

University of Waterloo
SENATE UNDERGRADUATE COUNCIL
Notice of Meeting

DATE: Tuesday 20 June 2023
TIME: 12:30 p.m. – 2:30 p.m.
PLACE: NH 3318

Open Session

Item	Action
1. Declarations of Conflict of Interest - Excerpt from Senate Bylaw 1*	Information
2. Approval of the 9 May 2023 Minutes* and Business Arising	UGC
a. Anti-requisites for MSCI 232 and MSCI 331(Grove)	Information
3. Curricular Items for Approval & Information	
a. Arts*	Items 4,5 SEN-R Rest UGC
4. Registrar's Office	
a. Course Delivery Modes*	SEN-R
5. Other Business	
a. Effective Dates, 2023-24*	Information
b. Ad-hoc IQAP Processes.....	Information
6. Next Meeting: Tuesday 19 September 2023, 12:30 to 2:30 p.m. in NH 3318	

*material attached/to be distributed**

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

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

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

14 June 2023

Mike Grivicic

Excerpt from Senate Bylaw 1

8. Declarations of conflict of interest

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 May 2023 Meeting
[in agenda order]

Present: Katherine Acheson, Janice Aurini, Veronica Austen, Monica Barra, Benoit Charbonneau, Martin Cooke (acting chair), Vivian Dayeh, Leeann Ferries, Jason Grove, Anton Huang, Carol Ann MacGregor, Kristiina Montero, Catherine Newell Kelly, Rory Norris, Isaac Ocampo, Ryan Trelford, Chris Vigna, Johanna Wandel, Tim Weber-Kraljevski (secretary), Richard Wikkerink, Mike Wood

Regrets: Victoria Chu, David DeVidi

Resources/Guests: Angela Christelis, Jennifer Coghlin, Danielle Jeanneault, Carrie MacKinnon

Organization of Meeting: Martin Cooke took the chair, and Tim Weber-Kraljevski acted as secretary. The secretary advised that a quorum was present. The agenda was approved without formal motion.

The chair welcomed new members Rory Norris, Anton Huang, and Isaac Ocampo.

1. DECLARATIONS OF CONFLICTS OF INTEREST

No conflicts of interest were declared.

2. APPROVAL OF THE 9 MAY 2023 MINUTES AND BUSINESS ARISING

The following revisions were requested: correcting the spelling of Dayeh; under item 3, replace KIN 387 with KIN 397; and under item 5, the addition of ‘motion to’ to the sentence “There was a endorse the recommendation to Senate for the new Subcommittee of Council, Curriculum and New Program Approvals, as presented.” The minutes were approved with the revisions without formal motion. There was no business arising from the minutes.

3. CURRICULAR ITEMS FOR APPROVAL & INFORMATION

Engineering. Grove presented an overview of new course MSCI 232 and course changes for Management Engineering. Members discussed the anti-requisites for MSCI 232 and if they should match the anti-requisites for MSCI 331, Grove will investigate and report back to the Committee. A motion was heard to approve the new course and course changes on behalf of Senate, as presented. Grove and Ferries. Carried. Grove present course inactivations for the School of Architecture. A motion was heard to approve the course inactivations on behalf of Senate, as presented. Grove and Barra. Carried. Grove presented the minor academic plan changes for Examination and Promotions, and Rules. Members discussed the impact on the co-op sequence. A motion was heard to the academic plan changes on behalf of Senate, as presented. Grove and MacGregor. Carried. Grove presented the remaining minor academic plan changes for the School of Architecture, Chemical Engineering, Geological Engineering, Management Engineering, Computing Option, Computer Engineering Option, Management Sciences Option, Software Engineering Option, and the Complementary Studies Electives. A motion was heard to the academic plan changes on behalf of Senate, as presented. Grove and Acheson. Carried. Grove presented the regulation changes for Engineering Admission. A motion was heard to recommend Senate approve the regulation changes, as presented. Grove and Barra. Carried. Grove also presented for information temporary calendar deviations due to the Pandemic, and calendar descriptions of the courses proposed to be added to the CSE lists.

Mathematics. Charbonneau provide an overview of the following: new courses CS 453 and CS 459; and course inactivation and course changes for Computer Science. A motion was heard to approve the new courses, course inactivation, and course changes on behalf of Senate, as presented. Charbonneau and Vigna. Carried. Charbonneau presented the minor academic plan change for BMATH Data Science Plan. A motion was heard to approve the minor academic plan change on behalf of Senate, as presented. Charbonneau and Ferries. Carried.

Charbonneau presented the remaining minor academic plan changes for Combinatorics and Optimization Joint Honours; Human Computer Interaction Specialization; Software Engineering Specialization; Joint Pure Mathematics; Finance Specialization; Business Administration and Mathematics Double Degree; Mathematics/Information Technology Management; and Mathematics/Business Administration. Member highlighted a typo of the spelling of Wilfred Laurier University under the Business Administration and Mathematics Double Degree change in the material provided. A motion was heard to approve the minor academic plan changes on behalf of Senate, as presented. Charbonneau and Grove. Carried.

Renison. Montero presented new courses, highlighting two changes in the material provided: EMLS 191 be changed to UCR 191E; and EMIL 192 be changed to UCR 192E. Members discussed: the URC code; the use of suffixes in course codes; and deactivating GENE 191. A motion was heard to approve the new courses on behalf of Senate, as revised. Montero and Grove. Carried.

Software Engineering. Grove presented courses changes for Software Engineering. A motion to approve the course changes on behalf of Senate, as presented. Grove and Charbonneau. Carried. Grove provided an overview of the minor academic plan changes for Software Engineering and Software Engineering Sequence Change, highlight a typo in the material: on page 112 under Science Course Electives, it should be it should be “four of”, instead of “three of”. A motion was heard to approve the minor academic plan changes on behalf of Senate, as revised. Grove and Charbonneau. Carried.

4. REGISTRAR’S OFFICE

Jeanneault presented course changes for Repeat Rules for Topic Courses. A motion was heard to approve the course changes on behalf of Senate, as presented. Charbonneau and Trelford. Carried. Jeanneault presented course changes Consent to Add or Drop a Course. A motion was heard to approve the course changes on behalf of Senate, as presented. Barra and Ferries. Carried.

Coghlin presented new academic regulation for admission fraud. Members discussed changing the effective date for the 2023-24 calendar and the rationale for adding these regulations to the calendar. A motion was heard to recommend Senate approve the academic regulation, as presented. Charbonneau and Acheson. Carried. Coghlin presented regulation changes for Admission Requirements – Duolingo Component Scores, and members provided clarification on what the Duolingo Component Scores are. A motion was heard to recommend Senate approve the regulation changes, as presented. Grove and Wandel. Carried. Coghlin presented regulation changes for Jurisdiction – Calendar Contents, and highlighted the following change in the material provided: under the rationale, “These scheduling-related details, which change more frequently than the USAC, will be more appropriately decided by instructors when designing their course offerings”, “by instructor” should be replaced with “by offering units”. A motion was heard to recommend Senate approve the regulation changes, as revised. Ferries and Grove. Carried. Coghlin presented regulation changes for Jurisdiction – Cancelling Scheduled Offerings, and members requested that the effective date be changed to September 1, 2023. A motion was heard to recommend Senate approve the regulation changes, as revised. Charbonneau and Austen. Carried.

5. OTHER BUSINESS

There was no other business.

