for all four available work terms, but are successful in doing so for only three work terms, may be considered for a co-op degree, provided they have received credit for all three of their work terms ~~and three corresponding work term reflections~~, and they have successfully completed all academic graduation requirements. This decision is at the discretion of the School of Accounting and Finance, Co-operative Education and Career Action (CECA), and the Faculty of Arts Examinations and Standings (E&S) Committee.
3. Students are required to follow only prescribed study/work-term sequencing options through to graduation. Students may not end their sequence with a work term.
4. Students who meet all the academic graduation requirements for this plan, but who do not meet the minimum requirements for a co-op degree may, in exceptional circumstances and at the discretion of the School of Accounting and Finance and the Faculty of Arts Examinations and Standings (E&S) Committee, be awarded a Regular Honours Accounting and Financial Management degree.

## Professional Development (PD) Courses

Students must complete four Professional Development (PD) courses. [PD 1](#) must be completed in the term prior to the first work term and [PD 12](#) must be completed during the first work term. A third PD course must be completed during the second work term and a fourth PD course must be completed in the third work term.

## Work-Term Reflections

~~Students must complete three work-term reflection assignments by specific due dates after the second, third, and fourth work terms. A satisfactory grade for each assignment is required.~~

## Legend for Study/Work Sequence Information Chart

Key	Description
F, W, S	Terms: F=September-December; W=January-April; S=May-August
1,2,3,4 plus A or B	Denotes academic year and term.
WT	Work term
off	Neither an academic term nor a work term
Sequences	Sequence One is the default sequence assigned to all Accounting and Financial Management students at admission. Requests to change sequence are considered individually following the 2B and 3B terms respectively.

## Study/Work Sequence Information Chart

Sequence	F	W	S	F	W	S	F	W	S	F	W	S	F
1	1A	1B	off	2A	WT	2B	WT	3A	3B	WT	4A	WT	4B
2	1A	1B	off	2A	WT	2B	WT	3A	3B	4A	WT	WT	4B
3	1A	1B	off	2A	WT	2B	WT	3A	3B	WT	WT	4A	4B
4	1A	1B	off	2A	WT	2B	3A	WT	3B	WT	4A	WT	4B
5	1A	1B	off	2A	WT	2B	3A	WT	3B	4A	WT	WT	4B
6	1A	1B	off	2A	WT	2B	3A	WT	3B	WT	WT	4A	4B

## 9.2. Fine Arts – Honours Arts Co-op Sequence Change

### Proposed Change:

- To switch the co-op sequence for Fine Arts students in Honours Arts Co-op to match the ARBUS sequence.

### Rationale:

The Department of Fine Arts is requesting that our program switches the Honours Arts Co-Op sequence from the current one that we are in, to the previous we were in (the old ARBUS Sequence). We appreciate that having as many departments as possible follow one sequence is the ideal, but Fine Arts students will face several challenges with the proposal as it stands.

- a). **Pedagogical Impact:** In our 4th year curriculum we look for our students to develop a clear and coherent undergraduate thesis project which they begin developing each Fall term (4A), and work toward finalizing in Winter term (4B). The culmination of this year-long research project is the Undergraduate Thesis Exhibition which happens in March each year. Having a possible co-op break in one term (Fall 4A) or the other (Winter 4B) will have a significant negative impact on our students' ability to achieve this important and unique outcome. Breaking the flow between two semesters Fall to Winter will mean complete breakdown in our fourth year pedagogy and might have a significant negative impact on our program goals and student achievement.
- b). **Experiential Learning Impact:** The development of the 4<sup>th</sup> year Thesis Exhibition is partly an exercise in professional development (experiential learning opportunity) as the students organize their entire exhibition, fundraise for it, create their own catalogue, do social media promotion, create posters, organize catering, hire other students from our department to help out during the opening, reach out to civic and other organizations, and work closely with the Director of the University of Waterloo Art Gallery on installation of the exhibition. All these elements of organizing the exhibition are experiential learning opportunities that are embedded into the fourth year experience and are also key to giving our students an opportunity to learn how an art exhibition is organized, installed and promoted. The work on the exhibition begins in the Fall each year and continues into the Winter. Having students on co-op in one of the terms will create obstacles to organization and running of the exhibition.
- c). **Community Impact:** Thesis exhibition is one of the most important milestones in students' career at Waterloo and is also the yearly highlight of our Fine Arts Community, and a key event in our Department's community life. Our students' work is chosen for important prizes (Region of Waterloo) as we have long-standing relationships with the Region and other civic and community organizations to award those prizes. Family and friends of our students, as well as, our entire department and most of our students attend the event ( we have had anywhere between 300 and 500 attendees at the opening including regional council members, mayor, donors, academic staff, even the president of the university).

As a result of the impacts highlighted above we would like to be allowed to keep our co-op sequence as it used to be with the ARBUS sequence as that allows our program to keep the students in the fourth year in our department in Fall-Winter term.

## Undergraduate Calendar Text:

Calendar Page: <http://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Co-op-Requirements>

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### Study/Work Sequence Information Chart

Plan	F	W	S	F	W	S	F	W	S	F	W	S	F	W
Arts and Business	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B
Honours Arts co-op plans (excluding <b>majors in English majors , Fine Arts</b> )	1A	1B	off	2A	2B	WT	3A	WT	3B	WT	4A	WT	WT	4B
Honours Arts co-op plans, <b>majors in English, majors, Fine Arts</b>	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B

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### 9.3. Removing ARTS 102 and ARTS 103 as recovery courses for ARTS 130 and 140 (Undergraduate Communication Requirement)

#### Proposed Change:

- To remove ARTS 102 and ARTS 103 as recovery courses for ARTS 130 and 140 respectively. The courses are also being inactivated and there is no plan to teach them again.
- Moving forward, students who fail ARTS 130 and/or ARTS 140 will be allowed to repeat the failed course once.

#### Rationale:

- Students who fail ARTS 130 or 140 are currently required to take ARTS 102 or 103 respectively as recovery courses.
- This has posed numerous challenges in practice:
  - The turnaround is far too quick and unmanageable - being able to identify all students who have failed at the end of Fall term and switching their enrolment for Winter term into a recovery course.
  - Class attendance is a problem, resulting in additional issues for instructors and the likelihood that almost half of the students in 102 won't pass.
  - Since there are numerous sections of ARTS 130 and 140 that can fit into student schedules, but only one of 102 and 103, this makes it challenging, if not impossible, to make the recovery course times/days work with the schedules of all students who need them. The numerous section times of ARTS 130 and 140 will make it much easier for students to fit the repeated course into their timetables.

- In the case of Arts First, students who struggle with ARTS 130 and 140 the first time may have a higher chance of success when repeating a course with which they have some familiarity, instead of taking an entirely different course.
- Students who fail the second attempt at either ARTS 130 or 140 will be able to petition for a third attempt.

## Undergraduate Calendar Text:

<http://ugradcalendar.uwaterloo.ca/page/ARTS-Undergraduate-Communication-Requirement>

## Undergraduate Communication Requirement

Communication skills are essential to academic, professional, and personal success. The Arts First program fosters the development of foundational competencies in inquiry, communication, and analysis in students' first year to support their success.

All Arts students must fulfil the Undergraduate Communication Requirement; normally by successfully completing ARTS 130 and ARTS 140 (see Notes 1 and 2).

### Notes

- ~~1. In the event a student fails ARTS 130, they must successfully complete ARTS 102. In the event a student fails ARTS 140, they must successfully complete ARTS 103. In the event of a second failed attempt at ARTS 130 or ARTS 140, students may submit a petition to the Arts Examinations and Standings committee requesting permission for a third attempt.~~
2. Students enrolled in Accounting and Financial Management (AFM) and Computer and Financial Management (CFM) satisfy the Undergraduate Communication Requirement within their degree requirements.
3. The completion of a communication requirement while enrolled in another University of Waterloo faculty shall satisfy this requirement.
4. Students transferring to Arts at the University of Waterloo from other universities may request an exemption from one or both of ARTS 130 and ARTS 140 with proof of the appropriate equivalent.
5. Students are expected to complete ARTS 130 or ARTS 140 by the end of their 2A term. It is expected that one course be taken in fall term and the other in winter term. Both courses cannot be taken in the same term. Failure to complete these courses by the end of 3A term will result in a hold placed on the student's account, preventing self-enrolment in courses for the following term.
6. ~~ARTS 102, ARTS 103,~~ ARTS 130 and ARTS 140 do not fulfil any of the Bachelor of Arts Breadth Requirements.
7. Students enrolled in a Faculty of Arts plan prior to the September 2018 Calendar should consult the English Language Proficiency Requirement as outlined in the Calendar of their plan year.

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<http://ugradcalendar.uwaterloo.ca/page/ARTS-BA-Breadth-Requirements>

## Bachelor of Arts Breadth Requirements

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### Notes

1. The Arts Undergraduate Communication Requirement courses (~~ARTS 102, ARTS 103~~, ARTS 130, and ARTS 140) do not fulfil any of the breadth requirements.
2. No more than one academic course unit (two courses) in the same discipline may count towards the Social Sciences requirement.
3. Cross-listed courses may be designated to fulfil any **one** requirement. For example, a student registered in PACS 203/HIST 232 may receive credit for **either** the Transdisciplinary Studies requirement **or** the Humanities requirement, but not for both.
4. Language courses accepted as transfer credits (e.g., LANG) may be counted towards the Languages and Cultures requirement.
5. Because Professional Development (PD) and Work-Term Report (WKRPT) courses are not regular academic courses, they do not fulfil any of the breadth requirements.
6. For students enrolled in an Arts degree program prior to September 2008, refer to the Group A and B requirements. Those students who wish instead to adhere to the new Breadth Requirements (effective September 2008) may do so by petition to the Examinations and Standings Committee.

### 9.4. Restrictions on multiple Plan Combinations - update

#### Proposed Change:

- Add plans to the list of restricted combinations as indicated.

#### Rationale:

- To update the list of mutually exclusive plans and restrictions on multiple plan combinations, based on recent plan additions and changes. Several changes simply reflect that plans have been inactivated with the use of a \*, but as active plans they were previously part of the mutually exclusive list.

#### Undergraduate Calendar Text:

<https://ugradcalendar.uwaterloo.ca/page/ARTS-Restrictions-on-Multiple-Plan-Combinations>

#### Restrictions on Multiple-Plan Combinations

- No student may enrol in or graduate from:
  - two majors from the same group in the following list:
    - Department of Classical Studies: Classical Studies, Classics
    - Department of Economics: Economics, Mathematical Economics
    - Department of English Language and Literature: Literature; Literature and Rhetoric; Rhetoric, Media, and Professional Communication
  - two intensive specializations offered by the same major

- multiple “topic” specializations offered by the same major in the following departments:
  - Economics (maximum of one topic specialization)
  - History (maximum of one topic specialization)
  - Political Science (maximum of one topic specialization)
- a minor in the same subject field as their major
- **a diploma in the same subject field as their major**
- a minor and a diploma in the same subject field
- a certificate and a diploma in the same language
- more than one language certificate or diploma in the same language
- When pursuing a Bachelor of Arts, students may combine two Honours major plans only (i.e., not an Honours major plan with a General major plan).

### Sample Invalid Multiple-Plan Combinations

The Faculty of Arts will amend the list of invalid plan combinations when new academic programs or plans (including minors/diplomas/certificates/specializations) are created. Students should confirm any plan combination with their academic advisor.

\* Indicates an inactivated plan

Table of invalid multiple-plan combinations	
Plan/Program	Cannot be Combined With
Applied Mathematics - Economics Specialization	Economics plans
Arts and Business	Accounting and Financial Management, Bachelor of; or Honours Arts Co-op; or French Teaching Specialization (French majors); or Global Business and Digital Arts, Bachelor of; or Management Studies Minor; or Mathematical Economics; or Sociology/Legal Studies - Criminology Specialization*
Accounting and Financial Management, Bachelor of	Arts and Business, or Management Studies Minor or <b>Diploma*</b> , or Any stand-alone major
Arts, Bachelor of (Honours major)	Arts, Bachelor of (General major)
Biotechnology/Economics	Economics plans
Church Music and Worship Minor or Diploma	Music majors
Classical Studies Minor	Classics major, or <b>Greek Minor*</b> , or <b>Latin Minor*</b>
Classics major	Classical Studies Minor
<b>Communication Arts and Design Practice majors</b>	<b>Digital Arts Communication minor</b> <b>Speech Communication* plans</b> <b>Communication Studies plans</b>

Table of invalid multiple-plan combinations	
Plan/Program	Cannot be Combined With
	<b>Theatre and Performance plans</b>
<b>Communication Studies plans</b>	<b>Communication Arts and Design Practice majors</b> <b>Speech Communication* plans</b>
Crime and Deviance Specialization (Sociology majors)*	Legal Studies Minor
<b>Creative Writing Diploma</b>	<b>English majors</b>
<b>Cultural Diversity Specialization* (Social Development Studies majors)</b>	<b>Diversity and Equity Specialization (Social Development Studies majors)</b>
Digital Arts Communication Minor	Digital Arts Communication Specialization (Arts and Business)*, or Digital Media Studies Specialization (English majors), or Global Business and Digital Arts, Bachelor of <b>Communication Arts and Design Practice majors</b>
Digital Arts Communication Specialization (Arts and Business)*	Digital Arts Communication Minor
Digital Media Studies Specialization (English majors)	Digital Arts Communication Minor
<b>Diversity and Equity Specialization (Social Development Studies majors)</b>	<b>Cultural Diversity Specialization* (Social Development Studies majors)</b>
Economics Minor	Applied Mathematics - Economics Specialization, or Biotechnology/Economics, or Mathematical Economics
Economics plans	Applied Mathematics - Economics Specialization, or Biotechnology/Economics, or Mathematical Economics, or Environmental Economics Minor*, or Economic Theory Minor
Economic Theory Minor	Economics plans, or Applied Mathematics - Economics Specialization, or Biotechnology/Economics, or Mathematical Economics
English majors	Technical Writing Minor
<b>English majors</b>	<b>Creative Writing Diploma</b>
Environmental Economics Minor*	Economics plans
French Teaching Specialization (French majors)	Arts and Business, or Any other stand-alone major
Global Business and Digital Arts, Bachelor of	Arts and Business, or Digital Arts Communication Minor, or

Table of invalid multiple-plan combinations	
Plan/Program	Cannot be Combined With
	Management Studies Minor or <b>Diploma*</b> , or Any stand-alone major
<b>Greek Minor*</b>	Classical Studies Minor
Human Resources Management (HRM) Minor or Diploma	Students who have completed a Diploma in HRM or the course requirements for the Certified Human Resources Professional (CHRP) designation, or who have graduated from a college or university HR or business program
International Relations Specialization (History majors)	International Relations Specialization (Political Science majors)
International Relations Specialization (Political Science majors)	International Relations Specialization (History majors)
International Trade Minor	International Trade Specialization (Arts and Business)*
International Trade Specialization (Arts and Business)*	International Trade Minor
<b>Latin Minor*</b>	Classical Studies Minor
Legal Studies Minor	Crime and Deviance Specialization (Sociology majors)*, or Sociology/Legal Studies - Criminology Specialization*
Liberal Studies	Any other stand-alone major
Management Studies Minor	Any university business program, major, or sub-plans, including: <ul style="list-style-type: none"> <li>• Arts and Business</li> <li>• Accounting and Financial Management, Bachelor of</li> <li>• Business Administration and Mathematics Double Degree</li> <li>• Environment and Business</li> <li>• Global Business and Digital Arts, Bachelor of</li> <li>• Mathematics/Business Administration</li> <li>• Recreation and Sport Business</li> <li>• Science and Business (any specialization)</li> </ul>
Mathematical Economics	Arts and Business, or Any other stand-alone major, or Economics Minor, or Economic Theory Minor
Music majors	Church Music and Worship Minor or Diploma
Music in Global Context Specialization (Music majors)	Music and Peace Specialization (Music majors)
Music and Peace Specialization (Music majors)	Music in Global Context Specialization (Music majors)