6. NEXT MEETING

The next meeting is Tuesday 20 June 2023, 12:30 to 2:30 p.m. in NH 3318

14 May 2023

Tim Weber-Kraljevski
Governance Officer

Undergraduate Affairs Group
Report to Senate Undergraduate Council
June 2023

For approval

1. New Courses

DAC
FR
HIST
PHIL
PSYCH
SOC
HRTS
INDENT
INDG
INNOV

2. Course changes

AFM
ARTS
BLKST
DAC
MEDVL
COMMST
THPERF
ENGL
FINE
CI
GER
HIST
GSJ
PSCI
SDS
RS
SOC
SPAN
HHUM
SMF
INDG

3. Course Inactivations

HIST
PHIL
JS
RS
SOC

4. New Academic Plans

4.1. Conrad Grebel University College

4.2. United College

5. Academic Plan Changes – major modifications

5.1. Renison University College

6. Academic Plan Changes – minor modifications effective 01 September 2023

6.1. English Language and Literature

7. Academic Plan Changes – minor modifications effective 01 September 2024

7.1. Communication Arts

7.2. Conrad Grebel University College

7.3. English Language and Literature

7.4. Philosophy

7.5. Renison University College

7.6. United College

1. NEW COURSES (for approval)

Dean of Arts

Effective 01-SEP-2024

DAC 402 (0.50) LEC Genre in Digital Storytelling Design

This course explores approaches to the form and function of genre in digital storytelling. Topics may include specific genres in media culture such as horror, science fiction, fantasy, romance, utopia, noir, war, and western, and/or specific approaches to genre. Students will read, analyze, and discuss theoretical and/or historical research and undertake a practical creative application in a digital modality.

Requisites :

Prereq: At least 0.5 unit of DAC

Rationale :

This course supports advanced skills and techniques to support students' capacities to design digital communication in multiple modalities/media. It builds from principles practiced in DAC 302: Digital Storytelling and allows students to develop their craft in the context of a single genre or style of storytelling. Students in the Digital Arts Communication Minor and the Communication Arts and Design Practice Major have requested 400-level DAC courses in which they can refine and showcase their digital arts communication toolkit. Short title: Digital Storytelling Genre.

French Studies

Effective 01-SEP-2024

FR 220 (0.50) LEC French and Francophone Pop Culture

An introduction to popular culture in the French-speaking world: France, Quebec, Africa, and the Antilles. This course examines cultural artifacts from various domains (music, fashion, sport, cuisine, visual arts) and the socio-historic realities that inform them. Students will explore questions related to the construction of individual and group identities. [Note: Taught in English. This course may not count towards a French Minor plan.]

Rationale :

The two existing FR courses taught in English adopt a traditional century-based approach and explore the cultural development of France 1) from its origins to the French Revolution, and 2) from the Revolution to the present. This course meets a specific need by providing a more culturally diverse course for students interested in contemporary French culture by covering various regions of the French-speaking world, such as France, Quebec, Africa, and the Antilles. Students will acquire knowledge about specific cultural artifacts and the historical, social, political, and economic realities that inform them, and will explore questions and issues related to the construction of personal, group, and national

identities. Courses taught in English may not count towards any FR plan but may count as electives for French Studies students and may be used by other students to complete their BA Breadth Requirements. Short title: Francophone Pop Culture.

History

Effective 01-SEP-2024

HIST 112 (0.50) DIS, LEC Science and Technology in Global History

This course introduces students to the history of science and technology in a global perspective from the ancient period through the twenty-first century, with an emphasis on the creation and exchange of major ideas, developments, and practices across cultures and continents. Students will examine the social and cultural role of science and technology, reading and interpreting historical documents to study the development of universal knowledge and how societies define progress using scientific reasoning and technological change. Students will be expected to develop their writing and critical thinking skills through a series of written assignments throughout the term.

Rationale :

Science and technology are at the vanguard of human progress, but the generation of new knowledge and the development of new technologies is dependent upon interaction and processes of socialization. This course will define science and technology as human activities and urge students to think about the social, ethical, and political dimensions of scientific progress and technological development in relation to the human condition. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Moreover, this new course reflects a more dynamic approach to teaching global history within the Department of History, enabling us to introduce new areas of study and methodological approaches within this broad framework. Short title: Sci & Tech in Global History.

Effective 01-SEP-2024

HIST 208 (0.50) DIS, LEC The Samurai

The invincible swordsman, the ultimate warrior: popular imagery portrays the samurai and their code of honour (Bushido) as the "soul" of Japan. But who were they, and were they really better than purveyors of violence? We will study the history of Japan and of the samurai; and we will also explore how the samurai have endured as a pop culture icon. Texts, films, and visual materials will inform our analysis, and critical discussion will be crucial to separate the real history from the popular myths. Learning activities may include active discussion of readings and films, and written assignments.

Requisites :

Antireq: HIST 391 topic title: The Samurai

Rationale :

This course will explore the traditional history and culture of feudal

Japan through the compelling lens of the samurai, the powerful class of military warriors that exercised considerable influence and authority in the country for centuries. Among the topics covered will be class, material and social lives, and the rich cultural legacy of the samurai, which endures into 21st century. The creation of this course is the outcome of recent efforts to improve curriculum offerings in the History Department. As part of these changes, the department is looking to offer more East Asian course content.

Effective 01-SEP-2024

HIST 233 (0.50) DIS, LEC Modern Japan

This survey course covers Japanese history from the 1800s to the present. During these two hundred years, Japan went from a closed feudal society through a rollercoaster of events: the arrival of the American "Black Ships," the Meiji Restoration, industrial revolution, fascism, wars, atomic bombs, an economic miracle, a "lost" decade, and recently, a devastating tsunami and nuclear disaster. We will examine books, films, manga, and news materials to embark on our own search for modern Japan. Learning activities may include a historical paper, short answer/essay exam(s), and a debate project based on team research.

Rationale : The survey course on Modern Japan will cover not only political events but also critical issues of identity and culture. The focus will include Japan's rise as an Asian world power and disastrous military imperialism (culminating in the Second World War), as well as the global appeal of Japanese technology and media culture that sprang from Japan's post-WWII economic growth. Also examined in depth will be Japan's emergence as a leading global economic force and a vital player in East Asia and the Pacific World. The creation of this course is the outcome of recent efforts to improve curriculum offerings in the History Department. As part of these changes, the department is looking to offer more East Asian course content.

Effective 01-SEP-2024

HIST 238 (0.50) DIS, LEC Hodinohso:ni History

Focusing on Hodinohso:ni perspectives, this course flows through the history of the Hodinohso:ni confederacy beginning with creation up to modern times. Students will learn of the four epics, treaties and alliances, historic and present-day connections to land (including the Haldimand Tract), and the importance of language, storytelling and creating in Hodinohso:ni communities. Throughout this course, students will learn to summarize and explain key themes and events in Hodinohso:ni histories. Upon completion, students will be able to show how these themes and events relate to contemporary Hodinohso:ni communities and experiences.

Rationale : The University of Waterloo and its affiliated campuses are situated within the Haldimand Tract, land promised to the Hodinohso:ni by the British Empire in 1784 in recognition for their support in the American war of Independence. Understanding the histories of the Indigenous Peoples whose

lands on which we live, and work is a key component of reconciliation. This survey course will engage students with histories of the Hodinohso:ni Nation through concepts of mutual respect, reciprocity, and a good mind. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Finally, the History Department wishes to diversify our curriculum to include more courses such as this one in Indigenous History, which we believe should be a top priority to reflect our emphasis on diversity and inclusivity in our course offerings, and to correspond with the ongoing reconciliation process in Canada.

Effective 01-SEP-2024

HIST 246 (0.50) DIS, LEC Environmental History

This course explores the human-nature relationship in the context of North America through the historical study of the Anthropocene, changes to the natural world, and the growth and evolution of environmental and wildlife protection movements. Students will study the impact of humans and society on climate change, analyzing historical sources to evaluate causal arguments and develop oral presentation skills through the course assignments.