Table of invalid multiple-plan combinations	
<b>Plan/Program</b>	<b>Cannot be Combined With</b>
Public Policy and Administration Minor	Public Policy Specialization (Economics majors)
Public Policy Specialization (Economics majors)	Public Policy and Administration Minor
Sociology/Legal Studies - Criminology Specialization*	Arts and Business, or Any other stand-alone major, or Legal Studies Minor
Spanish plans	Spanish/English Translation Minor*
Spanish/English Translation Minor*	Spanish plans
<b>Speech Communication* plans</b>	<b>Communication Arts and Design Practice majors</b> <b>Communication Studies plans</b>
<b>Theatre and Performance plans</b>	<b>Communication Arts and Design Practice majors</b>

SCIENCE UNDERGRADUATE STUDIES COMMITTEE REPORT FOR  
FOR SUBMISSION TO SEPTEMBER 2020 SENATE UNDERGRADUATE COUNCIL (SUC)

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- 1 CHANGES TO EXISTING COURSES
  - 1.1 Earth
  - 1.2 Physics
- 2 INACTIVATION OF COURSES
  - 2.1 Science
- 3 ACADEMIC PLANS (MINOR MODIFICATIONS)
  - 3.1 Honours Earth Sciences, Geology, Hydrogeology and Geophysics Specializations (Reg. & Co-op) and Honours Environmental Science, Geoscience Specialization (Reg. & Co-op)
  - 3.2 Honours Environmental Science, Water Science Specialization (Reg. & Co-op)
  - 3.3 Changes to the BSc Honours Psychology Plans
    - 3.3.1 Psychology BSc – Overview and Admission
    - 3.3.2 Honours Psychology Bachelor of Science (Regular and Co-op)
    - 3.3.3 Co-operative Program Requirements
- 4 INACTIVATION OF ACADEMIC PLANS
  - 4.1 Honours Geochemistry (Reg. & Co-op)
- 5 CHANGES TO REGULATIONS AND PROCEDURES
  - 5.1 Grades and Academic Standings- Academic Standings

**COURSE CHANGES** (for approval)

**Earth and Environmental Sciences**

**Current Catalog Information**

EARTH 121L (0.25 ) LAB Introductory Earth Sciences Laboratory

For students taking EARTH 121. Laboratory exercises on selected topics from EARTH 121

lectures. [Offered: F]

No Special Consent Required

**Effective 01-SEP-2021**

Description Change: For students taking EARTH 121. Laboratory exercises cover selected topics from EARTH 121 lectures. [Offered: F]

Requisite Change : Coreq: EARTH 121

Rationale : Laboratory exercises in EARTH 121L directly relate to topics covered in the EARTH 121 lecture. Students should be taking the lecture together with the lab, or have already taken the lecture prior to taking the lab, therefore EARTH 121 is added as a corequisite. A minor wording changing is made to the course description.

**Current Catalog Information**

EARTH 122L (0.25 ) LAB Introductory Environmental Sciences Laboratory

For students taking EARTH 122. Laboratory exercises on selected topics from EARTH 122

lectures. [Offered: W]

No Special Consent Required

**Effective 01-SEP-2021**

Description Change: For students taking EARTH 122. Laboratory exercises cover selected topics from EARTH 122 lectures. [Offered: W]

Requisite Change : Coreq: EARTH 122

Rationale : Laboratory exercises in EARTH 122L directly relate to topics covered in the EARTH 122 lecture. Students should be taking the lecture together with the lab, or have already taken the lecture prior to taking the lab, therefore EARTH 122 is added as a corequisite. A minor wording change is made to the course description.

**Current Catalog Information**

EARTH 331 (0.50 ) LAB, LEC Volcanology and Igneous Petrology

The principles and theories of the origins of volcanic and plutonic igneous rocks.

Physics and chemistry of magma; controls of volcanic eruptions, magmatic differentiation and the distribution and occurrence of magma types. [Offered: F]

No Special Consent Required

Requisites : Prereq: EARTH 231 and EARTH 232

**Effective 01-SEP-2021**

Description Change: The principles and theories of the origins of volcanic and plutonic igneous rocks. Physics and chemistry of magma; controls of volcanic eruptions, magmatic differentiation, and the distribution and occurrence of magma types. [Offered: F]  
Requisite Change : Prereq: EARTH 232  
Rationale : EARTH 231 is needed for EARTH 232, therefore, only EARTH 232 needs to be listed as the prerequisite for EARTH 331, and a comma is added to the description.

### Current Catalog Information

EARTH 332 (0.50 ) LAB, LEC Metamorphic Petrology  
Principles and theories of metamorphic rock genesis. Static, dynamic and polyphasal crystalloblastic growth. Processes of solid-state crystallization in metamorphic environments. Zonal and facies classifications; facies series and the place of metamorphism in global tectonics. Introduction to metasomatism. [Offered: W]  
No Special Consent Required  
Requisites : Prereq: EARTH 231 and EARTH 232

#### Effective 01-SEP-2021

Description Change: Principles and theories of metamorphic rock genesis. Static, dynamic, and polyphasal crystalloblastic growth. Processes of solid-state crystallization in metamorphic environments. Zonal and facies classifications; facies series and the place of metamorphism in global tectonics. Introduction to metasomatism. [Offered: W]  
Requisite Change : Prereq: EARTH 232  
Rationale : EARTH 231 is needed for EARTH 232, therefore, only EARTH 232 needs to be listed as the prerequisite for EARTH 332, and a comma is added to the description.

### Current Catalog Information

EARTH 333 (0.50 ) LAB, LEC Introductory Sedimentology  
The origin and physical properties of sediments. Fluid flow, glacier motion and sediment transport processes. Mechanical and chemical erosion rates, sediment fluxes and budget. Facies models of the major depositional environments. Diagenetic processes. Laboratories focussed on the description and interpretation of sediments and sedimentary rocks. [Offered: W]  
No Special Consent Required  
Requisites : Prereq: EARTH 231, 232, 235

#### Effective 01-SEP-2021

Requisite Change : Prereq: EARTH 232, 235  
Rationale : EARTH 231 is needed for EARTH 232, therefore, only EARTH 232, in addition to EARTH 235, need to be listed as the prerequisites for EARTH 333.

### Current Catalog Information

EARTH 358 (0.50 ) LEC, TUT Earth System Science  
Study of the Earth as a system, with a focus on global climate history and dynamics,

biogeochemical cycling, and the impacts of human activity. Critical analysis and synthesis are emphasized in the context of group presentations and discussions.

[Offered: W]

No Special Consent Required

Requisites :

Prereq: One of (EARTH 121, 121L, or 122, 122L or EARTH 126 or 153 or GEOE 126 or CIVE 153 or CIVE 253 or GEOE 153 or ENVE 153) and (CHEM 123 or 125) and (EARTH 221 or EARTH 231). Antireq: SCI 201

### Effective 01-SEP-2021

Requisite Change :

Prereq: One of EARTH 121, 122; EARTH 221

Rationale :

Unnecessary prerequisites and a 2001 inactivated prerequisite (EARTH 126) are removed. EARTH 221 is added. Despite removing engineering course prerequisites, Geological Engineering students have access to EARTH 358 through the updated prerequisites.

### Current Catalog Information

EARTH 390 (0.50 ) LAB Methods in Geological Mapping

Field study in Sudbury and Whitefish Falls areas. Held for at least 9 days at end of the Winter term. Geological and geotechnical field techniques, map construction, report writing. [Note: Additional field trip fees will apply to all students.

Depending on availability of space, EARTH 390 is also open to students who do not require this course in their plan. There will be an additional fee for such students.

Offered: W]

Department Consent Required

Requisites :

Prereq: EARTH 235; Coreq: EARTH 238

### Effective 01-SEP-2021

Description Change:

Field study in Sudbury and Whitefish Falls areas. Held for at least nine days at end of the winter term. Geological and geotechnical field techniques, map construction, and report writing. [Note: Additional field trip fees will apply to all students. Depending on availability of space, EARTH 390 is also open to students who do not require this course in their plan. There will be an additional fee for such students. Offered: W]

Requisite Change :

Prereq: EARTH 235. Coreq: EARTH 238, 333

Rationale :

EARTH 333 is added as a required corequisite for EARTH 390 to allow for a better field experience once there is a background in sedimentology. In addition, a typo is corrected in the description (missing word added before "report writing").

### Current Catalog Information

EARTH 421 (0.50 ) LAB, LEC Geochemistry 2

The application of chemical thermodynamics to geochemical problems. Development of the three laws of Thermodynamics; Gibbs free energy and equilibria constants.

Introduction to various topics in aqueous geochemistry such as mineral equilibria, ion exchange, and redox equilibria. Laboratory session will involve various experiments related to mineral solubility, chemical kinetics, acid-base equilibria, and chemical modelling. [Offered: F]

No Special Consent Required

Requisites : Prereq: EARTH 221 and CHEM 123 or 125  
**Effective 01-SEP-2021**  
Requisite Change : Prereq: EARTH 221  
Rationale : CHEM 123 or 125 are removed as prerequisites for EARTH 421 because they are the prerequisites for EARTH 221.

### Current Catalog Information

EARTH 439 (0.50) LEC Flow and Transport Through Fractured Rocks

Fractures are ubiquitous in geologic media and important in disciplines such as physical and contaminant hydrogeology, geotechnical engineering, civil and environmental engineering, petroleum engineering among other areas. Despite the importance of fractures, its characterization and predictions of groundwater flow and contaminant transport are fraught with significant difficulties. Students are taught to deal with fractures in hydrogeology, to conceptualize them, and to build reliable models for predicting groundwater flow and contaminant transport. Offered [W]

No Special Consent Required

Requisites : Prereq: EARTH 359 or 458

### Effective 01-SEP-2021

Description Change: Fractures are ubiquitous in geologic media and important in disciplines such as physical and contaminant hydrogeology, geotechnical engineering, civil and environmental engineering, and petroleum engineering among other areas. Despite the importance of fractures, its characterization and predictions of groundwater flow and contaminant transport are fraught with significant difficulties. Students are taught to deal with fractures in hydrogeology, to conceptualize them, and to build reliable models for predicting groundwater flow and contaminant transport. [Offered: W]

Requisite Change : Prereq: EARTH 458

Rationale : EARTH 359 was inactivated in 2018 and is therefore removed as a prerequisite option for EARTH 421. In addition, a typo (missing word added before "petroleum engineering") is corrected and the offering term is moved into a note within the description.

## Physics & Astronomy

### Current Catalog Information

PHYS 434 (0.50) LEC, TUT Quantum Physics 3

Symmetries and conservation laws. Review of time-independent perturbation theory (degenerate and non-degenerate, Rayleigh-Schrodinger, Brillouin-Wigner and canonical perturbation theory; effective Hamiltonian derivation). Time-dependent perturbation theory (1st and 2nd order, adiabatic perturbation, Aharonov-Bohm effect). Fermi's golden rule. Two-level systems. Emission and absorption of radiation (applications). Second quantization of electromagnetic field in free space; photons. Spontaneous emission and natural lifetime; Lamb shift. Elements of scattering theory.

Introduction to the Dirac equation. [Offered: F]

No Special Consent Required

Requisites :  
**Effective 01-SEP-2021**  
Component Change:  
Rationale :

Prereq: PHYS 334 or AMATH 373; PHYS 364 or (AMATH 351 and 353)  
LEC  
TUT component is being removed from all non-core physics courses to devote resources to tutorials for core physics courses. The TUT for this course is therefore removed.

**COURSE INACTIVATIONS** (for approval)

**Dean of Science Office**

Effective 01-SEP-2021  
SCI 10 (0.00 )  
Rationale :

Communication Skills for Science  
This course has not been offered since the fall of 2017 and ENGL/SPCOM 193 now exceeds the communication learning goals of SCI 10. SCI 10 will therefore become inactive.

End of Report

### 3 ACADEMIC PLANS (MINOR MODIFICATIONS)

#### 3.1 Honours Earth Sciences, Geology, Hydrogeology and Geophysics Specializations (Reg. & Co-op) and Honours Environmental Science, Geoscience Specialization (Reg. & Co-op)

**Effective date:** September 1, 2021

##### **Background and Rationale:**

The extensive list of Science and Math program electives for all three specializations of the Earth Science plans, and for the Geoscience specialization of the Environmental Science plan, both regular and co-op, can be more efficiently represented by indicating allowed subjects, with a note added that excludes specific courses.

Example (Honours Earth Sciences, Geology Specialization)

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Successful completion of this program requires:

21.5 units that include:

- 9.0 EARTH units: EARTH 121, EARTH 121L, EARTH 122, EARTH 122L, EARTH 123, EARTH 221, EARTH 223, EARTH 231, EARTH 232, EARTH 235, EARTH 238, EARTH 260, EARTH 331, EARTH 332, EARTH 333, EARTH 342, EARTH 358, EARTH 390, and EARTH 471
- 1.0 EARTH unit: EARTH 436A and either EARTH 436B or one EARTH elective at 300-level or higher
- 3.0 EARTH elective units with the following conditions:
  - 0.5 unit must be 200-level or higher
  - 2.5 unit must be 300-level or higher
- 1.5 CHEM units: CHEM 120, CHEM 120L, CHEM 123, and CHEM 123L
- 1.5 PHYS units: PHYS 111 and PHYS 111L or PHYS 121 and PHYS 121L; PHYS 112 and PHYS 112L or PHYS 122 and PHYS 122L
- 1.5 MATH units: MATH 106 or MATH 114; MATH 127 and MATH 128
- 0.5 STAT unit: STAT 202
- 1.0 program elective unit chosen from any AMATH, BIOL, CHEM, CS, MATH, MNS, or PHYS course 200-level or higher ~~BIOL, CHEM, CS, PHYS, MATH, or AMATH course, or chosen from BIOL 120, BIOL 130, BIOL 150, CHEM 140, CS 115, CS 116, or PHYS 175~~
- 0.5 ENGL unit: ENGL 193/SPCOM 193

## Notes

1. SCI and EARTH courses may not be counted as program electives.
2. CS 100, MATH 103, MATH 104, MATH 124 and MATH 199 may not be counted as program electives.
3. A maximum of 1.5 SCI units may be counted as electives.

### 3.2 Honours Environmental Science, Water Science Specialization (Reg. & Co-op)

**Effective Date:** September 1, 2021

#### **Background and Rationale:**

The Chemistry department does not have the capacity in CHEM 220L for students in the Water Science Specialization, therefore, this lab requirement will be removed from the plan requirements, reducing total CHEM units from 2.25 to 2.0, and total program units from 21.75 to 21.5. Key components taught in the CHEM 220L lab course will be covered by other EARTH courses and labs.

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Successful completion of this program requires:

21.5 ~~21.75~~ units distributed as follows:

- 5.25 BIOL units: BIOL 150, BIOL 165, BIOL 240, BIOL 240L, BIOL 241, BIOL 350, BIOL 351, BIOL 354, BIOL 361, BIOL 447, and BIOL 450
- 0.5 BIOL unit chosen from: BIOL 312 or BIOL 470
- 2.0 ~~2.25~~-CHEM units: CHEM 120, CHEM 120L, CHEM 123, CHEM 123L, and CHEM 220, ~~and CHEM 220L~~
- 5.25 EARTH units: EARTH 121, EARTH 121L, EARTH 122, EARTH 122L, EARTH 123, EARTH 221, EARTH 223, EARTH 342, EARTH 358, EARTH 444, EARTH 458, and EARTH 458L
- 0.5 PHYS unit: PHYS 111
- 0.5 EARTH elective unit chosen from: EARTH 439, EARTH 456, or EARTH 459
- 0.5 program elective unit chosen from: CHEM 404 or EARTH 421
- 0.5 ERS unit: ERS 316
- 1.5 GEOG unit: GEOG 305, GEOG 407, and GEOG 453
- 0.5 MATH unit: MATH 127
- 0.5 STAT unit: STAT 202
- 0.5 ENGL unit: ENGL 193/SPCOM 193
- 3.5 elective lecture course units

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### 3.3 Changes to the BSc Honours Psychology Plans

**Effective Date:** September 1, 2021

**Background and Rationale:**

The current text related to first year Biology requirements and associated labs confuses students. They do not know whether the labs taken to satisfy first year Biology requirements can also be used to fulfil the 5.5 Science elective units. Changes are being made to explicitly list BIOL 130/130L as one of the first year BIOL requirements and to update text so that it is clear what counts toward Science electives and what is needed for first year BIOL requirements. As a result, total BIOL units increase from 1.0 to 1.25, while total Science elective units decrease from 5.5 to 5.25 units.

Starting fall 2021, students admitted to Life Science co-op, with the intention to move into the second-year entry program of BSc Psychology for fall 2022, will have one additional work-term opportunity added to the co-op plan. The four work-term sequence will be phased out as students graduate. The additional work term is being added to the end of the program so there will be a double work term sequence between the 4A and 4B academic terms. The fifth work term is being added:

- To be consistent with all other Faculty of Science BSc Co-op programs (excluding Biotechnology/Chartered Professional Accounting).
- To provide students with longer, more in-depth senior work experience.
- To create consistency between Arts and Science sequencing for psychology programs, preventing students from choosing based on one additional work opportunity.

BSc Honours Co-operative Psychology will still require a minimum of four work terms, four work-term reports and four PD courses (PD 1, PD 11 and two others), but will now have five scheduled work term opportunities.

Changes to the following three Faculty of Science Calendar pages are needed to reflect: 1) incorporating BIOL 130/130L as a first year BIOL requirement; 2) adding an additional fifth work term opportunity; 3) editing or removing some of the notes associated with term of offerings; and/or 4) recommending a sequence for PSYCH course enrolment. All changes have been supported by the Departments of Biology, Psychology and by Co-operative Education:

1. Psychology BSc - Overview and Admissions
2. Honours Psychology Bachelor of Science (Regular and Co-op)
3. Information and Regulations - Co-operative Program Requirements

### 3.3.1 Psychology BSc – Overview and Admission

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#### Honours Psychology Co-operative Academic Plan

Honours Psychology Co-op students gain beneficial work experience, perform a wide variety of tasks in numerous sectors, and are valued by their co-op employers and mentors. Students have opportunities to apply skills learned in Psychology courses (e.g., analytic, numeracy, computer, oral, and written communication skills) and develop new marketable skills.

Students should refer to the Psychology Co-op section on the Psychology undergraduate website for further details about the admission requirements and application procedures, and information regarding co-op positions, the requirements for writing work-term reports, and Professional Development (PD) course requirements.

~~Those accepted to co-op will have four work terms, require four WatPD (professional development) courses that must include PD 1, PD 11, and two PD elective courses, and will complete four work-term reports, one completed as part of PD 11, and three completed in required WKRPT courses (WKRPT 200S, WKRPT 300S, and WKRPT 400S). The first work term will be in the spring term following Year Two. The school/work sequence ends with a school term. Psychology students pay co-op fees during five full-time school terms, with the first co-op fee charged in the 2B (year/level) school term.~~

### 3.3.2 Honours Psychology Bachelor of Science (Regular and Co-op)

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Successful completion of this program requires:

21.0 units that include the following:

- 1.0 MATH unit: MATH 127 and MATH 128
- ~~1.25~~ 1.0 BIOL units including BIOL 130, BIOL 130L, and 0.5 BIOL unit at 100- or 200-level (exclusive of BIOL 225 and BIOL 280) ~~plus any associated labs~~
- 1.5 CHEM units: CHEM 120, CHEM 120L, CHEM 123, CHEM 123L
- ~~5.25~~ 5.5 Science elective units that include:
  - no more than 2.0 SCI-labelled units
  - no more than 1.5 lecture units at the first-year level (i.e., courses other than the Year One BIOL and CHEM)
  - no more than 1.25 lab units
  - ~~no more than 1.5 lab units, inclusive of first-year BIOL lab units~~
  - at least 2.0 units at the 300- or 400-level, exclusive of SCI units

- 9.0 PSYCH units distributed as follows:
  - 5.5 PSYCH units: PSYCH 101/PSYCH 101R, PSYCH 207, PSYCH 211, PSYCH 257/PSYCH 257R, PSYCH 261, PSYCH 291, PSYCH 292, PSYCH 389, PSYCH 390, PSYCH 391, and PSYCH 492
  - 0.5 PSYCH unit chosen from: PSYCH 238 or PSYCH 253/PSYCH 253R
  - 0.5 PSYCH unit chosen from: PSYCH 420, PSYCH 451, PSYCH 453, PSYCH 454, PSYCH 455, PSYCH 457, PSYCH 458, PSYCH 459, PSYCH 461, PSYCH 462, PSYCH 463, or PSYCH 485
  - 2.0 PSYCH elective units at the 300- or 400-level
  - 0.5 PSYCH elective unit at any level
- 0.5 ENGL unit: ENGL 193/SPCOM 193
- 2.5 elective units

#### Additional Program Requirements:

Students in the co-op program must also complete the co-operative program requirements which include:

- A minimum of four Four-work terms: COOP 1, COOP 2, COOP 3, and COOP 4.
- Four work-term reports: one as part of PD 11, WKRPT 200S, WKRPT 300S, and WKRPT 400S.
- Four Professional Development courses: PD 1, PD 11, and two other PD courses

#### Notes

1. Science electives include BIOL, CHEM, EARTH, MNS, PHYS, or SCI labelled courses.
  2. Students should note that Year One Physics is a prerequisite for some professional or graduate programs and is relevant to material covered in some professional and graduate admission tests (e.g., Medical College Admission Test (MCAT), Optometry Admission Test (OAT)). Some upper-year, non-Physics courses, require completion of one or more first year Physics courses, including:
    - BIOL 376 Cellular Neurophysiology
    - EARTH 260 Applied Geophysics 1
  3. PSYCH 291 and PSYCH 292 must be completed in Year Two.
  4. PSYCH 391 is a corequisite for enrolment in a Research seminar must be completed in Year Three (fall).
  5. ~~PSYCH 211, PSYCH 257/PSYCH 257R, and one of PSYCH 238 or PSYCH 253/PSYCH 253R must be completed before taking PSYCH 389 and PSYCH 391.~~
  6. ~~PSYCH 207, PSYCH 211, and PSYCH 261 must be completed before taking PSYCH 390.~~
  7. ~~Normally, both PSYCH 389 and PSYCH 390 (Advanced Research Method courses) will be completed in Year Three.~~
  8. ~~Typically only one section of PSYCH 390 is offered in the spring term and priority enrolment that term is given to those in the co-op system of study.~~
  9. ~~Normally PSYCH 492 is only offered in the winter term.~~
5. Psychology courses are offered by the Faculty of Arts.
  6. Students considering applying to professional or graduate programs should ensure that they have the appropriate labs associated with lecture courses if labs are needed for admission.

Refer to the ~~Psychology Programs section on the Psychology undergraduate website for further course sequence information and class enrolment instructions~~

### **Honours Thesis**

The Honours Thesis (PSYCH 499A, PSYCH 499B, and PSYCH 499C) course (1.5 units) is optional but recommended for students who:

- are considering graduate or professional programs that may require a completed honours thesis for admission, or
- have a strong interest in, and commitment to, conducting original research.

The Honours Thesis will count for three of the four PSYCH electives required at the 300-level or above. Consult the Honours Thesis Handbook (course outline for PSYCH 499) on the Psychology Undergraduate website for further details regarding PSYCH 499A, PSYCH 499B, and PSYCH 499C.

### **3.3.3 Co-operative Program Requirements**

#### **Co-op Designation Eligibility**

In order to be eligible to receive a co-op designation on the Bachelor of Science (BSc) degree, Faculty of Science students are required to successfully complete:

- a minimum of four work terms,
- a minimum of four professional development (PD) online courses, and
- a minimum of three work-term reports (BSc Psychology students must complete four work-term reports).

With the exception of ~~BSc Psychology~~ and Biotechnology/Chartered Professional Accountancy students who have four work-term opportunities, students are given five work-term opportunities in which to complete these requirements throughout the normal academic/work-term sequence.

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**Legend for Co-op Study/Work Sequences Table**

Key	Description
F, W, S	Terms: F = September-December; W = January-April; S = May-August
1, 2, 3, 4 plus A or B	Denotes academic year and term
WT	Work term

**Co-op Study/Work Sequences**

Plan	Year 1			Year 2			Year 3			Year 4			Year 5	
	F	W	S	F	W	S	F	W	S	F	W	S	F	W
Biochemistry, Biology, Biotechnology/Economics, Chemistry, Earth Sciences, Environmental Science, Medicinal Chemistry, Science and Business	1A	1B	off	2A	WT	2B	WT	3A	WT	3B	WT	WT	4A	4B
Biotechnology/Chartered Professional Accountancy	1A	1B	off	2A	WT	2B	3A	WT	3B	WT	4A	WT	4B	
Materials and Nanosciences	1A	1B	off	2A	WT	2B	WT	3A	WT	WT	3B	WT	4A	4B
Pharmacy (Doctor of Pharmacy)		1A	1B	2A	WT	2B	WT	3A	WT	3B	4A	4B		
Physics, Mathematical Physics, Life Physics, Physics and Astronomy	1A	1B	off	2A	WT	2B	WT	WT	3A	WT	3B	WT	4A	4B
Psychology	1A	1B	off	2A	2B	WT	3A	WT	3B	WT	4A	WT	<del>4B</del> WT	4B

**Notes**

1. Admission to Psychology Co-op occurs by September ~~January~~ for the ~~2B~~ 2A term.
2. A Master of Accounting (MACc) eight-month graduate program is normally taken in consecutive winter and spring terms immediately following the completion of the 4B term in Biotechnology/Chartered Professional Accountancy.

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## 4 INACTIVATION OF ACADEMIC PLANS

### 4.1 Honours Geochemistry (Reg. & Co-op)

**Effective Date:** September 1, 2021

**Background and Rationale:** There has been limited student interest for several years in this plan (regular and co-op streams of study), jointly offered by the Department of Earth and Environmental Sciences and the Department of Chemistry. Inactivation is supported by both departments. Honours Geochemistry is not a direct entry program accessible to students applying through the OUAC, thus its inactivation will not impact any 2021 recruitment activity for Science.

## 5 CHANGES TO REGULATIONS AND PROCEDURES

### 5.1 Grades and Academic Standings- Academic Standings

**Effective Date:** September 1, 2021

**Background and Rationale:** Not all the standings used within the Faculty of Science were represented on the Academics Standings page, therefore the following standings are added to the page to make it inclusive: Must change Academic plan change (FLP), Decision Deferred (DEF), and Decision not Applicable (NAPP). In addition, the use of term promotion by Doctor of Optometry program is added to represent its practice.

#### Academic Standings

With the exception of the Doctor of Optometry and Doctor of Pharmacy programs, which follows a term promotion system, the Faculty of Science operates under a unit-weight system in which student progress is measured by units successfully completed rather than by years. See Determination of Level and Term of Study in this Calendar for details.

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#### Standings Requiring a Required Change in Major Standing

##### **Unsatisfactory - Eligible for Honours Science ~~Non-Major Only~~**

Students whose overall, major, or special major average does not qualify for Conditional standing, will be moved into the Honours Science program. In a future term, depending on cumulative overall, major, or special major average, students may be eligible to resume their original honours plan. Readmission to a co-operative program is not guaranteed and depends on availability of space and academic averages. Students with averages below the requirements for Honours Science, could receive an Unsatisfactory - Eligible for General Science Only academic standing.

### **Unsatisfactory - Eligible for General Science Only**

When students in an honours plan do not qualify for Conditional standing or movement into the Honours Science program, they may be moved to the General Science program, depending on their averages. Students are deemed to be successful in their subsequent term if both the cumulative science and overall averages are at least 55%. In a future term, depending on cumulative science and overall averages, students may be eligible to resume their original honours plan or can continue in General Science. Readmission to a co-operative program normally does not occur.

### **Must Change Academic Plan**

Students must change their academic plan if they exceed a plan-specific failure limit or have average(s) below plan requirements. In instances where the failure limit is exceeded, the plan will be changed to one outside the department/discipline. Instances where average(s) are below the conditional threshold for plan minimums will trigger a change from the student's plan to another plan within the same department/discipline.

### **Other standings**

#### **Decision Deferred**

A standing decision will be deferred when there is insufficient information for a decision to be made. A decision deferral will occur in instances where the student has:

- two or more incomplete (INC) grades
- an IP, MM and/or UR grade
- insufficient numeric grades in their first term
- insufficient courses completed in their first conditional readmission term

Revised INC, IP, MM and/or UR grades may lead to an updated academic standing and average calculation.

#### **Decision Not Applicable**

A standing decision will not be made in certain circumstances, e.g., a term with a petition decision, when there are no numeric grades (WDs, CR/NCRs), or when there is no program benchmark to compare progress such as post-degree studies.

# Memorandum

To: Rebecca Wickens, Associate University Secretary  
CC: Chris Read, Associate Provost, Students

From: Pam Charbonneau, Director, Student Success Office (SSO)  
Sacha Geer, Manager, International Mobility and Intercultural Learning, SSO  
Sandra López-Rocha, Intercultural Learning Specialist, SSO

Date: September 3<sup>rd</sup> 2020

## **RE: Amendments to the Global Experience Certificate (GEC) – Additional language and renaming the CCVE component**

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The following two recommendations are presented with the purpose of updating GEC requirements:

- 1) The current list of language courses that count towards the GEC requirements (approved in November, 2018) does not include MOHAWK courses, as these were first approved in December 2018 for the 2019-2020 calendar. We would like to request the inclusion of MOHAWK courses to the list of languages counting towards the GEC in the 2021-2022 UG calendar.
- 2) The GEC requires students to complete an International Experience (IE), two language and one global studies courses, a reflection piece, and a Cross-cultural Volunteer Experience (CCVE). We propose changing the name of the volunteering requirement, from Cross-cultural Volunteer Experience (CCVE) to the more up-to-date Intercultural Volunteer Experience (IVE).

To be specific, the change is requested to update the milestone name, with the understanding that it does not affect any students currently enrolled or applying for the GEC. What we are seeking to do is to update the language in order to better reflect the experiences students are having, which are already, by definition, intercultural (i.e., cultural engagement, awareness, learning, and appreciation also echoing goals in the University of Waterloo's 2013-2018 Global Prominence and Internationalization Strategic Plan) and to ensure we are in line with the literature.

For context, we present the following rationale:

The terms *cross-cultural* and *intercultural*, applied to cultural studies and communication, are not interchangeable. *Cross-cultural* highlights comparisons between two or more cultures for the purpose of analysis (e.g., the same issue in different cultures). It is commonly found in training programs intended to compare, for instance, how business is conducted across cultures.<sup>1</sup>

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<sup>1</sup> Hendon, D., Hendon, R., & Herbig, P. (1999). *Cross-cultural business negotiations*. Westport, CT: Quorum.  
Chanlat, J-F, Davel, E, & Dupuis, J-P. (Eds.) (2013). *Cross-cultural management: Culture and management across the world*. New York: Routledge.

*Intercultural*, by comparison, emphasizes personal development involving, for instance, creating awareness, changing attitudes, acquiring knowledge, understanding communication, and fostering skills that create competence in multiple cultures (i.e., intercultural competence<sup>2</sup> and intercultural communicative competence<sup>3</sup>). This term is more in line with the existing learning objectives and experiences of UW students pursuing the GEC.