Requisites :

Antireq: HIST 291 topic title: Environmental History

Rationale :

Scientists have long linked human activity on Earth to climate change and studying the history of the human-nature relationship provides context for the urgent need to understand and address the traceable impacts of human society on the natural world. This course will encourage students to view climate change through a social lens, fostering a deeper engagement with North America's natural history to inform current climate change discourse. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Moreover, this new course reflects a more dynamic approach to teaching North American history within the Department of History, enabling us to introduce new areas of study and methodological approaches within this broad framework.

Effective 01-SEP-2024

HIST 319 (0.50) DIS, LEC Animals in Human History

The history of animal-human relations is a recent, and rapidly growing, sub-field of history. By moving animals inward from the periphery of human history, scholars have revealed the tremendous role that animals have played in humanity's development. This course examines several key areas of human existence that have been affected by animals, including food supply and domestication, warfare, industry, companionship and pet keeping, sport, entertainment, zoological gardens, and the recent emphasis on animal rights. Although there will be some reference to earlier periods and other areas of the globe, the course will be concentrated on the West in the modern period. In studying the key trends in human-animal history, students will learn to read and

think critically, to understand an author's central argument, to communicate effectively in written form, and to evaluate an author's sources.

Requisites : Prereq: Level at least 2A. Antireq: HIST 291 topic title: Animals in Western History

Rationale : Many universities in North America and overseas now feature Animal History courses in their curriculum. Historical methods - including analyzing primary sources, the use of more focused case studies, and so forth - provide the ideal means to enrich students' understanding of this subject. A rich literature on the topic has now emerged, making an undergraduate course in the field viable. In fact, a version of this proposed course has previously been offered as an undergraduate Special Topics class, HIST 291: Animals in Western History, in Fall Term 2018. The creation of a more permanent course is the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Finally, the History Department supports the creation of this course to enhance the knowledge of students in the area of previously neglected historical populations, which also includes non-human animal species.

Effective 01-SEP-2024

HIST 324 (0.50) DIS, LEC Gardens and Gardeners in Canada: a History

This course explores historical relationships amongst gardens, plants, and peoples in Canada from the 16th-century to the present. Approaches include the material, cultural, social, and political histories of gardens and their gardeners across time and geographical space. Course goals include demonstrating an emerging awareness of periodization in Canadian garden history, developing an understanding of garden history as a field of knowledge, and identifying some of the various sources of garden history and their usefulness. Assigned work may include discussion of primary and secondary sources, research and/or reflective essays or projects, individual and/or group work, and experiential learning through actual gardening whenever possible.

Requisites : Prereq: Level at least 2A

Rationale : This course offers students engagement with Garden History, an emerging field in Canadian History (already well-developed in the UK and US). Alongside learning objectives specific to the field, students will study aspects of public history, histories of race, gender and class, environmental history, food and drink history, and labour history as linked to historic private and public gardens, primarily in Canada. The course expands History student choice and flexibility in their degree pathways, teaches appropriate level engagement with primary sources as scaffolding for the 4th-year capstone. Moreover, it is designed to be approachable for non-majors and a popular audience of adult learners. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting

teaching priorities. Furthermore, this new course will introduce students to themes in the areas of social, cultural, and environmental history, all of which are high-priority fields within the History Department. Short title: Gardens & Gardeners in Canada.

Effective 01-SEP-2024

HIST 327 (0.50) DIS, LEC We are all Treaty People
Canada is a nation built upon treaties, and as such, every individual who occupies this land has a responsibility to uphold the terms of these agreements; to share, respect, and protect the land for future generations. Students will develop understandings of kinship, reciprocity, and responsibility as critical elements to the establishment and maintenance of these relationships through time. Throughout the course, students will investigate the changing nature of treaties and treaty-making in Canada. Upon completion, students will be able to critically reflect on their roles and responsibilities as treaty people and examine solutions for moving forward in the spirit of reconciliation.

Requisites : Prereq: Level at least 2A
Rationale : From commercial compacts through treaties of peace and friendship and territorial treaties, this course traces histories of treaties in what is now Canada from Indigenous perspectives. Treaties began as relationships, to be renewed yearly, but evolved into transactions. This is where the true nature of treaties was lost. This course will facilitate reconciliation by engaging students with the history of treaties from Indigenous perspectives. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Finally, the History Department wishes to diversify our curriculum to include more courses such as this one in Indigenous History, which we believe should be a top priority to reflect our emphasis on diversity and inclusivity in our course offerings, and to correspond with the ongoing reconciliation process in Canada.

Effective 01-SEP-2024

HIST 328 (0.50) DIS, LEC Matriarchs, Warriors, and Aunties: Indigenous Women in Canadian History
This course aims to engage students with Indigenous women's histories, stories, and contributions so that they may carry this knowledge into the foreground. Through the diplomacy of Molly Brant, the poetry of Pauline Johnson, the music of Buffy Sainte-Marie, and the advocacy of Mary Two-Axe Earley, students will explore Indigenous women's contributions to arts, politics, advocacy, sport, governance, and community throughout history in what is now Canada. Throughout this course, students will investigate Indigenous women's contributions to Canadian history through Indigenous women's lived experiences. Upon completion, students will have gained the skills to critically question why these narratives have been silenced, and how this silencing has contributed to Indigenous women's contemporary experiences in Canada.

Requisites : Prereq: Level at least 2A
Rationale : When colonial governments set up in what is now Canada, they enacted various legislations that deposed, undervalued, and endangered Indigenous women. For example, the imposition of a patriarchal social structure, legislating women out of their communities under the Indian Act, and the MMIWG2S epidemic. Despite these debilitating barriers, Indigenous women continue to make great contributions to Canada, as we know it today. These stories have remained largely hidden in the background of the national narrative. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Finally, the History Department wishes to diversify our curriculum to include more courses such as this one in Indigenous History, which we believe should be a top priority to reflect our emphasis on diversity and inclusivity in our course offerings, and to correspond with the ongoing reconciliation process in Canada. Short title: Matriarchs, Warriors, Aunties

Effective 01-SEP-2024

HIST 330 (0.50) DIS, LEC Human Experimentation

This course explores the history of scientific and medical experimentation on humans through the role and experience of both experimenter and subject. Case studies will question how experiments mediate human relationships and influence ideas about authority, objectivity, autonomy, consent, race, gender, and class. Students will identify and interpret primary sources while improving skills in secondary-source analysis, using the selected case studies to develop skills in critical reading and writing.

Requisites : Prereq: Level at least 2A
Rationale : This course will use human experimentation as a lens to uncover and discuss the historical development of medical research ethics and the social practices governing interaction between researcher and subject, thus offering students of all disciplinary backgrounds a knowledge of consent grounded in the human experience. The creation of this course reflects the suggestions of the External Reviewers in the last History Department undergraduate curriculum review, who urged the Department to create more History of Science courses, especially at the upper (300 and 400) levels. It is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Moreover, this new course reflects a more dynamic approach to teaching North American history within the Department of History, enabling us to introduce new areas of study and methodological approaches within this broad framework.

Effective 01-SEP-2024

HIST 342 (0.50) DIS, LEC Cold War Canada

This course explores the Cold War through a Canadian perspective, highlighting and studying the political and cultural dynamics of the period and their implications for the state and ordinary citizens. Students will use historical research to evaluate and analyze how the Canadian state and public responded to the ever-changing political, military/strategic, cultural, economic, and social experiences of the period. Course assignments will cultivate interpretive reading, writing, and oral presentation skills.