Summary of Recommendations to be approved by Senate:

- 1) To add Mohawk courses to the list of language courses counting towards the GEC starting in the 2021-2022 undergraduate calendar.
- 2) To change the GEC's volunteering component name, from Cross-cultural Volunteer Experience (CCVE) to Intercultural Volunteer Experience (IVE). This change would be reflected in the 2021-2022 undergraduate calendar, would need to be edited in the Registrar's Office coding system (including students' transcripts and certificate), and the GEC website.

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<sup>2</sup> Deardorff, D., & Arasaratnam-Smith, L. (Eds.) (2017). *Intercultural competence in higher education: International approaches, assessment and application*. London: Routledge.

<sup>3</sup> Fantini, A. (2019). *Intercultural communicative competence in educational exchange*. London: Routledge.

## Handling of Final Assessment Reports & Two-Year Progress Reports related to academic program reviews

### Introduction

Waterloo's Senate Undergraduate Council (SUC) and Senate Graduate and Research Council (SGRC) have a duty to consider all aspects relating to the academic quality of undergraduate studies and graduate studies within the University. As described in Waterloo's Institutional Quality Assurance Process ([IQAP](#)), documentation emerging from the [cyclical program review](#) process includes:

- [Final Assessment Report](#), which summarizes the self-study, external reviewers' report, program response, and implementation plan, and
- [Two-Year Progress Report](#), which reports on progress related to the implementation plan.

Final Assessment Reports (FARs), require two SUC or SGRC members to review the report, whereas, Two-Year Progress Reports only require one SUC or SGRC member, although at the SUC/SGRC Chair's discretion, a second reviewer may be sought. In order to ensure that student representatives have the opportunity to review each report, the WUSA VP, Education and GSA President receive these documents in advance for information. Any questions or concerns they might have can be raised and addressed, if needed, prior to the report being approved at SUC/SGRC. This review process is coordinated by the Quality Assurance (QA) Office.

To promote transparency and foster integrity in the review process, reviewers should not be members of the Faculty or Affiliated and Federated Institutions of Waterloo (AFIW) from which the report originates.

### Assessment

Reviewers will consider a series of **guiding questions** (see below) in arriving at their recommendation for revision or approval to SUC or SGRC. Before reporting to SUC or SGRC, reviewers will ask questions and share their observations, as well as any concerns they have identified with the report, to the Quality Assurance Office, who will then connect with the Chair or Director of the program. The FEDS and GSA representative will also receive these reports for information prior to submission to SUC/SGRC.

The Quality Assurance Office will ensure that any revisions to the reports are completed by the Chair or Director of the program, prior to the QA Office submitting the report for approval at a SUC or SGRC.

#### Does the Final Assessment Report:

- 1) Include a credible implementation plan that not only addresses the substantive issues identified from the program review process but also identifies clearly:
  - What actions will follow from specific recommendations?
  - Who will be responsible for acting on those recommendations?
  - Who will be responsible for providing resources?
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?
- 2) Provide a rationale as to why a recommendation(s) will not be pursued?

**Does the Two-Year Progress Report:**

- 1) Clearly describe progress achieved on the various action items in the implementation plan?
- 2) Explain convincingly any circumstances that would have altered the original implementation plan?
- 3) For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?
- 4) Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process?

The program Chair or Director (or their chosen delegate) will attend the SUC or SGRC meeting to address any questions or concerns that might arise during SUC/SGRC.

SUC's and SGRC's responsibility will be to focus on the overall credibility and feasibility of the report and the proposed plan of action – seeking to uncover, for example, unexplained disjunctions between the reviewers' recommendations and the program's response – as opposed to the minutiae of course content and curriculum structure.

A Final Assessment Report or Two-Year Progress Report that is approved by a majority vote of SUC/SGRC will be submitted to Senate for information. Should the discussion at SUC or SGRC reveal issues of concern that require revision, the Quality Assurance Office will work with the program Chair or Director to address the concern(s). If minor revisions are needed, the report will be edited and then it will proceed to Senate for information without re-approval from SUC/SGRC; however, any major revisions will require SUC/SGRC review and approval.

**Status of Reports under Review**

A summary of the status of all reports under review, including reports for which the QA Office is seeking reviewers, can be found at the following link:

<https://uwaterloo.ca/academic-program-reviews/status-reports-under-review>

# Final Assessment Report

## History (BA, Minor)

### January 2020

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#### Executive Summary

External reviewers found that the Bachelor of Arts in History and Minor in History delivered by the Department of History were in good standing.

*“We believe all undergraduate programs are in good standing. The Department of History includes engaged and productive historians who deliver courses that are consistently ranked, by students, of high quality”*

A total of five recommendations were provided by the reviewers, touching on curricular and governance improvements, and increased support for the program. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2024-2025.

#### Total Enrolment in all Undergraduate Year Levels

	General	Honours	Co-op	Minor
Fall 2019	9	54	35	33
Fall 2018	13	48	34	33
Fall 2017	12	53	19	36

\*based on Active Students Extract pulled from Quest January 14, 2020

#### Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Department of History. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on September 28, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Dr. David Wright, Professor of History & Classical Studies, McGill University, and Dr. Dominique Marshall, Professor of History, Carleton University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on December 6-7, 2018. An internal reviewer from the University of Waterloo, Dr. Bill Anderson, Professor of Chemical Engineering, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; Arts Associate Dean of Undergraduate Studies; Chair of the Department of History; faculty members; staff and current students. The review team also had an opportunity to meet with representatives from the Library and Co-operative Education.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

### **Program Characteristics**

The Department of History offers the following degree options (majors/minors).

- The [Three-Year General History](#) program balances a wealth of flexibility in course selection with attentiveness to methodology, temporal range and disciplinary depth. On average, since 2010, 12.5% of the Department's students annually have graduated with the Three-Year General degree. It requires a minimum major average of 65% and at least 12 history courses.
- The [Four-Year General History](#) program is similar to the Honours degrees, meaning that the graduating students more closely attain proficiency in their learning outcomes. Those in the Four-Year General plan have consistently accounted for about 25% of the Department's graduates annually. The program requires a minimum major average of 65% and at least 16 history courses.
- The [Honours History](#) program offers students flexibility in their studies, and the scope to define their fourth year experience in ways most meaningful to them. Students graduate with detailed and complex knowledge bases, proficient research, communication and diversity skills, and the ability to apply their knowledge and skills autonomously as emerging professionals in a variety of workplace or graduate degree settings. It requires a minimum major average of 70% and at least 16 history courses. There was a high of 85 graduates in the History majors in 2010 (32 General, 8 Honours Co-op, 45 Honours) to a low of 34 in 2016 (9 General, 5 Honours Co-op, 20 Honours).
- The [History Minor](#) is a flexible plan of 8 courses accessible to any student at the University of Waterloo. The minimum Minor average is 65%, requiring 8 history courses, two above HIST 250. There were between 27-47 students registered in the minor from 2010-2016.

The Department also offers [four specializations](#):

- **Applied History:** Practical, real-world uses for the past in society and the marketplace.
- **Global Interactions:** Exploring human interactions on a global scale.
- **International Relations:** A joint program with Political Science.
- **Revolution, War, and Upheaval:** Examining the impact of conflict on the course of history.

### Summary of Strengths, Challenges and Weaknesses based on Self-Study

#### Strengths

- Strong retention factor, with an overall retention of 85.5%. When students enrol in History, they are strongly inclined to remain in the discipline.
- Strong representation of graduates on Dean's Honours List
- Co-operative education as a differentiating factor of the program
- Teaching evaluations exceed faculty average on all counts
- From the perspective of the learners, numerous strengths include: becoming disciplinary experts, as Honours graduates, mastering the concepts, methods, theories and skills of the discipline of History; classroom experience; great professors (both sessional and regular); access to co-op; level of support; sense of belonging; ability to complete program successfully

#### Challenges

- Sharp decline in History majors in period of self-study; attracting majors
- Sharp decline in History course enrolments in period of self-study; attracting students of history
- Co-ordination with AFIW (especially with regard to 1xx and 4xx course scheduling)
- How to recast the reality of being a Department teaching increasingly to non-majors (or "service teaching") into a positive
- Anxiety about impact of activity based budgeting at departmental level
- Better integration of undergraduate students into Department events (e.g., Speaker Series)
- Communicating the value of a History and Arts education within and beyond the academy and addressing student-expressed concerns about the place of History/Arts in a STEM dominated institution
- Possibility of developing a suite of online courses appealing to general public and cross-faculty interest, such as sport, film, and the internet
- Heavy departmental administrative weight (Chair, two Associate Chairs, and in 2019 Directorship of the Tri-University graduate program). Four administrative roles is a significant ratio in a Department of this size and also impacts teaching / course offerings.

- Shift to a new emphasis upon Spring teaching by regular faculty. Impacts Fall/Winter course offerings and TA allocations.
- Lacking community space for faculty

### **Weaknesses**

- Smallest faculty complement in History in U15 – makes diversity of offerings difficult and impact of service roles difficult to bear
- The inclusion of all historians in our “Department” description at UW and AFIW suggests our FTE complement is far larger than it is
- Ability to perform departmental, faculty, and university service is affected by small complement – this will become particularly critical with upcoming and eligible retirements (a potential total of four)
- From a student perspective weaknesses are: lack of attention to career development at department level; lack of diversity in course offerings (e.g., beyond Europe and North America); sense of self and value of discipline in STEM-dominated UW

### **Summary of Key Findings from the External Reviewers**

*“We believe all undergraduate programs are in good standing. The Department of History includes engaged and productive historians who deliver courses that are consistently ranked, by students, of high quality”; “Although the program is currently in good standing, it should be monitored closely in the coming years to ensure that the students are receiving a quality undergraduate experience in History. We believe, however, that the leadership of the department is well placed to initiate reforms in an open-minded and collaborative fashion”.*

### **Program Response to External Reviewer Recommendations**

1. **Undergraduate Programs:** The History programs are currently in good standing, and we received excellent, and largely positive, feedback on the students’ experience from the Co-Op office. However, questions arise as to the long-term viability of the stand-alone Honours History BA at the University of Waterloo. Course offerings are limited in breadth, class sizes are small, and potential honours History students have too many other options in Southwestern Ontario. It is hard to imagine that one new tenure-stream hire will be able to fill the looming gap in providing courses on ‘the rest of the world’ or reverse the long-term trends in program students. Indeed, one wonders whether the next seven years (to the next review) should be one of carefully managed contraction, seeing more energy devoted to the Co-Op Honours (which cannot be pursued elsewhere in Southwestern Ontario), the continuation of the rest of the History programs (joint Honours with another subject; minor in History, four year BA, three year BA) as well as the administrative merger with another unit, of which Classics would be the obvious (but not only) option.

### Program Response

History intends, as the reviewers recommend, to continue to monitor the “stand-alone” Honours BA over the next seven years. The program is encouraged by increasing enrollments, as discussed below, and will maintain their commitment to strong participation in Arts recruiting and outreach, curricular programming and flexible degree paths that fulfill the needs of today’s Arts learners and graduates, supporting students’ awareness of and ability to articulate the value of their degree, and to the academic rigour expected in the program that continues to attract strong students to UW History. Specifically, the reviewers recommend:

*“seeing more energy devoted to the Co-Op Honours (which cannot be pursued elsewhere in Southwestern Ontario), the continuation of the rest of the History programs (joint Honours with another subject; minor in History, four year BA, three year BA) ...”*

The recommendation concerning Co-op is discussed below. It is difficult to over-state the value History has always seen in systematically reviewing the health of their program streams and they agree with the reviewers that they should continue to do so. The health of the regular Honours BA stream in particular (a plan that is standardized with the joint Honours, four year BA, and four year Honours Co-op BA the reviewers recommend History maintain) is a primary focus. The program has and will continue address the reviewers’ three specific concerns around breadth, class size, and the fact that there are “many other options in Southwestern Ontario” by continuing to hire diversely and engaging in course development to offer greater breadth, expanding class sizes through offerings attractive to non-majors, and differentiating their program as a whole, largely in its association with UW Co-op.

History agreed with the recommendation to “rally-around” the Co-op program and are happy that the reviewers have flagged this differentiating factor. Indeed, the Co-op program in History differentiates the program from others in Ontario, and most of Canada. The Department is committed to its continuing success, especially as they realized a 27% increase in enrollment with the full launch of Co-op in Fall 2017, and have since realized another increase of 22%. The reviewers were aware of these increases, however they were not formally presented with this data as the self-study only covered the years 2010/11 to 2016/17 (pre-dating this recent increase). There may well be other explanations for the increase; however, the enrollment increases are predominantly within the Co-op stream. Nevertheless, the emphasis on “decline” in the reviewers’ report should be balanced against this recent evidence of increasing enrollment. History is a mid-sized program in the Faculty of Arts, with with 88 HIST majors in Fall 2018.

Still, as the reviewers' note, and as the self-study captures, History's numbers have declined sharply since the last cyclical review, which is a key context to all departmental planning. Regardless, History is encouraged by the enrollment increases, and will strive to continue them with a goal in the 200s, in line with disciplinary partners in Political Science and English).

History has already made great strides in the direction of this recommendation to "rally-around the Co-op," shifting its teaching loads, especially tenure-line, around and making required field courses at the 2xx level available in the Spring term, as well as options at the required 3xx level. While largely intended to meet the needs of Co-op students, the shift to more Spring teaching by regular faculty has also brought the unexpected bonus of very healthy student enrolment from other Arts programs and the other five faculties. History recognizes that students are experiencing the departmental Co-op in History as a way of integrating more fully with the UW "experience" or "brand" which was something students in Honours History and Arts & Business Co-op have long expressed. However, History acknowledges it can do more to support Co-op and the students in it, and they have made a continuing commitment to address this.

History feels that neither the Department nor UW students in History would be well served by a mandatory Co-op. There are many reasons why students choose to opt-out of Co-op; these students still need continued access to their Honours program as a regular course of study. The History Department would also be loath to lose Honours students should they opt out of Co-op. Similarly, other students choose UW History for reasons unrelated to Co-op and the Department has every wish to encourage their enrollment. Finally, mandatory Co-op is not a valuable recruitment tool, based on experience at events such as the Ontario Universities Fair, in any Arts programming beyond Accounting & Finance. Similarly, offering a non-Co-op option to students does not require any departmental additional resources. History is open to, and would welcome, administrative reform. That may take the form of the administrative merger the reviewers discussed with us – namely, "pools" of administrative support staff working for multiple departments in Arts, or the more specific suggestion here of a two-department support unit. History will constructively participate in any faculty-level conversations enabling administrative reform to better support departmental needs for everyone.

2. **Governance:** We recommend a new approach to departmental administration, including: (1) a regular slot blocked out (by registrar's office/registration) for 3 or 4 department meetings per term scheduled well in advance; (2) a small number of department committees to support the Chair, the Associate Chairs and other crucial activities; and (3) the inclusion of AFIW

faculty members in the meetings and in those committees. We have found that including student representatives of all programs, and a representative of sessionals, in the open Departmental meetings and in the relevant Committees (within the limits of what the constitution of the University allows) has benefits for the department as a whole.

### **Program Response**

There are three clear components to this recommendation: a) scheduling; b) departmental committees; and c) AFIW colleagues' participation.

- a) History will work to schedule meetings as recommended; beginning in the W20 semester we will apply a Level 2 constraint to all UW HIST instructors, for example, for Fridays after 2:30 – enabling everyone to attend at this time.
- b) This recommendation has been followed in the past, and will be implemented again. History recently convened an ad-hoc “Governance” or “By-law” Committee in order to codify several sets of administrative relationships within the Department, as well with AFIW. One AFIW colleague is a member of this committee. The committee has since drafted a set of recommendations, pending departmental approval, that defer to UW Policy, and clarify the following issues of governance, and include the creation of the recommended departmental committees: Department membership, Departmental Advisory Committee on Appointments (DACA) composition, Promotion and Tenure practice, appointment of Associate Chairs, the administrative relationship with AFIW colleagues, frequency of department meetings, Approved Doctoral Dissertation Supervisor (ADDS) status, workload expectations, Standing Sub-Committees (Executive, UG, Grad, Communications & Speakers' Series), and, amendments to the by-laws.
- c) AFIW members have always been and are always invited to Department meetings on main campus and are included in regular lines of communication. The intent of this recommendation has been the practice in History for decades. History has benefitted from the involvement of our AFIW colleagues in department meetings, in decision-making with Graduate admissions, etc., On a similar note, Professor Jane Nicholas, a colleague at St. Jerome's, has agreed to serve, on behalf of UW History, as the next Director of the Tri-University Graduate Program, which is a demanding, three-year-long administrative position. Enabling this appointment required close cooperation between the Chairs and the upper administration of the Faculty of Arts and St. Jerome's University, and speaks to the collegial relationship with the AFIW.

Department meetings include both undergraduate and graduate student representation. Typically the current chair of the History Society represents undergraduate students; a member of the Tri-University Society represents graduate students. We are open to having a sessional representative in attendance, and can

raise the issue with them, while remaining aware that attendance at meetings is unremunerated.

- 3. Course Offerings:** The Department is clearly making an effort to mount courses that are attractive to students both within History, in Arts, and within the university. Some faculty members felt dispirited by the decline of (formerly) popular courses. It is noteworthy that the decline in course enrollments can be seen across the board (as mentioned above). Opinion as to whether things were being exacerbated by disparate factors -- (1) the process of registration and scheduling; (2) imperfect coordination between 'competing' courses in the 'regular' Department and the colleges; (3) the emergence of new interdisciplinary programs more attractive to students -- was open to different perspectives from stakeholders. We have no magic solution, save to reemphasize the need to identify courses that naturally complement the strengths of the university, including: environmental history, transnational/IR history, and the history of science and technology. There might also be an opportunity to think of methods/theory/skills courses that would be collaborative and would signal to students explicitly the existence of a variety of fields within the Department, in the colleges and, maybe, at the University of Waterloo. A more judicious use of interuniversity registrations with Wilfrid Laurier, and a renewed planning in coordination with the AFIW, would also help in this direction, as would hiring proposals drafted in coordination with other strong units in campus.

### **Program Response**

The Department appreciates the hard work and suggestions of the reviewers in this regard; however, after careful discussion of past initiatives in these fields, History is unsure about the wisdom of introducing courses on "environmental history" and the "history of science and technology." The few times that they have offered environmental history (as recently as 2016), the enrollments were in the single digits. Years ago, they offered a course on the history of Engineering that fared even more poorly which was likely attributable to the fact that other faculties offered similar courses, thus limiting their growth potential in these areas. Instead, History will continue the excellent strides they have made in Digital History, which reflects the larger mandate of UW in terms of innovation, and in Public History, which also captures the intent of the Truth and Reconciliation Commission. Anecdotally, History has learned from those who teach classes that reach all faculties in the University, such as Math, Engineering, Science, Applied Health Studies and Environment, that these students are looking for classes that open up new vistas of learning to them, and are accessible to non-Arts students. Hence, History believes the key to their success in attracting non-Arts students is to continue to make them inviting to students outside of Arts, and in other Arts programs; to focus on innovations in their teaching; and to continue to explore options with online teaching, which will open even more doors to other students on campus.

Diversity, breadth, depth, methodological and pedagogical reach is becoming increasingly challenging for History, given its small FTE complement, especially with imminent retirements – at least 4 - in key fields. Without a guarantee of future tenure line or continuing hires, History is unable to expand geographic, thematic, temporal, methodological etc. program components. The reviewers indicated that the “the presence of seven historians at the affiliated ‘colleges’ (AFIW) has cushioned ... faculty complement, and provided an effective teaching cluster (15 + 7) that is, in reality, as large as some competitor universities.” These historians strengthen programming in HIST; the AFIW and UW leadership work to coordinate course offerings to eliminate “competition” for enrollment. However, the numbers of AFIW faculty as noted by the reviewers are misleading: of the FTE complement on main campus, two senior administrators do not teach at all in the program, and another, appointed to the Balsillie, teaches only one course per annum. Typically, there are 12 active FTE instructors, subject to availability as determined by sabbatical, leave, and administrative course release. In addition, the reviewers refer to 7 History FTE at the AFIW. It is correct that there are 7 ‘historians’ at the AFIW, but most are cross-appointed or have teaching responsibilities in non-History departments (e.g., Epp in PACS, Nicholas in SMF, Llewellyn in SDS, Bednarski in MEDVL, and Osborne in the administrative role of Dean at CGC). In the last calendar year, (Fall, Winter, Spring 2018-19), the 7 “historians” at the AFIW noted in the reviewers’ report, taught a total of five courses in the History program. Hence, the AFIW teaching capacity in History does not represent 7 FTE (though all do scholarship in History) and thus the reviewers’ calculation of 15+7 = comparable capacity to other competitors is not accurate.

4. Administrative Support: The system of administrative support is clearly broken. This must be demoralizing for faculty and students alike, and most of all to the administrative staff themselves, who appear to stay no longer than one year or two. It would appear that the Dean (or the new Dean, as we understand the current Dean is not seeking a new term) must seriously consider the reorganization of administrative support. Several universities have moved away from the traditional model of the PG and UG coordinator positions servicing only one department, since they are prone to the very problems that currently plague the Department of History at Waterloo. Pooled administrative resources between cognate departments (for example: English, History, Classics) would provide an administrative centre of 6-8 administrative staff, who could provide coverage during leaves and holidays, specialize in different areas, cross-train, identify best practices, create more opportunities for promotion for staff looking for mobility, have common points of communications with the AFIWs, and (hopefully) enjoy better job satisfaction. Although this type of reform often entails moving the staff members away from the premises of the Department, and a certain amount of retraining, the gains are potentially numerous. It might increase retention of administrative staff, help foster and manage cooperation between units in matter of recruitment and events, and ensure a regular attention to everyday students’ demands. Such a new system of pooled administrative staff is not a panacea, and we are conscious that it needs to respect

the HR grade system specific to Waterloo. However, it is hard to imagine it could be worse than the current situation.

### **Program Response**

History is proud of their staff and the fine work they do to support programs, students, and faculty. At the same time, they would wholeheartedly welcome a renewed system of stable administrative support that fulfills both the needs of the Department and program administratively, and the career goals and work-life balance of the administrative support staff themselves. At present, History must adhere to the Faculty of Arts support staff model as it currently exists given that the matter is beyond immediate departmental control. However, History has informed the Dean of Arts about this recommendation as it is under his purview to make such changes.

5. **Future Hires:** It would appear that aligning with successful programs and units could prove most prudent. One could envisage positions that are both geographically reinforcing of existing strengths in Western (Euro-North American) history while having a research focus (and upper year teaching interest) in the history of science and technology (or interest in Science and Technology Studies). Another possibility might be someone who could bridge the rising interest in Legal Studies with History (in the form of legal history, for example) or even another position in the history of global governance or humanitarianism (synergies with Political Science). A third example might be the emerging (and very popular) area of environmental history, which could (obviously) easily overlap with indigenous history as well. Another avenue would be to engage the AFIW in the reflection by leveraging the existing synergies created around common research endeavours such as those of Professor Lewellyn.

### **Program Response**

The recommendation of the reviewers is well taken and appreciated. History's recent hire in Global History both reinforces its current offerings and opens up a number of other geographic regions, temporal areas, methodological approaches, etc. in exciting ways. Should the opportunity to hire a tenure-line or continuing colleague present itself again, History will take this recommendation seriously. The Department is also open to collaborative efforts with other units. Previous attempts to offer Science & Technology courses (for example, in conjunction with the interdisciplinary Centre for Society Technology and Values) have simply not drawn student interest, and that the programs across-campus, non-major, students are frequently STEM-refugees. History is uncertain about how a hire in Science and Technology would be "reinforcing of existing strengths." The program would like the opportunity to clarify, perhaps in a retreat, the research directions of the Department as a whole before pursuing such a future hire.

**Implementation Plan**

Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
<p>1. <b>Undergraduate Programs</b></p>	<p>Systematically review regular Honours BA</p> <p>“rally-around” the Co-op program</p>	<p>The Department Chair, and the new departmental undergraduate committee will continue to actively monitor the enrollments, diversity, breadth, and value of the program. Classroom enrollments and declared majors (honours, co-op, and general) and minors are the primary indicator by which we gauge the health of the program and student responsiveness to it.</p> <p>The Department Chair will continue to “rally-around” the co-op, as supported by all faculty and staff members, and will continue to pay due attention to the health of all program aspects. Summer term classes have been scheduled to facilitate the co-op stream.</p> <p>Foresee no need for additional resources beyond existing.</p>	<p>Already implemented and on-going.</p>
<p>2. <b>Governance</b></p>	<p>1. History’s practice of scheduling department meetings will embrace the suggestion to involve the scheduling office by applying a Level 2 constraint to all instructors for a 90 minute block – likely Friday after 2:30.</p> <p>2. History has drafted departmental by-laws that create three permanent committees (executive, graduate, and UG),</p>	<p>1. The Chair will continue to schedule meetings three times a semester, now using a Level 2 constraint, and continue to welcome AFIW participation.</p> <p>2. These committees are now in existence (pending departmental approval).</p> <p>Foresee no need for additional resources beyond existing.</p>	<p>1. and 3. Have been in existence for a number of years; 2. applying Level 2 constraint will begin for W20</p>

	and will continue their practice of creating ad-hoc committees. 3. AFIW members are and have always been invited to participate in all departmental meetings and committee work. This practice will continue.		
3.	<b>Course Offerings</b> The Department will “continue to tailor” courses to “complement the strengths of the University.	The Department will continue its long-standing practice of developing curriculum that complements program strengths at UW.  With the exception of the possibility of developing a suite of on-line courses (a new online course on the History of the Internet launched in W20), we foresee no need for additional resources beyond existing.	Ongoing and continuing. The department as a whole is responsible for this, and in regular department meetings, discusses its courses with an eye to complementing UW’s strengths across all six faculties. Doing so is part #1 above.
4.	<b>Administrative Support</b> The Department is supportive but must adhere to the Faculty of Arts support staff model as it currently exists and the matter is beyond immediate departmental control. The recent hire in Global History referenced reinforces History’s current offerings, and opens up a number of other areas in exciting ways. When there is again opportunity to hire a tenure-line colleague, History will take this recommendation seriously.	The Chair has communicated this recommendation to the Dean of Arts.	We anticipate leadership for any reform of the staffing model will come from the Office of the Dean.
5.	<b>Future Hires</b>	Departmental Hiring Committee and DACA.  Resource needs are those associated with tenure-lines.	To be determined in consultation with the Dean of Arts. No consultation has yet begun.

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review

2024-2025

Date

**Signatures of Approval**



July 23, 2020

Chair/Director

Date

**Sheila Ager**

Digitally signed by Sheila Ager  
Date: 2020.08.06 12:46:13  
-04'00'

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

Faculty Dean

Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



July 29, 2019

Associate Vice-President, Academic  
(For undergraduate and augmented programs)

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs  
(For graduate and augmented programs)

Date

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: History, BA and Minor**

**Name of Reviewer: Matthew Gerrits**

**Date: 3/11/2020**

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### Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  Yes  No
  - Those who will be responsible for acting on those recommendations?  Yes  No
  - Those who will be responsible for providing resources?  Yes  No
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  Yes  No
2. Provide rationales for any recommendations that have not been pursued?  Yes  No

### General Comments

The review response gives good justification for not pursuing a Co-op only direction, but accommodates the recommended focus on co-op from the reviewers. The idea of an administrative merger was agreed to, and as such is dependent on a Faculty decision, which currently is out of scope of the review process. The opportunity for decanal response is an exciting opportunity for the FAR process to advance going forward, and represents a shortcoming in the current format.

Pushback on specific niche topics was empirically defended, providing context to why an apparently large teaching pool was unable to provide as much breadth as reviewers suggested.

Clear actionables have been assigned to specific persons, and I am satisfied with the feasibility of them going forward. Timelines in some cases are undefined, due to aforementioned lack of decanal input into QA responses.

**Quality Assurance Office**  
quality.assurance@uwaterloo.ca

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: History (BA, Minor)**

**Name of Reviewer: Victoria Chu**

**Date: 2/28/2020**

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### Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  **Yes**  **No**
  - Those who will be responsible for acting on those recommendations?  **Yes**  **No**
  - Those who will be responsible for providing resources?  **Yes**  **No**
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  **Yes**  **No**
2. Provide rationales for any recommendations that have not been pursued?  **Yes**  **No**

### General Comments

**The History Department was responsive to the questions asked and provided updates and added clarity. They were also responsive to the recommended editorial changes.**

# Final Assessment Report

## Studies in Islam (Minor, Diploma) and Arabic Language (Certificates, Diploma)

### October 2019

#### Executive Summary

External reviewers found that the Studies in Islam (SI) and Arabic Language programs delivered by Renison University College were in good standing.

*“We think that Studies in Islam (SI) is a program in good standing. It has a clear perspective for its administrative home (SI will become part of the unit Culture and Language Studies) and academic development (SI will be renamed Studies in Islamic and Arab Cultures; the minor will also be revised in terms of required courses and elective courses)”.*

A total of 4 recommendations were provided by the reviewers, to review course offerings, and update the program name and administrative structure. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2024-25.

#### Total Number of Students with a Degree Graduating with:

	SI Minor	SI Diploma	Arabic Language I (Certificate)	Arabic Language II (Certificate)	Arabic Diploma
<b>2018</b>	3	0	2	1	0
<b>2017</b>	3	0	1	0	0
<b>2016</b>	2	0	3	1	0
<b>2015</b>	0	0	1	2	0

#### Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Studies in Islam (Minor, Diploma) and Arabic Language (Certificates, Diploma) programs delivered by Renison University College. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on February 26, 2019. The self-study (Volume I)

presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length reviewers were selected by the Associate Vice-President, Academic: Dr. Peter Frick, Professor of Religious Studies, and Dr. Sonny Lee, Professor of Chemistry.

Reviewers appraised the self-study documentation and conducted a site visit to the University on April 1, 2019. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Arts; President and Vice-Chancellor of Renison; Acting Dean of Renison; Program Director; faculty members; staff and current students. The review team also had an opportunity to meet with representatives from the Library.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

### **Program Characteristics**

The Studies in Islam (SI) program is radically inter-disciplinary, working from the fundamental assumption that the totality of what we might call Islamic civilization is rich, multifaceted, and diversely manifested throughout many periods of history and within a mosaic of cultures. Therefore, this program seeks to present multiple perspectives, and, in doing so, to build bridges of understanding and foster meaningful dialogue. SI is an interdisciplinary academic minor that introduces students to the diversity of Islam and Muslims through courses that explore contemporary issues, Arabic language, Islamic civilization and culture, Islamic art, various aspects of Islamic thought and theology, Islamic history, and much more. The SI Minor is designed to challenge students to see their own disciplines through the lens of Islamic civilization and to see Islam through their disciplines. It introduces students to a mosaic of Muslim cultures and civilizations. The goal of this program is to help students discover the history and contributions of Islam as a crucial part of our shared, global heritage. Students can thus engage Islam in the fine arts, language and literature, drama, history, politics, science, anthropology, social development, gender and sex, and a myriad of other disciplines.

Students enrolled in any degree program may pursue a Minor in Studies in Islam and one of two Certificates in Arabic Language. Students enrolled in any non- or post-degree academic plan may pursue the Diploma in Studies in Islam and the Diploma in Arabic Language.

## Summary of Strengths, Challenges and Weaknesses based on Self-Study

### Strengths

- Relevance to society: SI is a program relevant to societal needs, responding to the current global condition through intercultural education and building awareness.
- Adding value to other programs: SI courses add value to many other University of Waterloo programs as evidenced by cross listed courses with East Asian Studies, Fine Arts, Religious Studies and Medieval Studies.
- Excellence in teaching: Consistently high student evaluations of SI courses and instructors is a testament to the program's commitment to providing high quality teaching experiences for our students.
- Unique University/community partnerships: SI supports and enhances the student experience through a variety of experiential learning opportunities. Through a well-established university/community lecture and workshop series, language conversation circles, community volunteer opportunities, and various other in and out of class opportunities, students are exposed to a number of learning experiences.
- Internationalization: SI is well-positioned to build international student exchanges as well as offering courses in cooperation with universities internationally. Work on several proposals with institutions in Spain, Turkey, Indonesia, Oman and other places is ongoing.