Course Attributes: Also offered at St. Jerome's University
Requisites : Prereq: Level at least 2A. Antireq: HIST 391 topic titles: Canada and the Cold War; Cold War Canada, HIST 422 topic title: Canada and the Cold War
Rationale : The ongoing war in Ukraine, the recent rise in international tensions, and escalating threats to peace and world order often draw historical comparisons to the Cold War period among pundits, media, and public commentators. This course will enable students to study and contextualize the role of the Canadian state in the contemporary international system, using historical knowledge of the Cold War to foster critical thinking about government and civil society. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Moreover, this new course reflects a more dynamic approach to teaching North American history within the Department of History, enabling us to introduce new areas of study and methodological approaches within this broad framework.

Effective 01-SEP-2024

HIST 349 (0.50) DIS, LEC Tibet: History, Religion, and Myth

Tibet: the rooftop of the world. The land of Tibet has occupied a contested zone between history and myth for hundreds of years, from a proud Central Asian empire to a Buddhist hermit kingdom, and from a mystical Land of Snows to a militarized ethnic and religious region of China today. In this course we will confront myths, religion, political controversies, and the country's portrayal in popular culture, in search of the historical Tibet. Learning activities may include active discussion of readings and films, a debate project based on team research, short answer/essay exam(s), and a comprehensive historical analysis paper.

Requisites : Prereq: Level at least 2A. Antireq: HIST 391 Tibet: History, Religion, Myth
Rationale : The study of Tibet's rich past offers a unique window onto Central Asian history, the religious transformation of Buddhism as a world religion, and the mythology of "Shangri-La" that ties the cultural worlds of East and West even in the modern era. Located at the crossroads of India and China, Tibet and its peoples have been subjected to the competing claims of history, religion, and myth for centuries. In addition to these topics, this course will also cover critical issues of modern mythmaking and

romanticism, geopolitical tensions surrounding Tibet, and international human rights. The creation of this course is the outcome of recent efforts to improve curriculum offerings in the History Department. As part of these changes, the department is looking to offer more Asian history course content. Short title: Tibet: History, Religion, Myth.

Effective 01-SEP-2024

HIST 357 (0.50) DIS, LEC Monsters, Martyrs, and Mayhem: Transgression in Early Modern Europe (1450-1800)

This course will explore cultural transgression during the rapid social changes and upheavals of Early Modern Europe (Renaissance, Reformation, Contact). The course will address a range of topics including criminality, religious rebellion, sexuality, and violence. Students will discuss diverse experiences around the issues of gender, religion, and violence; develop critical thinking skills through primary and secondary source analysis; develop research and writing skills through independent research; and develop communication skills through groupwork and class discussion.

Requisites :

Prereq: Level at least 2A

Rationale :

This course offers new avenues and perspectives into Early Modern European culture and insights into the foundations of modern conceptions of such topics as criminality, religious rebellion, sexuality, gender, and violence. These themes have proven popular in fourth year seminars. The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. In addition, this new course further expands the History Department's commitment to the inclusion of greater gender history content in our classes. Short title: Monsters, Martyrs, Mayhem.

Effective 01-SEP-2024

HIST 423 (0.50) SEM Knowing Through Creating

To truly understand Indigenous creation, one must engage in the act of creating. The embodied experience of engaging directly in the process of creating Indigenous arts, however, provides an additional dimension of deep understanding and opens pathways to Indigenous ways of knowing. Through this course, students will examine histories of Indigenous methods of creating such as moose/caribou hair tufting, beadwork, quillwork, and basket weaving. Students will have the opportunity to learn directly from Indigenous creators to understand these embodied practices as Indigenous ways of knowing, teaching, and learning. Students will design a final project in one of the mediums taught throughout the course which will be accompanied by a critical reflection of their embodied experience.

Requisites :

Prereq: Level at least 3A

Rationale :

Through the practice of embodied learning, students will begin to understand Indigenous ways of knowing on a deeper and more nuanced level which will prepare them for graduate-level courses that explore indigenous

ways of knowing and understanding (method/theory). The creation of this course is also the outcome of recent systemic curriculum reform in the History Department, which reflects changing faculty members and shifting teaching priorities. Finally, the History Department wishes to diversify our curriculum to include more courses such as this one in Indigenous History, which we believe should be a top priority to reflect our emphasis on diversity and inclusivity in our course offerings, and to correspond with the ongoing reconciliation process in Canada.

Philosophy

Effective 01-SEP-2024

PHIL 125 (0.50) LEC Happiness

This course examines robust, diverse theories of the nature of happiness. Students will build on their intuitive knowledge by analyzing comprehensive theories of happiness: components, controversies, and implications for self and society. Students will critically evaluate and develop their argumentative reasoning about influential accounts of happiness (as well as unhappiness), and they will extend their capacities to communicate about course content in a range of modes and media.

Requisites :

Antireq: PHIL 320 taken winter 2022

Rationale :

This course was offered as a special topics course at the 300-level, but in conversation with the course instructor we believe it is an excellent topic to add to our first-year offerings, which serve to introduce students philosophical topics and skills. It should not require any prior knowledge of or experience with philosophy. Unlike PHIL 101: Challenging Ideas, this course engages students in a topical exploration of happiness and provides opportunities for interdisciplinary application of philosophical ideas and reasoning.

Effective 01-SEP-2024

PHIL 246 (0.50) LEC Scientific Revolutions

How has scientific knowledge developed over time? Have some changes in scientific theory constituted scientific revolutions? In this course, students will analyze examples of scientific developments ranging from antiquity to modernity. Students will evaluate whether the concept of a "revolution" aptly describes past processes of theory change, and examine what drove natural philosophers and scientists to espouse one scientific theory over another. Specific topics may be drawn from the history and philosophy of chemistry, cosmology, evolutionary biology, geology, and physics.

Rationale :

The department does not have an introductory course in the history and philosophy of science. This course serves that role and will serve to prepare students for our upper-year offerings, especially at the 400-level, in that area.

Psychology

Effective 01-SEP-2024

PSYCH 310 (0.50) LAB, LEC Computing and Psychological Research

Computing is a valuable tool for a variety of academic activities. Course objectives include learning the rudiments of programming sufficient to allow further progress through self study, understanding how scientific computing libraries can be used to program experiments, and learning how to write papers that blend code and analyses to generate reproducible research reports. The skills taught and practiced in the course have a range of academic and practical applications. [Note: Access to a personal computer is required.]

Requisites : Prereq: PSYCH 291, PSYCH 292. Antireq: PSYCH 363 topic title: Computing and Psych. Research

Rationale : The proposed course has been offered as a special topics course with much success. Students who took the special topics version reported that the skills they learned had valuable applications in research positions and co-op jobs. The course content is particularly relevant to program level learning outcomes that involve "demonstrating information literacy" and "practicing psychological research skills." Short title: Computing & Psych Research.

Effective 01-SEP-2024

PSYCH 487 (0.50) PRA, RDG Directed Studies - Community Engagement

How can psychological knowledge benefit communities? This course explores applications of psychology to a real-world community project or volunteer experience of the student's choosing. The course supervisor provides guidance and feedback through reflective learning exercises, discussions, and structured assignments. [Note: Prior to enrolment students must find a psychology faculty supervisor and arrange their own community project or volunteer experience.]

Requisites : Prereq: Psychology majors; Level at least 3A; Psychology average at least 75%

Rationale : This course fills a gap in psychology's directed studies offerings by providing psychology majors an opportunity to apply their training to provide benefits to their communities. Feedback from students indicates that an experiential learning course with such a focus would be a valued addition to the curriculum. The proposed course is particularly relevant to program level learning outcomes relevant to "adopting values that build community at local, national, and global levels" and "participating in experiential learning exercises that involve practicing applications of psychological knowledge and/or methods." Department consent required to enrol. Short title: Dir St: Community Engagement.

Sociology and Legal Studies

Effective 01-SEP-2024

SOC 385 (0.50) LEC The Sociology of Street Gangs

This course provides an in-depth exploration into why youth join gangs, their behaviours, and the policy implications that rise out of state and community intervention. Upon successful completion of this course, students will be able to a) critically explain the socio-historical development of gangs in the US and Canada; b) explain through criminological and sociological concepts and theories the root causes of gangs and gang violence in contemporary society; and c) understand and articulate the subsequent policy implications. Students will explore these issues through a diverse set of learning strategies including art-based research, group discussions, as well as guest speakers.

Requisites : Prereq: SOC 101/SOC 101R. Antireq: SOC 330 topic title: Criminal Gangs, LS 330 topic title: Criminal Gangs.

Rationale : This is a new course proposed in our department's thematic area of Crime, Law and Security. This proposed 300-level SOC course provides students with a new and detailed analysis of the world of street gangs and how they are managed by the State in our society today. The proposed course aligns with departmental learning outcomes that emphasize the development of transferable critical thinking and communication skills, and directly fits with the following UDLE: "Apply sociological theories, concepts and qualitative and quantitative methods and "data to understand, examine, and critically evaluate social phenomena including behaviours, institutions, and trends."

Effective 01-SEP-2024

SOC 462 (0.50) SEM Technology and Inequality

Students in this course will explore the relationship between technology and inequality - not only in digital and online platforms, but also in the invisible politics of software, hardware, and big data. By focusing on the design and development of technology in recent decades, students will learn how user behaviours and experiences vary across unequal social conditions and experiences in gender, race, class, and global politics. In addition, through the lens of critical design, students will utilize applied methods of critiquing - and even interjecting into - technology's social implications.

Requisites : Prereq: Level at least 4A Sociology students

Rationale : This is a new course proposed in our department's thematic area of Knowledge, Education and Digital Culture. This proposed 400-level SOC course builds and expands on the content of the existing SOC 232 Technology and Social Change and SOC 304 Digital Cultures courses, even though the approach will be broad enough for students who have not taken these 200- and 300-level courses (since they are only offered occasionally in our department). It extends existing courses in society and inequality by

threading how these systems and institutions are enabled and reinforced by technology, existing courses such as SOC 213 Surveillance Studies, SOC 256 Ethnic and Racial Relations, SOC 320 Social Problems in a Global Context, and SOC 346 Social Movements. The proposed course also provides students with a new deeper dive into the links between technology and inequalities specifically, along with offering critical design as a key new hands-on method not covered in existing courses. The proposed course aligns with departmental learning outcomes that emphasize the development of transferable critical thinking and communication skills, and directly fits with the following UDLE: "Apply sociological theories, concepts and qualitative and quantitative methods and data to understand, examine, and critically evaluate social phenomena including behaviours, institutions, and trends." Short title: Technology & Inequality.

Effective 01-SEP-2024

SOC 465 (0.50) SEM Decolonizing Research through the Urban Arts

This course draws on the urban arts to challenge colonial and Eurocentric ways of knowing, including what has become known as the "scientific method". Upon completion of this course, students will be able to a) critically analyze some key limitations of mainstream research methodologies; b) understand the harms that mainstream research methods can at times propagate; c) understand and apply alternative research methods, such as decolonizing arts and urban arts methods; and d) use and apply urban arts in their own research. As part of the course requirements, students will get to explore and create their own artistic expressions.

Requisites :

Prereq: Level at least 4A

Rationale :

This is a new course proposed in our department's thematic area of Knowledge, Education and Digital Culture. This proposed 400-level SOC course builds and expands on the content of the existing plan required Sociology methods courses (SOC 221, SOC 280, and SOC 322), even though the approach will be broad enough for students who have not taken these 200- and 300-level courses (since the new course will be open to all 4th year students, regardless of plan). The proposed course provides students with a new deeper and engaging dive into the critical analysis of existing social scientific methodologies as well as the uses for urban arts as a research method. The proposed course aligns with departmental learning outcomes that emphasize the development of transferable critical thinking and communication skills, and directly fits with the following UDLE: "Apply sociological theories, concepts and qualitative and quantitative methods and "data to understand, examine, and critically evaluate social phenomena including behaviours, institutions, and trends."

United College

Effective 01-SEP-2024

HRTS 398 (0.50) RDG Directed Readings in Human Rights Topics

This course will enable students with a desire to gain greater depth in a particular area of human rights the opportunity to pursue their interest at greater depth. Students will meet individually and on a regular basis with the instructor to discuss readings in the selected topics chosen in discussion with instructor. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites : Prereq: At least 0.50 unit HRTS at the 200-level or above
Rationale : This course will enable students to gain a deep and detailed knowledge of a particular area of Human Rights. Students will take responsibility for their learning by co-creating a reading list with their instructor. They will further refine their ability to critically evaluate arguments, assumptions, abstract concepts and information in these primary and secondary sources and present and communicate their critical insights to the instructor in individual meetings and written assignments. Department consent is required to enrol. Short title: Directed Readings.

Effective 01-SEP-2024

INDENT 302 (0.50) DIS, LEC Creating an Online Business

The majority of Indigenous businesses are small ventures that operate primarily (or exclusively) online. This course introduces students to the distinctive features and challenges of Indigenous online ventures. The course culminates in the development of a business plan for an online venture.

Requisites : Prereq: INDENT 200 or INDENT 210
Rationale : Through this course students will gain an in depth and critical understanding of the significance of online business tools to fulfill the goals of Indigenous entrepreneurship. By developing a business plan as a final deliverable, students will work individually and in groups to understand, develop and communicate solutions to a particular business opportunity.

Effective 01-SEP-2024

INDG 390 (0.50) LEC, SEM Special Topics in Indigenous Studies

This course will allow students to engage in an in-depth analysis of selected topics in Indigenous studies. Course topics will vary from year to year. [Note: This is a repeatable course, subject to different content; it may be completed a total of three times.]

Requisites : Prereq: INDG 201 or INDG 272
Rationale : This course will enable students to gain a more in-depth and detailed knowledge of a particular area of Indigenous Studies. Students will continue to build their critical thinking and analytical skills, review, evaluate and analyze information and arguments as well as present and communicate their critical insights to their peers. Short title: Special

Topics.

Effective 01-SEP-2024

INNOV 200 (0.50) LEC, PRJ Theory and Practice of Social Innovation and Impact

This course will introduce students to foundational concepts and methods in social innovation and impact. Social innovation constitutes a range of activities across the world that seek to achieve lasting and positive social change at the systemic level. Students will engage in a series of classroom-based lectures, active learning exercises, and occasional experiential field visits to develop an understanding of how problems are identified and the unique response to such problems provided by the social innovation approach. Students will test out this knowledge by engaging in a team-based project that will apply what they have learned in the course to a particular problem that will be defined for them. Throughout the course, students will be given opportunities to develop their identities as change-makers, rather than knowledge-takers.

Rationale : As an introductory course to the Social Innovation and Impact Minor, this course will provide students with a foundational knowledge of Social Innovation as a field of practice and study. It will provide a broad overview of the field emphasizing its interdisciplinary and introduce some of the methods used in the field. Students will also be introduced to the way challenges are defined and different approaches to pressing solutions. They will work together in teams and communicate their findings to their peers. This course will be offered every year with an enrolment cap of 50. Short title: Social Innovation Theory.

Effective 01-SEP-2024

INNOV 201 (0.50) LEC Social Innovation for Global Impact

This course will introduce students to the global dimension of social innovation as a fundamental attribute of this approach. How social innovations respond to global challenges and achieve transformative impacts on a global scale will be the focus of this course. This course will use a mixture of written case studies, active learning, and experiential field visits with local social innovation-based initiatives to introduce students to the relationship between local activities and global challenges. It will enable students to deepen their knowledge of social innovation concepts and methods in a broader comparative and global context.