### Challenges

- Marketing and promotion: One of the key challenges has been lack of support in marketing and promotion of the program. While SI was a UW program housed at Renison, in the first few years of our existence, there was minimal administrative and marketing support available for us. The program has tried to promote the SI Minor and SI courses every term with Arts advisors and through other channels, but needs much more help in this area.
- Arabic language certificate qualification: The self-study revealed that students are not clear about how to claim their language certificates. Hence, several students who qualified to receive the certificates did not claim them when they declared their intention to graduate.
- Enrollment: As an Arts Minor, enrollment numbers are impacted by the co-operative program on main campus. Many students are interested in taking SI courses but in many cases their program timeline does not allow the accommodation of these courses.
- Development and fundraising: another challenge has been in the area of development and fund raising. As over 99% of our students come from main campus, there is a great deal of potential to raise funds among UW alumni for the SI program. Since the program is housed at Renison, the Development office only has access to Renison alumni, something that does not benefit the program directly.

## Summary of key findings from the external reviewers

Reviewers' stated: *"We think that Studies in Islam (SI) is a program in good standing. It has a clear perspective for its administrative home (SI will become part of the unit Culture and Language Studies) and academic development (SI will be renamed Studies in Islamic and Arab Cultures; the minor will also be revised in terms of required courses and elective courses)".*

## Program Response to External Reviewer Recommendations

### Recommendations

- 1. Change of Program Name:** Since the submission of the Self-Study in 2017, the academic dean at Renison has convened a Studies in Islam Advisory Task Force that met two times, once in each of October and November 2018. The conclusion of the task force coincides with our own recommendation to change the name of the program. The Academic Council of Renison has approved a change in nomenclature from Studies in Islam to Studies in Islamic and Arab Cultures. We fully approve of this change as it describes the actual teaching areas of the program more accurately. This recommendation is already in the process of being implemented.

### Response

In December 2018, the Studies in Islam (SI) Advisory Task Force proposed a new name for SI, "Studies in Islamic and Arab Cultures." The name was deemed most appropriate for the program—this would allow Religious Studies (RS) aspects to be kept within the program, while more fully opening up its interdisciplinary potential. This also allows the program to differentiate itself from RS and Political Science, among others. And, it allows the program to focus on areas of strength at Renison, namely language teaching and Religious Studies. The proposed name was approved by Renison's Academic Council on March 8, 2019 and UW's Faculty of Arts Undergraduate Affairs Group on April 4, 2019.

- 2. Administrative integration into an existing Renison Academic Unit:** A parallel process to the change in nomenclature is the integration of SI/ Studies in Islamic and Arab Cultures into the existing unit Culture and Languages. Integration will do much to improve the continuity, stability, and accountability of the program and place it on equal footing with other, more established programs at Renison.

### Response

The SI Advisory Task Force agreed that smaller programs are most vulnerable when they're out on their own – in times of financial pressures, for example, they become low-hanging fruit for cuts, without a larger "home" program which can speak for them with a strong voice. Given SI's focus on culture and language teaching, the task force concluded that the most

appropriate home and natural fit for SI is within the Culture and Language Studies Department. The merger was approved at Renison's Academic Council on Feb. 8, 2019, and came into full effect on May 1, 2019.

- 3. Hiring full-time Director and Faculty (commitment made):** Similar to recommendation 2, a tenure-track faculty hire will aid continuity and stability while also enhancing program scholarship and research. Ideally, a second full-time tenure-track position would strengthen the program even more.

### **Response**

Now that Studies in Islam has moved into the Department of Culture and Language Studies at Renison, it receives significant management from the Chair of CLS and administrative assistance from CLS's two staff persons. This reduces the need for a full-time Director of Studies in Islam. Instead, the Department has instituted a Coordinator of Studies in Islamic and Arab Cultures. This position is assumed by a full-time faculty member in SI, with responsibilities for planning SI course offerings, holding special events, and collaborating on matters related to SI. This parallels the administrative structure of other units in CLS: for example, the Department has a Coordinator of Humanities and a Coordinator of Chinese Language and Culture.

The program strongly agrees that more full-time faculty are necessary. The SI Advisory Task Force agreed that it would make the most sense for a first tenure-track hire to be advertised in the area of Arabic language and culture, and for a second to be advertised in Islamic Studies. In this way, the focus is on two of Renison's strengths – language teaching and Religious Studies; SI also has responsibilities under the shared disciplines equity agreement in RS, and so a hire who can teach in this area makes even more sense.

After the task force completed its work, changes in tuition-based funding by the Province complicated plans for new hires. Nonetheless, on January 11, 2019, Renison's Academic Council approved the creation of a new tenure track assistant professor in Arabic language and culture. A full search committee was struck by Renison's Academic Council on May 13, 2019, and the position was advertised beginning in August. The search is taking place during the Fall 2019 term, for a projected faculty start date of July 1, 2020. It is hoped that a second tenure track hire (Islamic Studies) will be possible in the following year. Also, effective, September 1, 2019, a frequent sessional was converted into a fractional-load definite-term lecturer position, in order to provide increased stability to the program and better security to its instructors.

- 4. Review of course offering** (required courses, new courses, possible deletion of/addition to current elective courses): A course offering review is essential to maintain the relevance of courses (especially those cross-listed from other departments) to program goals. This must

be done on the basis of broad consulting, including course instructors, if possible. The creation of a curriculum map would be ideal.

### **Response**

An initial review of the Studies in Islam plan took place during Winter 2019, resulting in a number of changes approved by Renison's Academic Council on March 8, 2019 and the Faculty of Arts Undergraduate Affairs Group on April 4, 2019:

- New Arabic subject code: To reflect the differentiation between language courses and non-language courses (culture, history, religion, literature, etc.) a new subject code ARABIC has been created. All current SI language courses will change to the ARABIC subject code, retaining all other course details (number, description, etc). This will indicate more clearly and intuitively to students the availability of Arabic language courses, and will provide a more accurate reflection of course content on student transcripts.
- Studies in Islamic and Arab Cultures Minor: The requirements for the Minor were changed to SI 121R, SI 131R, two language courses from ARABIC, two additional SI courses, and two electives from a list of courses across the faculties, all of which include significant material about Islam and/or Arab culture. This reduced the number of Islamic Studies core courses that are required. The core course SI 121R Islam in the World remains. The rather similar SI 221R Islam, the West, and the World was removed, as was the capstone course SI 390R Understanding Islam. And the requirement to take one of SI 250R/MEDVL 250R The History of Islamic Civilization from Late Antiquity to 1300 or SI 251R/MEDVL 251R The History of Islamic Civilization from 1300-1800: The Islamic Gunpowder Empires was removed. They were replaced by SI 131R Arab Culture, which includes some consideration of Islam but is not focused on religion as such. Additionally, as with the East Asian Studies Minor, SI introduced a language requirement: any two of our Arabic language courses. These are the strongest courses within SI and the only one consistently taught by permanent faculty. The result of these changes is that students who wish to steer toward an interest in Islam will be able to do so; those who have stronger interests in Middle Eastern history, art, politics, or other areas will also be able to pursue such tracks to the Studies in Islamic and Arab Cultures minor. Finally, after consulting with other programs, the program removed some non-SI electives that do not deliver significant instruction on Islamic or Arab cultures (PSYCH 349R Cross-Cultural Psychology; SDS 240R Art and Society ; RS 125 What is religion?) .

Further curriculum review is ongoing: in Fall 2019 there are plans to trim courses that are not being taught, propose cross-listings with appropriate areas, and make further adjustments to the list of acceptable electives. New courses will also be created, as appropriate.

**Implementation Plan**

Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1. Change of program name	Rebranding as Studies in Islamic and Arab Cultures	Chair of CLS	Accomplished – effective September 2020
2. Administrative integration into an existing Renison academic unit	Merger with Culture and Language Studies Department	Chair of CLS	Accomplished – effective May 1, 2019
3. Hiring full-time Director and Faculty	There is no plan to hire a full-time Director for the program. Hiring of tenure track Assistant Professor in Arabic language and culture Hiring of tenure track Assistant Professor in Islamic Studies	Chair of CLS	Search underway for Arabic position (anticipated state date: July 1, 2020)  Search for Islamic Studies position may begin in 2020
4. Review of course offerings (required courses, new courses, possible deletion of/addition to current elective courses)	Initial review, overhaul of plan, and creation of Arabic language course code  Further review to reduce unnecessary courses, cross-list certain courses, propose new courses as appropriate	Chair of CLS	First review, plan changes, and creation of ARABIC: accomplished  Further review: Fall 2019

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

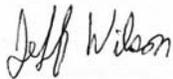
Date of next program review

2024-2025

Date

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**Signatures of Approval**



July 22, 2020

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Chair/Director

Date



July 24, 2020

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AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

**Sheila Ager**

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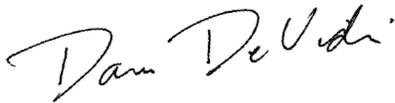
August 5, 2020

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Faculty Dean

Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



August 6, 2019

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Associate Vice-President, Academic  
(For undergraduate and augmented programs)

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs  
(For graduate and augmented programs)

Date

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: Studies in Islam (Minor, Diploma) and Arabic Language (Certificates, Diploma)**

**Name of Reviewer: Vivian Dayeh**

**Date: 5/11/2020**

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### **Does the Final Assessment Report:**

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  **Yes**  **No**
  - Those who will be responsible for acting on those recommendations?  **Yes**  **No**
  - Those who will be responsible for providing resources?  **Yes**  **No**
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  **Yes**  **No**
2. Provide rationales for any recommendations that have not been pursued?  **Yes**  **No**

### **General Comments**

**The Studies in Islam and Arabic Language FAR provided a well-written and clear summary of both programs at Renison University College. The FAR highlights the actions completed or are in process from the recommendations in the review (i.e. it has a credible implementation plan).**

**Quality Assurance Office**  
quality.assurance@uwaterloo.ca

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: Studies in Islam**

**Name of Reviewer: Richard Wikkerink**

**Date: 3/18/2020**

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### Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  **Yes**  **No**
  - Those who will be responsible for acting on those recommendations?  **Yes**  **No**
  - Those who will be responsible for providing resources?  **Yes**  **No**
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  **Yes**  **No**
2. Provide rationales for any recommendations that have not been pursued?  **Yes**  **No**

### General Comments

The following are not recommendations in the report, but given that enrolment is mentioned, consideration may be given to the following:

- Wondering about measuring only those students who complete the minor as a way of assessing the impact of the program. Course-level enrolments may be valuable measure of impact
- Enrolment impact of co-op. Will the new Honours Arts co-op program enhance enrolments or has consideration been given to aligning course offerings with some program sequences?

**Quality Assurance Office**  
quality.assurance@uwaterloo.ca

# Final Assessment Report

## Science and Business (BSc), Biotechnology- Economics (BSc), Biotechnology-CPA (BSc)

### June 2020

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#### Executive Summary

External reviewers found that the Science and Business (BSc), Biotechnology-Economics (BSc) and Biotechnology-CPA (BSc) programs delivered by the Faculty of Science were in good standing.

*“We found all three programs in good standing with good student performance.”*

A total of 5 recommendations were provided by the reviewers. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2024-2025.

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#### Background

In accordance with the University of Waterloo’s Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the Honours Regular and Honours Co-operative Science and Business (BSc), Honours Co-operative Biotechnology-Economics (BSc) and Honours Co-operative Biotechnology-CPA (BSc) programs delivered by the Faculty of Science.

Initiated between 1998 and 2000, these programs are housed in the Faculty of Science and are run from the Dean of Science Office. Students are taught predominantly by domain experts in the four Science departments and in the Faculty of Arts (dominantly School of Accounting and Finance and Department of Economics) as well as several Science instructors who have had extended applied careers in a variety of science and business areas. During the review period (2010-2017), the average fall enrolment (all years) was approximately 400, with over 60 degrees awarded annually (see below). Enrolment increased in SC-BUS, decreased in BT-ECON and remained stable in BT-CPA.

#### Enrolment and Degrees Awarded During the Review Period (2010-2017)

	SC-BUS (Reg + Co-op)	BT-ECON (Co-op)	BT-CPA (Co-op)
<b>Average Total Fall Enrolment (all Years)</b>	300	44	51
<b>Average Annual Degrees Earned</b>	45	8	10

A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic on November 16, 2018. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from a student survey, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic: Dr. Kin Lo, Professor, Sauder School of Business, University of British Columbia, and Dr. Darren Meister, Associate Professor, Ivey Business School, Western University.

Reviewers appraised the self-study documentation and conducted a site visit to the University on March 19 and 20, 2019. An internal reviewer from the University of Waterloo, Dr. Paul Marriott, Professor in the Department of Statistics and Actuarial Science, was selected to accompany the external reviewers. The visit included interviews with the Associate Vice-President, Academic; Dean of the Faculty of Science; Science Associate Dean, Undergraduate; Director of the Science and Business programs; and meetings with faculty members and instructors, staff and current students. The Review Team also had an opportunity to tour the facilities and meet with representatives from the Library, and Co-operative Education.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

### **Program Characteristics**

**Science and Business (SC-BUS):** The SC-BUS program (regular and co-op) allows students to develop a foundation both in science and its implementation within business and government. By providing knowledge in science, business, and information technology and skills in critical thinking, decision-making, oral presentations, conflict management and teamwork, the program aims to prepare students for management careers in the technology-intensive global marketplace. Key features of the program include: 10.0 units of science (with conditions on level), 6.0-7.0 units of business, 1.0 unit of mathematics, 0.5 unit of computer science, and 3.0 units of SCBUS workshops.

SC-BUS is also offered with seven specializations: Biology, Biochemistry, Biotechnology, Chemistry, Earth Sciences, Environmental Sciences, and Physics.

**Biotechnology/Economics (BT-ECON):** The BT-ECON program allows students to acquire knowledge of scientific principles and key economic concepts to help transform research ideas into new processes and products. The program prepares students for careers as economic forecasters, business or government economists, scientific research managers or regulatory

analysts. Key features of the program include: 11.75 units of science, 7.0 units of economics and 2.0 units of SCBUS workshops.

**Biotechnology/Chartered Professional Accountancy (BT-CPA):** The BT-CPA program enables students to provide accounting and advisory services in the rapidly growing biotechnology business sector of the economy. The program prepares students to become professional accountants who work in the public, industry or government sectors, with an understanding of the specialized needs of biotechnology. Features of the program include: 8.75 units of science, 10.5 units of accountancy, 3.0 units that include statistics, mathematics, computer science, and speech communication and 0.5 unit of SCBUS workshop.

### **Summary of Strengths, Challenges and Weaknesses based on Self-Study**

#### **Strengths**

SC-BUS, BT-ECON and BT-CPA share a number of strengths in that they:

- Are purposefully designed to support students attaining knowledge, skills and judgment in two importantly intersecting fields: science and business.
- Allow opportunities for students to develop professional skills and pursue viable career options, with high employability according to survey data of graduating students.
- Create a close-knit, active and inclusive community that includes professional and personal mentoring and a potentially strong professional network after graduation.
- Provide above-average salaried work term employment opportunities that are valued as judged by both students and employers.
- Provide women with a destination for quality science training (a traditionally underrepresented gender in some Science programs).

SC-BUS:

- Develops teamwork, critical thinking, leadership and presentation skills through scaffolded SCBUS workshop courses.
- Enjoys steady and growing enrolment with above average retention rates.
- Allows flexible and multidisciplinary focus within science field.