Rationale : This course will provide a comparative overview of the impact of Social Innovation as a field of practice and study. A series of global case studies and experiential field visits and virtual sessions will enable students to gain a deeper understanding of the interdisciplinary nature of the field and the diversity of challenges and approaches that it incorporates. Short title: Social Innovation Global.

Effective 01-SEP-2024

INNOV 300 (0.50) LEC Case Studies in Social Innovation for Impact

This course will introduce students to the process of researching and responding to social innovation challenges. To facilitate this learning, students will draw from a rich range of social innovation case studies and projects generated by the GreenHouse social incubator over the last decade. They will also draw from the broader secondary literature, to understand how social innovation opportunities are framed and operationalized in response to these challenges. Students will hear directly from GreenHouse alumni who will present on their initiatives. They will also have opportunities to visit and interact with a cohort of GreenHouse students creating their own social impact initiatives.

Requisites : Prereq: INNOV 200 or INNOV 201
Rationale : Through a series of case studies students will develop their ability to gather, review, evaluate and interpret the appropriateness of different approaches to solving problems. They will work effectively in teams to deepen their understanding while also developing an appreciation of the limits to their own knowledge. They will articulate their learning from experiential learning opportunities across a range of diverse social, economic and environmental contexts. Short title: Social Innovation Case Studies.

Effective 01-SEP-2024

INNOV 302 (0.50) DIS, LEC Measuring and Evaluating Social Innovation for Impact

This course will introduce students to methods that can be used to measure the impact of social innovations across disciplinary domains. They will learn how to utilize a range of monitoring and evaluation methodologies and tools with a particular focus on impact measurements within constituent communities. Rather than taking a prescriptive approach, students will be encouraged to explore the limitations of these methods and understand the evaluation process as a dynamic process involving the evolving needs of constituencies as their circumstances change. Through this process, students will learn to integrate the evaluation process into the early development of their social innovation initiatives.

Requisites : Prereq: INNOV 200 or INNOV 201
Rationale : This course will provide students with a knowledge and understanding of key concepts, and methodologies in monitoring and evaluation for social impact. They will apply underlying concepts, principles, and techniques of evaluation and analysis and communicate this information, to a range of audiences. They will develop an understanding of the limits to their own knowledge and how this might influence outcomes. They will learn to navigate the evaluation process across a range of diverse social, economic and environmental contexts. Short title: Measuring Social Impact.

Effective 01-SEP-2024

INNOV 311 (0.50) LEC Research for Social Impact

This course will build on the theory and skills gained in the prior INNOV courses. It

will focus on the first of two initial stages in social innovation development, namely researching, understanding, and defining a particular problem. This will be accomplished by facilitating a deeper engagement with immersive social research and analysis skills, through experiential field visits and team-based active learning class-based exercises. The goal of this course will be to provide a coherent and credible basis to develop a social innovation-based initiative in INNOV 411.

Requisites : Prereq: INNOV 300 or INNOV 302
Rationale : This course will enable students to deepen their knowledge of the practice of Social Innovation. Using the knowledge and skills gained in the prerequisites, students will begin to gather, review, evaluate and interpret information. They will develop teamwork skills, hone professionalism through their research and collaborations.

Effective 01-SEP-2024

INNOV 411 (0.50) DIS, LEC Designing for Social Impact

This course will focus on the design and implementation of a response to the problem defined in INNOV 311. This will be done by working with students in teams and individually to design, test and build viable and impactful social innovation responses in iterations. Success in the course will not be tied exclusively to the successful launching of the initiatives themselves. Rather, the students will also be evaluated on the actual process of designing and testing the initiative and on how this process is articulated in reports and presentations to relevant stakeholders.

Requisites : Prereq: INNOV 311
Rationale : In this final course of the Social Innovation and Impact Minor, students will apply the entire range of skills they have developed to propose solutions to the challenge they have studied in INNOV 311. They will further develop teamwork skills and communicate their results to specialist and non-specialist audiences.

2. COURSE CHANGES (for approval)

Accounting & Finance - School of

Current Catalog Information

AFM 334 (0.50) FLD, TUT International Study Experience

This course focuses on offering students insight into the business operations of multinational firms and learning the perspectives of business executives across multiple industries in the private sector. A significant portion of this course involves a short-term international trip where students will directly learn about various companies and the international business environment by actively participating in discussions with company executives about their businesses and government officials about their respective industries. The course will also expose

students to a specific topic in the region such as "The Impact of Brexit on the Global Financial Community" or "The Role of Asia in the Global Financial Landscape".

[Note: Additional costs will apply.]

Department Consent Required

Requisites :

Prereq: Level at least 2B; Accounting and Fin Management, Computing and Fin Management, Math/Chartered Professional Accountancy, and Biotechnology/Chartered Professional Accountancy students. Antireq: AFM 415 taken spring 2017, spring 2018, spring 2019

Effective 01-SEP-2024

Description Change:

This course focuses on offering students insight into the business operations of multinational firms and learning the perspectives of business executives across multiple industries in the private sector. A significant portion of this course involves a short-term international trip where students will directly learn about various companies and the international business environment by actively participating in discussions with company executives about their businesses and government officials about their respective industries. The course will also expose students to a specific topic in the region such as "The Impact of Brexit on the Global Financial Community" or "The Role of Asia in the Global Financial Landscape". [Note: Additional costs will apply. This is a repeatable course, subject to different content; it may be completed a total of two times. Priority is given to students completing the course for the first-time during course selection.]

Requisite Change :

Prereq: Level at least 2B; Accounting and Financial Management, Biotechnology/CPA, Computing and Financial Management, Mathematics/CPA, or Sustainability and Financial Management students.

Rationale :

To change description notes, repeat rules, prerequisites and to remove antirequisites. Content and learning outcomes in AFM 334 varies significantly between offerings which focus on different regions of the world such that allowing students to repeat the course is appropriate. The prerequisite has been revised to make the course available to Sustainability and Financial Management Students. The antirequisite has been removed to allow students who completed the course as AFM 415 to repeat the course, if desired. The majority (if not all) of students impacted by that antirequisite have graduated.

Dean of Arts

Current Catalog Information

ARTS 280 (0.50) LEC, TST Statistics for Arts Students

A basic course in social statistics for Faculty of Arts students. Introduces descriptive statistics (measures of central tendency, dispersion, cross-tabular analysis) and inferential statistics (sampling, statistical significance, hypothesis testing, test assumptions). Covers a range of statistical techniques including t-tests, one-way ANOVA, Chi square, and bivariate correlation/regression.

No Special Consent Required

Requisites : Prereq: Level at least 2A; Not open to Econ or Psych students. Antireq:
ECON 221, ENVS 278, GBDA 205, HLTH 204, ISS 250A/B, 250R, KIN 222, 232,
PSCI214/314, PSYCH292, REC371, SDS250R, SMF230, SOC/LS280, STAT202, 206,
211, 221, 231, 241, SWREN250A/B, 250R

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A; Not open to Economics or Psychology majors.
Antireq: ECON 221, ENVS 278, GBDA 205, HLTH 204, ISS 250A/B, 250R, KIN 222,
232, PSCI214/314, PSYCH292, REC371, SDS250R, SMF230, SOC/LS280, STAT202,
206, 211, 221, 231, 241, SWREN250A/B, 250R

Rationale : To change requisites. There is no need to restrict students in the minors
from taking this course.

Current Catalog Information

BLKST 103 (0.50) DIS, LEC Combating Racisms

This course examines historical and contemporary practices, theories, principles,
figures, and allies of anti-racism. Students will learn methods of communicating and
pursuing anti-racism in culture, society, and in personal and professional
interracial relationships. Coursework will immerse students in recognizing language,
behaviours, institutions, and discourses that maintain white supremacies and further
enable racist policies and practices in North America. Students will be challenged to
apply course material to real issues of racisms in local contexts and communities.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: BLKST 103
Unit ~~Change~~: (0.50)
Component ~~Change~~: DIS, LEC
Title ~~Change~~: Combating Racisms
Description ~~Change~~: This course examines historical and contemporary practices, theories,
principles, figures, and allies of anti-racism. Students will learn methods
of communicating and pursuing anti-racism in culture, society, and in
personal and professional interracial relationships. Coursework will
immerse students in recognizing language, behaviours, institutions, and
discourses that maintain white supremacies and further enable racist
policies and practices in North America. Students will be challenged to
apply course material to real issues of racisms in local contexts and
communities.

Consent ~~Change~~: No Special Consent Required

New Cross Listing : COMMST 103

Rationale : To add cross-listing to BLKST 103 thereby creating COMMST 103. This
cross-listing will support and enhance the learning for students in both
the Black Studies diploma programs and the majors and minors in
Communication Studies. The course content focusing on analyzing and
creating communication to advance racial justice draws substantially from
both Black Studies and Communication Studies and the courses methods are
grounded in communication studies, performance studies, and rhetorical

studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that Communication Arts students are able to take electives toward the program requirements in their first two years.

Current Catalog Information

BLKST 202 (0.50) SEM Black and Free

This course focuses on how Black public figures such as artists, intellectuals, and journalists in the 19th-21st centuries create and disseminate expressions of Black freedom in the public sphere and will explore how performances of Black speech in service of Black freedom is an act of borderless belonging.

No Special Consent Required

Requisites :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change:~~

BLKST 202

Unit ~~Change:~~

(0.50)

Component ~~Change:~~

SEM

Title ~~Change:~~

Black and Free

Description ~~Change:~~

This course focuses on how Black public figures such as artists, intellectuals, and journalists in the 19th-21st centuries create and disseminate expressions of Black freedom in the public sphere and will explore how performances of Black speech in service of Black freedom is an act of borderless belonging.

Consent ~~Change:~~

No Special Consent Required

New Cross Listing :

COMMST 202

Rationale :

To add cross-listing to BLKST 202 thereby creating COMMST 202. This cross-listing will support and enhance the learning for students in both the Black Studies diploma programs and the majors and minors in Communication Studies. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that Communication Arts students are able to take electives toward the program requirements in their first two years.

Current Catalog Information

BLKST 203 (0.50) LEC Introduction to Anti-Racist Communication

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 21
Run Date 13-JUN-2023
Meeting Number(s) 66

Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 225

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr **Change:**

BLKST 203

Unit **Change:**

(0.50)

Component **Change:**

LEC

Title **Change:**

Introduction to Anti-Racist Communication

Description **Change:**

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

Consent **Change:**

No Special Consent Required

Requisite **Change :**

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

ENGL 225 COMMST 203

Rationale :

To add cross-listing to BLKST 203/ENGL 225 thereby creating COMMST 203 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that students are able to take electives toward the program requirements in their first two years. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not

require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 210 (0.50) LEC Language, Life, and Literature in the Caribbean

This course introduces students to the ways in which language shapes and sustains various forms of cultural expressions in the Caribbean region. Students will use the creative output of storytellers, poets, DJs, and playwrights as a lens to investigate and trace the evolution of a distinctly Caribbean identity from the post-colonial period (1960s) up to the present. Students are also introduced to the social dynamics of Creole language use in the Caribbean and an exploration of the ways in which these languages are implicated in diverse cultural art forms.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 326

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. Both units are in agreement with this change.

Current Catalog Information

BLKST 224 (0.50) SEM Black Performance Studies

This course explores the genealogies and historical development of Black performance created in regions such as North America, the Caribbean, Africa, and Europe. Students will examine the influences of key artists and theorists. Students will be challenged to apply historical, political, and cultural contexts to the analysis of audio, text-based, and/or audio-visual materials. This course expands students' concepts of Black performance to include performative modes such as performance poetry, TV shows, music, and podcasts.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
COMMST 224 THPERF 224

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (BLKST offering only). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of

this course does not require specific prior knowledge. The other offerings (COMMST and THPERF) already have this prerequisite. All participating units are in agreement with this change.

Current Catalog Information

BLKST 230 (0.50) SEM Black Feminisms

Through the sustained and in-depth study of foundational Black feminist organizers, activists, artists, theorists, and public figures, this course will analyze the interconnected themes of race and gender. Students will examine the meaningful ways that Black women have shaped feminist studies, gender studies, art, popular culture, civic, and social movements.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 302 (0.50) SEM Strategic Management of Black Enterprises

Current real-world challenges in the strategic management of start-ups, technological innovation, and social enterprises are addressed through the lens of Black studies.

Students will work collaboratively to address the topics to be pursued, including both cultural and business/economic aspects.

No Special Consent Required

Requisites : Prereq: BLKST 103; BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 303 (0.50) SEM Black Anti-Racist Consulting Practices

Using Canada and the United States as its context, this course will explore the historical outcomes and future opportunities for North America's growing diversity at work, in the classroom, and in society. Students will learn to conduct assessments of

their own and others' attitudes about cultural competency and racial differences and to develop materials that can be used to promote cross-racial understandings. Special attention may be given to issues of miscommunication across racial, social, cultural, ethnic, economic, and historic barriers within workplaces and school environments. Students will also explore various approaches used to mitigate ethno-racial differences including intercultural fluency, diversity, anti-oppression, and anti-racism training.

No Special Consent Required

Requisites : Prereq: BLKST 103; BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 304 (0.50) SEM Pan-African Global Politics

This course examines Africa's role in international order and offers an in-depth study of the evolution of Africa's global political relations. Engaging with concepts related to political and economic underdevelopment, post coloniality, and early Pan-African political thought and practice, students will be challenged to develop and apply an historical understanding of Africa's past political relations to analyses of contemporary African multilateralism, global Pan-Africanism, and increased political and economic engagement with world nations. Students will engage with current concepts of Pan-African politics and envision prospects of future Black global leadership.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
PSCI 304

Cross-listed as:

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 308 (0.50) SEM Writing Anti-Racism

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 25
Run Date 13-JUN-2023
Meeting Number(s) 66

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103, BLKST 203; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 373

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr **Change:**

BLKST 308

Unit **Change:**

(0.50)

Component **Change:**

SEM

Title **Change:**

Writing Anti-Racism

Description **Change:**

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

Consent **Change:**

No Special Consent Required

Requisite **Change :**

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 373 COMMST 308

New Cross Listing :

Rationale :

To add cross-listing to BLKST 308/ENGL 373 thereby creating COMMST 308 and change prerequisites. This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed

to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 309 (0.50) SEM Blackness at the Intersections

This course examines intersectionality as a theoretical framework, a methodological approach, and a tool for activists. Students will learn to interrogate the complex and varied ways that intersectionality has been used by scholars and activists to understand the relationships among intersecting forms of marginalization and privilege, as well as its limitations. Students will explore how gender, disability, racialization, language, sexuality, sex, class, and nation articulate and co-constitute one another. Students will be challenged to apply course concepts to thinking about the complexities of identity formation beyond the language of intersectionality, and to discover what individuals, communities, and societies lose and gain in the pursuit.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 2A.