BT-ECON:

- Attracts academically strong students.
- Develops teamwork, critical thinking, leadership and presentation skills through scaffolded SCBUS workshop courses.

BT-CPA:

- Attracts academically strong students.
- Experiences high program retention rate.
- Provides an efficient pathway (along with 8-month MAcc degree) to sit Common Final Examination (CFE) for the chartered professional accountant designation.

## Challenges

At the end of the review period (2010-2017), the following statements were valid.

The challenges common to all three programs are:

- There has been no program-specific curriculum committee, and so curricular review and renewal has been largely limited to that required for program self-studies.
- There is limited integration of science and business concepts and applications outside the SCBUS workshop courses and limited integration with Velocity Science and other UWaterloo innovation and entrepreneurship programs.
- Sessional instructors are needed to meet SC-BUS teaching needs.

SC-BUS:

- Co-op visa student enrolment has been declining for reasons that are unclear as of yet.
- The SCBUS program prepares students for careers both in the science or the business sector. Each sector uses a different mix of the graduate's science and business skills. Students typically align themselves into one sector or another as a result of their co-op experiences. Based on the Science Advancement Intentions Survey done just before graduation, post-graduation positions are predominantly focussed in the business sector (with consultants or financial institutions) as opposed to product or technology development with science/technology firms.

BT-ECON and BT-CPA:

- The course requirements are highly prescribed with little to no flexibility (e.g.,  $\leq 1$  free elective).
- The linkages between academic theory and practical application are not deep.
- These are niche programs with likely limited growth potential.

## Weaknesses

SC-BUS:

- The SC-BUS program exists as 16 academic plans (i.e., a regular and co-op stream of SC-BUS, plus 7 SC-BUS specializations), yet the 8 physical science specializations (Chemistry, Earth Sciences, Environmental Sciences, Physics) account for only 10% of graduates. Academic plans with low enrolment lead to unwarranted recruitment, administrative, advising and support costs.
- The retention rate for SC-BUS regular is low; most students leave SC-BUS (voluntarily or involuntarily) or modify their plan to SC-BUS co-op.

BT-ECON:

- Retention is relatively low and decreasing further. While there is no obvious decline in the number of students starting BT-ECON during the review period, an increasing number

are transferring to another program, typically SC-BUS co-op or Honours Biology co-op. The viability of this program long-term must be critically appraised.

- Co-op work placements in Science-specific positions have been limited to-date for this cohort.

### **Summary of Key Findings from the External Reviewers**

The external reviewers found all three programs in good standing with good student performance. They observed that the BT-ECON program has a strong incoming class, but a low number of students graduating as they switch in to other programs. The reviewers did not find strong reasons to continue the BT-ECON program; alternatively, the Faculty could look at easing progression requirements and increasing flexibility in the program to improve retention.

### **Program Response to External Reviewers' Recommendations**

#### **Recommendations**

As per the Implementation Plan that follows, the Director of Science and Business is responsible for leading the initiatives described below.

1. Develop a strategic vision for the programs.

#### **Response**

The reviewers recommended a strategic vision be developed as they found differing perspectives of the programs (e.g., science-based programs with a business perspective versus business programs drawn from science students).

To-date, these dual identities have served the programs well. While the finalization of the Faculty of Science strategic plan is pending, there is clear direction from the Dean and the Associate Dean of Science, Undergraduate Studies to the three-member, instructional Science & Business team (two faculty members, one of whom is the Director, and a third who is a staff member) about the role of the Science and Business programs in the Faculty.

In 2016 (the latter portion of the program review period), the SCBUS team created a mission, a vision, values, positioning and a key skill list for the programs; this work was shared with and supported by the Associate Dean of Science, Undergraduate Studies. Led by the Science & Business Director, this document will be reviewed and adjusted accordingly by the team after considering the current University strategic plan and the updated Faculty strategic plan. Thus, this review process will provide additional guidance on scope of the programs, guidelines for growth and program continuity, curriculum needs and faculty hiring requirements.

The reviewers also recommended growth options and priorities be examined for the programs. This will be done during the strategic review described above. In addition to the strategic overview described above, many other factors impact the growth of these programs. For example, senior faculty (Dean, Associate Dean Undergraduate, Director Science and Business) must assess and balance:

- Faculty of Science enrollment targets with respect to the overall incoming pool of students.
- Program growth and strategic priorities across the Faculty of Science.
- Domestic and international student considerations and related ratios.
- Ratio of direct entry SC-BUS students in first year versus transfer-ins during upper years.
- Core program characteristics (e.g. group work is a key part of the SC-BUS courses. Since ideal group size is known to be 6-8, when SC-BUS groups exceed 10-12, the goals of the program are compromised).
- The loss of incoming students from the Chinese University of Geosciences Beijing (CUGB) 2 +2 program.
- Student enrollment and retention factors related to the BT-ECON program with respect to direct entry and low retention.

## 2. Rationalize the program options.

### **Response**

During the review period, there were 16 SC-BUS academic plans (including seven specializations, offered in co-op and regular streams of study), plus BT-ECON and BT-CPA.

SC-BUS: Eight SC-BUS specialization academic plans were inactivated for Fall 2019 or Fall 2020 because of consistently low enrollments (Chemistry, Earth Sciences, Environmental Sciences, and Physics, in co-op and regular streams of study).

As part of the ongoing strategic vision process mentioned above, the remaining SC-BUS specializations will be reviewed. Potential outcomes to be explored will include maintaining the continuing specializations focused in areas of life sciences, where enrolment has been consistently focused or, alternatively, re-configuring the specializations into two broader-based specializations (Life Sciences and Physical Sciences), offered in both streams of study. The current intention is to maintain the existing set of eight SC-BUS academic plans.

BT-ECON: The declining enrolment and low program retention rate documented during the program review necessitated considerations that included either changes to admission criteria and curriculum or inactivation of the program. The reviewers suggested a possible reconfiguration of the program into a SC-BUS, Economics specialization. This option was considered but would have resulted in insufficient science content for a BSc degree. As a

result, because of the declining enrolment and sustained low retention, BT ECON was inactivated for Fall 2021.

BT-CPA: While the program is small, it is a successful, unique program with a high retention rate. Little change is anticipated. Since the review period, applications from visa students have been allowed; this is expected to increase enrolment. Attention to the program will focus on curriculum review regarding flexibility and concept integration (see Recommendation 5). As of January 2020, the review has been completed and program structure maintained.

### 3. Improve branding internally and externally.

#### **Response**

Since 2017 and ongoing to present, the external recruitment profile and material is and has been reviewed and updated to align with Science and Marketing and Undergraduate Recruitment (MUR) objectives and guidelines (e.g., presence in Faculty of Science brochure, program brochures, Science & Business and MUR websites, Fall Open House presentations, website upgrades, OUF presence). The plan is to maintain this strong external branding. The internal branding will be coherent with the external branding.

Some of the program instructors are cross-appointed into relevant Science departments and participate in departmental activities. The perceived limited awareness or understanding of these programs by the Science departments will be addressed by presentations at their departmental faculty meetings and inclusion of departmental representatives on the curriculum committee (see Recommendation 5); these presentations are occurring in 2020.

### 4. Continue to Build Faculty Complement.

#### **Response**

Subsequent to the strategic vision review and the program rationalization, the faculty complement will be considered further; however, the complement may not need to be increased. Since 2015, two dedicated lecturers with different backgrounds were hired by the Dean of Science (one began after the review period ended). These additional faculty members have allowed academic and service duties to be more equitably distributed and single points of failure in teaching and service duties to be mitigated. It has also allowed the resourcing and activation of SCBUS 424, the capstone course. The new faculty members are cross-appointed to relevant Science departments, helping them to bring new knowledge to the classroom. The suggestion of adding a faculty member with scholarship commitments will be reviewed with the Dean of Science, after the strategic vision review. Any increase in faculty complement would be funded by the Dean of Science Office; currently there is no plan to increase the complement.

During the review period, a sessional instructor was hired to address the commitment made to the China University of Geosciences, Beijing (CUGB) to offer the SC-BUS Earth Sciences specialization (regular) plan as part of a 2+2 agreement. As of Fall 2019, this hire was no longer needed because the SC-BUS Earth Sciences specialization was inactivated due to low enrolment.

5. Create a Curriculum Review Committee.

**Response**

This is being created in Spring 2020 by the Director of Science and Business in consultation with the Associate Dean, Science, Undergraduate Studies. The function of this committee, in general, will be to review, update, guide and maintain the programs on an appropriate timeline as needed. They will develop a frame of reference, then review, use and build on the corpus of materials available now (curriculum maps, program objectives, yearly program outline diagrams, revised calendar descriptions of the SCBUS workshops, newly defined Areas of Emphasis, recommended electives and academic requirements defined by Chartered Professional Accountants of Ontario, where relevant).

**Implementation Plan**

	<b>Recommendations</b>	<b>Proposed Actions</b>	<b>Responsibility for Leading and Resourcing (if applicable) the Actions</b>	<b>Timeline for addressing Recommendations</b>
1.	Develop a strategic vision for the programs.	Continue to implement existing program strategic direction.	Director, Science and Business	On going
Review SCBUS strategic vision subsequent to current University and pending Faculty Strategic Plans. Director to discuss with stakeholders including Dean of Science, Associate Dean of Science, Undergraduate Studies, Departmental Chairs, SCBUS team etc. Align if needed.		Director, Science and Business	The latest University Strategic Plan was released in Fall 2019. The creation of the Science Strategic Plan is in progress. Review implications of these Strategic Plans for SC-BUS, BT-ECON and BT CPA (expected by end of 2020).	
Set growth priority and targets for the programs within the frame of Faculty of Science. Director to discuss with Dean of Science, Associate Dean Undergrad, Marketing and Undergraduate Recruitment (MUR), Registrar's Office, Institutional Analysis and Planning (IAP), SCBUS faculty and staff etc.		Director, Science and Business	Completed, Fall 2019	

2.	Rationalize the program options	Determine optimal number and type of SC-BUS specializations. Director to discuss with relevant stakeholders such as Dean of Science, Associate Dean Undergrad, Departmental Chairmen, SCBUS faculty and staff etc.	Director, Science and Business	Complete.  Eight specializations were deactivated due to low enrolments: Chemistry regular & coop, Physics regular & co-op, Environmental Services regular & co-op, Earth Sciences regular & co-op (7 inactivated for Fall 2019; Earth Sciences regular inactivated for Fall 2020).
		Review BT-ECON program with a view to either reformulating or inactivating. Director to discuss with above stakeholders	Director, Science and Business	Complete. Program deactivated for Fall 2021 (declining enrolment and low retention).
		Review structure of BT-CPA. Either reformulate as Science-CPA or leave as status quo. Director to discuss with above stakeholders	Director, Science and Business	Review completed and program structure maintained.
3.	Improve branding internally and externally	Continue to collaborate with MUR and Science Recruitment on recruitment activities (events, materials, websites).	Director, Science and Business	Ongoing
		Improve hallway signage near SCBUS instructor hub area.	Director, Science and Business	Started. Conclude in Fall 2020
		Create and give 10 minute presentation to relevant SCI and ARTS Departments and other stakeholder groups	Director, Science and Business	Started. Complete in Fall 2020
		Maintain SCBUS website and contribute to MUR SCBUS website	Director, Science And Business	Ongoing

		Nominate SCBUS alum for relevant awards	Director, Science and Business	Ongoing as per Advancement deadlines
4.	Continue to Build Faculty Complement	Programs are currently suitably staffed. Should this change, see Recommendation #1.	Director, Science and Business	As necessary. Specific intervention not foreseen in near term.
5.	Create a Curriculum Review Committee (CRC)	Create CRC chaired by Director, run by Academic Advisor and having membership from Science and Arts Departments and a program student.	Director, Science and Business	In-progress (Spring 2020).
		Set Terms of Reference and review and prioritize items from Reviewers' Report	Director, Science and Business	Not applicable until CRC struck.
		Ongoing commitment to scholarly review	Director, Science and Business	In the meantime, curriculum discussion and responsive changes continue. For instance, changes to the BT-CPA plan have been approved by SUC for Fall 2021.



Date of next program review \_\_\_\_\_ 2024-2025 \_\_\_\_\_  
Date

**Signatures of Approval**

J. Richardson \_\_\_\_\_ Jan 17 2020 \_\_\_\_\_  
Chair/Director Date

AFIW Administrative Dean/Head (For AFIW programs only) \_\_\_\_\_ Date

[Signature] \_\_\_\_\_ 17.1.20 \_\_\_\_\_  
Faculty Dean Date

**Note:** AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Dave Dell'Acqua \_\_\_\_\_ January 2020 \_\_\_\_\_  
Associate Vice-President, Academic Date  
(For undergraduate and augmented programs)

Associate Vice-President, Graduate Studies and Postdoctoral Affairs \_\_\_\_\_ Date  
(For graduate and augmented programs)

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Final Assessment Report: Science and Business (BSc), Biotechnology-Economics (BSc),  
Biotechnology-CPA (BSc)**

**Name of Reviewer: Benoit Charbonneau**

**Date: 7/16/2020**

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### Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  Yes  No
  - Those who will be responsible for acting on those recommendations?  Yes  No
  - Those who will be responsible for providing resources?  Yes  No
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  Yes  No
2. Provide rationales for any recommendations that have not been pursued?  Yes  No

### General Comments

This FAR clearly addresses the external reviewers' recommendations. For some recommendations, work has already been done and completed.

### Requested Revisions

A large number of revisions were asked, but they seem to come mainly from two issues:

- The original version did not make it clear to someone outside the Faculty of Science how the program was structured, where it was housed etc. Some of that became clearer when one got to the Implementation Plan table at the end of the document, but it was very difficult to understand the main text without that context.
- The original version was not clear on timing. For instance, it mentioned existing material and that seemed to contradict implicitly recommendations that took place in the program review. Upon revision of the FAR, it became clear the material has been created in reaction to the recommendations. It would be prudent to remind the writer of how long these whole review processes last, since reading the document can take place a long time after it is written.

The revised version addresses these concerns and some other minor concerns.

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

### Final Assessment Report:

**Name of Reviewer:**

**Date:**

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### Does the Final Assessment Report:

1. Include a credible implementation plan that not only addresses the substantive issues identified from the program review process, but also clearly identifies:
  - The actions that will follow from specific recommendations?  Yes  No
  - Those who will be responsible for acting on those recommendations?  Yes  No
  - Those who will be responsible for providing resources?  Yes  No
  - Priorities for implementation and realistic timelines for initiating and monitoring actions?  Yes  No
2. Provide rationales for any recommendations that have not been pursued?  Yes  No

### General Comments

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# Two Year Progress Report

## Fine Arts (BA, MFA)

### October 2018; updated January 2020

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#### Background

The last review of Fine Arts undergraduate and graduate programs was completed on December 31, 2014 when we received the report from external reviewers Alex Poruchnyk (University of Manitoba) and Brian Merritt (Western University). Their initial site visit took place on November 20<sup>th</sup> & 21<sup>st</sup>, 2014.

#### Progress on Implementation Plan

#### Recommendations

1. Recommendation: The Department [should] continue to find ways to promote its distinct strengths and uniqueness on campus, as well as within the region and larger cultural community.

**Status:** completed, instituted and ongoing

**Details:** Fine Arts instituted a faculty administrative position in public relations in 2015, which was meant to strengthen its communication efforts through the Fine Arts website, Facebook, Instagram, Akimbo, etc. This administrative position was also tasked with creating a 'splash-page' that would run parallel and is linked to the official UW site. The intent was is to appeal to the art-focused audience that is the Department's primary audience.

UWAG was able to employ a part-time Audience Coordinator (through the UW Work Study program) for two years which helped increase UWAG's profile (and, by extension, the Department's) regionally and nationally. Both positions were not ongoing as the focus of personnel priorities shifted and additional resources are not unavailable. The department is considering adding social media (public relations), in consultation with the Dean of Arts, as a responsibility of the Administrative Coordinator, Undergraduate Studies, as a central repository for accounts, passwords and content.

The University of Waterloo Art Gallery (UWAG) continues leading edge programming of regional, national and international significance. [S.A.I.L.](#) (Student Art Innovation Lab: our Airstream trailer community outreach project) launched in the summer of 2017 and runs annually from June through August. This program is run by alumni and current students and has been very successful; in 2019, the team facilitated 33 events to 3905 participants.

Feedback collected from participants has been generally positive. Students who have worked with S.A.I.L have found the experience invaluable and it has led to employment opportunities for a number of students.

The MFA program has been advertised in three nationally significant art journals: *Canadian Art*, *Border Crossings* and *Images Festival* (Toronto), as well as on the key arts and culture online newsboard Akimbo and Akimbits. Our MFA students also participated in the province-wide exhibition of Graduate level art *First Art Fair* (Hamilton). Each summer, our Undergrad and Grad students are offered an opportunity to apply for a juried exhibition at Art Múir Gallery (Montréal), and 3 undergrads are chosen by the faculty to apply to the *BMO Art First!* juried exhibition. In 2017, 3 students were nominated but not selected for final exhibition.

2. Recommendation: The University, Department and University of Waterloo Art Gallery work together to determine the most effective means possible to place appropriate public signage identifying the location of the Gallery to the campus and larger community.

**Status:** incomplete

**Details:** Ivan Jurakic, Director/Curator of UWAG has reached out to Plant Operations, particularly the University Architect to request permission to install appropriate public signage but has thus far been met with resistance. Since the responses to this report began, UW has recently completed the signage but it does not include the Department or the gallery in ECH. Those with decision making authority in Plant Operations have indicated that what currently exists in terms of signage (East Campus Hall and the street address) is all that will be provided.

3. Recommendation: The reviewers strongly recommend the University work with the Department to find the means to increase technical support for the Fine Art program. We would consider the addition of at least one .5 technical position critical to current program delivery. We also recommend the Department explore the feasibility of hiring appropriately skilled and trained graduate students or senior undergraduate students to aid with wood and metal shop supervisions.

**Status:** incomplete

**Details:** As of December 2019, funding for such a position is not yet available. The Administrative Manager has started communication for both a 0.5 staff member for UWAG as well as an additional 0.5 technician position but has been told, by decision makers in the Dean of Arts Office that only staff positions that will generate revenue (Development, Marketing, etc.) will be approved at this time.

The Department has considered hiring appropriately skilled and trained graduate students or senior undergraduate students. The complexity of supervision needed with respect to

policies, procedures, and guidelines from the Safety Office (i.e., after hours supervision) and the budget restrictions for Policy 30, Point 5 (for graduate students) has hampered the efforts to consider this part of the recommendation. For example, if a graduate student is employed either separately or as a TA, the hourly wage (for Arts) will be \$34 per hour; for the same work from an undergraduate, our current budget allows \$15 per hour. This is a violation of Policy 65 – Equality in Employment.

- 4. Recommendation:** The University consider the means of increasing Fine Art studio space to meet the demands of recent enrolment and teaching area expansions. During the Appraisal Committee visit there was mention of possible future annexation of spaces in ECH currently occupied by other programs. In the reviewers' view, this would be an ideal solution. In the interim, we feel the Department consider limiting undergraduate enrolment growth until more campus space comes available.

**Status:** complete and instituted

**Details:** Fine Arts took possession of the available Finance & Procurement office spaces in ECH in the summer of 2016, cleared them, and converted the entire space to faculty offices, and a Grad computer lab. We prioritized the space and dedicated most of it to the senior (4<sup>th</sup> year) studio/lab. The senior (4<sup>th</sup> year) studio/lab in the former ECH Finance and Procurement space is complete, with all renovations conforming to contemporary building codes. The acquisition of this space has allowed Fine Arts to move the Graduate studios up to the previous 4<sup>th</sup> year studios (ECH 2105).

The ECH 2105 MFA studios are complete, with all renovations conforming to contemporary building code. The former MFA space (ECH 1237) is renovated and complete, and is used as a multi-purpose “clean” fabrication and performance space and is used regularly by several different disciplines, with an emphasis on electronic applications and installations, and performance. Blinds to cover the large picture windows facing Philip Street have been installed for diversified utility and student safety. As a result of these changes we were able to increase our graduate cohort from 8 in 2016 to 10 in 2018.

- 5. Recommendation:** The Department consider revising the Experiential Learning course requirements to allow intern students the possibility of repeat assignments with employers and sufficient time to follow through on initiated projects.

**Status:** Complete.

**Details:** The Department faculty agrees that pedagogically appropriate FINE 243-343 courses can appear 4 times on a student transcript (as opposed to the current 2).

- 6. Recommendation:** The Faculty of Arts and Fine Arts Department work together to find a way to offset the current workload of the Department Administrative Assistant, particularly during peak program enrolment periods.

**Status:** complete and instituted

**Details:** In November 2015 Fine Arts hired a new part-time contract position Undergraduate Coordinator to assist the Associate Chair Undergraduate Studies, which freed up the Administrative Assistant/Graduate Coordinator to properly assist the Associate Chair Graduate Studies and the Department Chair. The part time position was converted to a fulltime contract in March 2016 and in April 2017 it became an FTE.

- 7. Recommendation:** The Department consider extending the weekly visits of a main campus librarian to Visual Resource Centre to advise students in their broader research needs to promote the acquisition of information skills through in-class bibliographic instruction at both the undergraduate and graduate level.

**Status:** completed, instituted but discontinued

**Details:** It was Department consensus that students were not making effective use of the service and therefore it was discontinued.

- 8. Recommendation:** The Visual Resource Centre work with the University to enable Fine Art students to gain access to its holdings from remote locations.

**Status:** partially complete and under consideration

**Details:** The Visual Resources image database is made available via a link on its web page, and an account is sent at the beginning of every term to each faculty member teaching in Fine Arts (including those of cross-listed courses). The Visual Resources Curator has doubts about the wisdom of publishing the DVD holdings online but intends to have the book holdings online in the near future.

- 9. Recommendation:** The University review its art collection holdings and consider hiring a third party consultant to undertake a systematic inventory and assessment, including appraisals and condition reports, in order to determine policies appropriate to the handling, storage, display, and insuring (or potential deaccessioning) of its contents.

**Status:** incomplete

**Details:** As of December 2019, there are no funds for such an appointment. Based on donation and purchase values recorded in the collections database, the insurable value of the collection is currently listed as \$814,500. That being said, without a thorough appraisal we have no way of knowing whether the value of the artworks has increased or decreased over time. Since 2011, aside from artworks still on display in offices and public spaces across campus, the bulk of approximately 720 artworks has been amalgamated in East Campus Hall 1238, adjacent to the Gallery. In 2015, we secured funds from the Faculty of Arts to new vertical and loft storage capacity, and updated the collection database during that same period. Since then, we have maintained the bulk of the collection in storage.

The Department would, if funds were to become available, allocate monies in these ways:

- a) Hiring a third-party consultant on a limited-term appointment to undertake condition reports, ascertain the value of the permanent collection, and update or replace the existing Excel database with a more user-friendly collections software.
- b) Hire a second full- or part-time Gallery staffing position or establish a co-staffing arrangement with Fine Arts for a shared technical staffing position with viable experience in handling, conserving, and collections management.

- 10. Recommendation:** The Department consider the feasibility of providing Fine Arts student interns the opportunity of working with the University permanent collection to develop appropriate interpretative signage for each piece from the permanent collection currently installed around campus.

**Status:** complete and ongoing

- 11. Recommendation:** The Department work with the University to resolve issues associated with the implementation of the new UW Enrolment system in the Fine Art program. The current system has placed inordinate pressures on the faculty and staff, frequently requiring manual enrolment of its students.

**Status:** incomplete; ongoing

**Details:** As of December 2019, the Fine Arts Undergraduate Coordinator does not have access to the system to enroll students in courses with a cap. Courses with caps and reserves will continue to be required for enrollment because of the complexity of FINE studio courses. The Department has formally requested that the staff member be given access via the Arts Undergraduate Office (AUO), but this request has been denied. The rationale is that there are staff in the AUO who can do this task for FINE. This creates additional work for both offices and slows down the process; however, the final decision rests with the AUO.

- 12. Recommendation:** The Department limit further enrolment growth until such time that faculty workloads can be relieved through a reduction of required teaching loads or the creation of a further faculty position.

**Status:** complete and instituted

**Details:** In 2015-16 Fine Arts revised the undergraduate curriculum, which allowed a reduction to a 2 + 2 course load for all faculty in 2016.

- 13. Recommendation:** The Committee recommends that the University examine its promotion criteria in view of encouraging progress through the ranks and better reviews in supporting of faculty promotions, particularly promotion to the rank of full professor.

**Status:** Ongoing

**Details:** Joan Coutu was promoted to the rank of Professor in 2017. Other faculty are currently being encouraged to present themselves for promotion to the rank of Professor.

14. **Recommendation:** The committee strongly supports the Visual Culture Program Plan as it moves towards consolidation as an interdisciplinary degree with a home base in the Fine Art Program. We recommend it going forward with developed and formally instituted protocols to guarantee the commitment of faculty, space, and resources necessary to sustain its viability over the long term. We further recommend the institution of a governing body constituted by core faculty to coordinate and guide its optimal and ongoing delivery as an integrated program.

**Status:** ongoing and under consideration

**Details:** As a new program, Visual Culture is still in an early state of evolution. A governing body initially instituted the Visual Culture plan, and a governing body is currently being convened for its ongoing delivery.

15. **Recommendation:** The appraisers recommend the Department examine the feasibility of implementing a Studio and Visual Culture Major Degree stream to respond to increased student demand for an academic plan representative of a balance of courses drawn from the Studio and Visual Culture programs.

**Status:** ongoing and under consideration

**Details:** As a new program, Visual Culture is still in an early state of evolution. Currently a student cannot officially get a joint degree in Studio and Visual Culture because both programs are housed in the same department, although numerous students have completed the appropriate courses to get such a degree (the students' diplomas and transcripts will say a major in either Studio or Visual Culture, but not both). We will continue to discuss this issue with the Arts Undergraduate Office and will consider ways to more specifically acknowledge the work done in the area of Visual Culture.

After extensive work, Fine Arts has revised and re-developed the existing Honours Studio stream to be live in the 2021 undergraduate calendar. At this time, there was no further discussion to move forward with a Studio and Visual Culture Joint Degree stream.

16. **Recommendation:** In revisiting their current studio course offerings, we recommend a Department Curriculum Committee review of the content of current course offerings with eye to further minimizing students' experience of blind spots and redundancies of course content encountered by students in their progression through the program.

**Status:** complete and instituted

**Details:** A Departmental Curriculum Committee was formed, and the undergraduate curriculum was revised and updated, eliminating redundancies and was instituted in Fall 2016.

17. **Recommendation:** The Department continue its enhancement of professional practice workshops for the MFA students in order to assure their access to a broader set of professional skill sets.

**Status:** complete and instituted

**Details:** Over the past 2 years Fine Arts has provided increased professional practice experience for MFA students above and beyond the Keith & Win Shantz Research Scholarship by scheduling international field trips, professional workshops with visiting artists (typically in the winter term), and regularly as subjects in the Graduate Seminar.

\*Note: in 2016 the MFA program was expanded from 8 to 10 students.

18. **Recommendation:** The Department restore offering the course Topics in Museums, Galleries and Curatorship (FINE 330) and consider making the course a requirement of the Professional Practice Specialization stream. We also recommend the Department consider a renaming this Specialization stream to reflect its focus on gallery practices and provide it more explicit identification to the potential employers after students graduate.

**Status:** incomplete but under consideration

**Details:** Fine Arts agrees with the recommendation and is planning how to integrate such a course in the existing new curriculum. However, as of December 2019, the status of this recommendation remains incomplete.

19. **Recommendation:** The Department consider adding a media course to the core requirements of drawing and sculpture in the studio major program to balance students' interdisciplinary skill sets of its students.

**Status:** incomplete but under consideration

**Details:** Fine Arts agrees with the recommendation and is considering how to integrate such a course in the existing degree plans. As of December 2019, the status remains incomplete.

20. **Recommendation:** The Department continue to develop the MFA Pedagogy course, particularly in the areas of pedagogical theory and through workshops in student engagement strategies and critiquing approaches and the development of teaching philosophies.

**Status:** complete and instituted

**Details:** Fine Arts now offers a specific pedagogy elective stream in the MFA degree plan.

**21. Recommendation:** MFA professionalizing workshops adding to further for MFA (paralleling those offered in undergraduate program).

**Status:** see #17 above

**Details:** see #17 above.

**22. Recommendation:** As an alternative to the 20 still image documentation currently required in support of MFA applications, we recommend Department consider making explicit allowances for applicants to submit documentation of time-based media (i.e. media, video, sound, performance, installation etc.). This would fall in line with the broadened interdisciplinary orientation of the program and more effectively align with the goals of its evolving program.

**Status:** complete and instituted

**Details:** The MFA application web page now acknowledges the submission of time-based application material.

**Explain any circumstances that have altered the original implementation plan:**

N/A

**Address any significant developments or initiatives that have arisen since the program review process, or that were not contemplated during the review:**

- Addition of full time FTE Undergraduate Coordinator
- Establishment of Administrative Assistant/Graduate Coordinator
- New faculty office space, Grad computer lab, 4<sup>th</sup> yr. studio/lab
- Proposed new interdisciplinary fabrication studio/ lab (ECH 1237)
- Expansion of MFA program by 2 positions
- 10 new purpose built Grad studios (ECH 2105)
- Undergrad curriculum revision and resultant 2+2 faculty teaching load
- Addition of one Definite Term Lecturer (3 yr.)
- SAIL

**Updated Implementation Plan:**

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	UWAG signage (#2)	continuing	Director/Curator UWAG; Chair of Fine Arts	Winter 2020
2.	New technical support position (#3)	continuing	Chair of Fine Arts	Unclear
3.	UWAG Registrar (contract) (#9)	continuing	Director/Curator of UWAG; Chair of Fine Arts	Unclear
4.	Fine Arts UG Coordinator access to Registrar's enrollment system (#11)	continuing	Chair of Fine Arts	Unclear
5.	Studio/Visual Culture Major (#15)	continuing	Associate Chair, UG Studies	September 2022
6.	Restoration of FINE 330 (#18)	continuing	Chair of Fine Arts; Associate Chair, UG Studies	September 2020
7.	Core media course (#19)	continuing	Fine Arts Curriculum Committee	September 2022

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

**Report on anything else you believe is appropriate to bring to Senate concerning this program: N/A**

Date of next program review: 2021  
Date

Signatures of Approval:

D. Kitter  
Chair/Director  
Date  
May 31, 2017

[Signature]  
AFIW Administrative Dean/Head (For AFIW programs only)  
Date  
25/x/17

[Signature]  
Faculty Dean  
Date  
Oct 26, 2017

[Signature]  
Associate Vice-President, Academic  
(For undergraduate and augmented programs)  
Date

[Signature]  
Associate Provost, Graduate Studies  
(For Graduate and augmented programs)  
Date  
Oct. 30, 2017

## Checklist for SUC/SGRC Reviewer Feedback Quality Assurance Office

**Two-Year Progress Report: Fine Arts**

**Name of Reviewer: Dan Wolczuk**

**Date: 7/28/2020**

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### Does the Two-Year Progress Report:

- |  |   |                             |
|--|---|-----------------------------|
| 1. Clearly describe progress achieved on the various action items in the implementation plan?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Explain convincingly any circumstances that would have altered the original implementation plan?  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. For items that are behind schedule, propose an amended implementation schedule that is reasonable and credible?   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Address significant developments or initiatives that have arisen since the program review process, or that were not contemplated by the program review process? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

### General Comments

**Now that a couple of pieces of information I had requested have been added, I feel that the report fully covers everything it needs to.**