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 310 (0.50) SEM Topics in Black Language and Linguistics

This course focuses on the formal linguistic, sociolinguistic, and communicative aspects of either a single Black language or a combination of Black languages or language varieties spoken within the contemporary African diaspora, e.g., in Africa, the Caribbean, Canada, or the United States. Attention will be given to the ways in which Black language has developed, how it is deployed by speakers and writers, and attitudes and debates about Black language use in culture, education, and society.

[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: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

ENGL 375

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (both offerings). The prerequisites are being

changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 317 (0.50) SEM Afro-Latin America

The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the economic, societal, and political challenges faced by Afro-Latin Americans today. [Note: Taught in English.]

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102

Cross-listed as: SPAN 317

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The Spanish and Latin American Studies Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. Both units are in agreement with this change.

Current Catalog Information

BLKST 330 (0.50) SEM Black Queer Studies

This course examines a range of historical and contemporary issues, texts, movements, and figures of Black lesbian, gay, bisexual, transgendered, gender non-conforming, non-binary, intersexed, and two-spirited people. Students will be immersed in the groundbreaking work of the late 20th and 21st centuries to develop the field of Black queer studies. Students will be introduced to such topics as Black queer life, Black queer literature and the pedagogical implications of Black queer studies.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 380 (0.50) WSP Black Theatre in Practice

A workshop that explores the history, dramatic literature, and performance of Black theatre artists. Students will explore the relationship of Black theatre to artistic and public life. Special attention may be given to specific issues, periods, locations, and genealogies of Black theatre. Students will create performance pieces.

No Special Consent Required

Requisites : Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
THPERF 380

Cross-listed as:

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 399 (0.50) SEM Special Topics in Black Studies

A seminar course investigating special issues related to Black studies. Content may vary from year to year. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

Department Consent Required

Requisites : Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 410 (0.50) SEM African American Rhetoric

This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic,

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 29
Run Date 13-JUN-2023
Meeting Number(s) 66

gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 405

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr **Change:**

BLKST 410

Unit **Change:**

(0.50)

Component **Change:**

SEM

Title **Change:**

African American Rhetoric

Description **Change:**

This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

Consent **Change:**

No Special Consent Required

Requisite **Change :**

Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
ENGL 405 COMMST 410

New Cross Listing :

Rationale :

To add cross-listing to BLKST 410/ENGL 405 thereby creating COMMST 410 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

BLKST 421 (0.50) LEC

The Black Atlantic

Using a number of Black studies' approaches, including Black Feminist Theory and Critical Race Theory, students will explore the diverging and converging histories of Black people(s) in the "Atlantic" and examine the diachronic realities of the Black

Self in the 21st century.
No Special Consent Required
Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

BLKST 499 (0.50) WSP Black Entrepreneurial Enterprises

This workshop addresses the formulation of firm-wide strategic plans (e.g., business cases, marketing plans) for start-ups, technological innovations, and social enterprises. Special emphasis will be given to the local ecosystem of Black entrepreneurship. This course involves significant group work as well as a completed special capstone project.

No Special Consent Required

Requisites :

Prereq: BLKST 302; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

DAC 246

New cross-listing to existing course.

Unit Change:

(0.50)

Component Change:

SEM

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.

Consent Change:

No Special Consent Required

Requisite **Change** : Prereq: Level at least 2A
New Cross Listing : THPERF 246
Rationale : To add cross-listing to THPERF 246 thereby creating DAC 246. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with application to specific contexts.

Current Catalog Information
(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr **Change**: DAC 248 New cross-listing to existing course.
Unit **Change**: (0.50)
Component **Change**: SEM
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.
Consent **Change**: No Special Consent Required
Requisite **Change** : Prereq: Level at least 2A
New Cross Listing : THPERF 248
Rationale : To add cross-listing to THPERF 248 thereby creating DAC 248. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with application to specific contexts.

Current Catalog Information
(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr **Change**: DAC 278 New cross-listing to existing course.
Unit **Change**: (0.50)

Component ~~Change~~: LEC, SEM
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.

Consent ~~Change~~: No Special Consent Required
Requisite ~~Change~~ : Prereq: Level at least 2A
New Cross Listing : THPERF 278
Rationale : To change prerequisites and add cross-listing to THPERF 278 thereby creating DAC 278. This prerequisite change is for two reasons: first, instructors of this course have confirmed that potential students need only have completed one year of their undergraduate degree to be eligible for, and succeed in, this course; second, this change will give this second-year Theatre and Performance course the same prerequisite as the other second-year courses in our program. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with application to specific contexts.

Classical Studies

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: MEDVL 330 New cross-listing to existing course.
Unit ~~Change~~: (0.50)
Component ~~Change~~: SEM
Title ~~Change~~: Infamous Lovers
Description ~~Change~~: The medieval love story "Tristan and Isolde" guides an exploration of transgressive, requited, passionate, sexual love across the centuries. We analyze the medieval German text in translation, study adaptations of the story and theme in different media (writing, film, opera) in later centuries, and consider change across time in the ways that people imagine the loving self in the social world. [Note: Taught in English.]

Consent ~~Change~~: No Special Consent Required
New Cross Listing : GER 330
Rationale : To change description and add cross-listing to GER 330 thereby creating MEDVL 330. GER 330 is sufficiently medieval in content and both units are

in agreement with the change. Five of 11 content modules are fully medieval and two more deal with a famous 19th-century adaptation of that material, which sets up a discussion of historical change in cultural concepts of love in the final four modules. The texts/films/etc analyzed are all from German culture, and the course involves analyzing different media (writing, film, opera). Both units are in agreement with these changes.

Communication Arts

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change:~~

COMMST 103

New cross-listing to existing course.

Unit ~~Change:~~

(0.50)

Component ~~Change:~~

DIS, LEC

Title ~~Change:~~

Combating Racisms

Description ~~Change:~~

This course examines historical and contemporary practices, theories, principles, figures, and allies of anti-racism. Students will learn methods of communicating and pursuing anti-racism in culture, society, and in personal and professional interracial relationships. Coursework will immerse students in recognizing language, behaviours, institutions, and discourses that maintain white supremacies and further enable racist policies and practices in North America. Students will be challenged to apply course material to real issues of racisms in local contexts and communities.

Consent ~~Change:~~

No Special Consent Required

New Cross Listing :

BLKST 103

Rationale :

To add cross-listing to BLKST 103 thereby creating COMMST 103. This cross-listing will support and enhance the learning for students in both the Black Studies diploma programs and the majors and minors in Communication Studies. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that Communication Arts students are able to take electives toward the program requirements in their first two years.

Current Catalog Information

COMMST 201 (0.50) LEC

Introduction to Gender and Sexuality in Communication

This course introduces the basic theories for studying the multiple relationships

between communication practices and gender. The course emphasizes how communication

creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: COMMST 201
Unit ~~Change~~: (0.50)
Component ~~Change~~: LEC
Title ~~Change~~: Introduction to Gender and Sexuality in Communication
Description ~~Change~~: This course introduces the basic theories for studying the multiple relationships between communication practices and gender. The course emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender.
Consent ~~Change~~: No Special Consent Required
New Cross Listing : GSJ 202
Rationale : To add cross-listing to COMMST 201 thereby creating GSJ 202. Gender and Social Justice had no COMMST representation in its program and this course aligns with all the GSJ program learning goals. The course subject matter and objectives substantially overlap.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: COMMST 202
Unit ~~Change~~: (0.50)
Component ~~Change~~: SEM
Title ~~Change~~: Black and Free
Description ~~Change~~: This course focuses on how Black public figures such as artists, intellectuals, and journalists in the 19th-21st centuries create and disseminate expressions of Black freedom in the public sphere and will explore how performances of Black speech in service of Black freedom is an act of borderless belonging.
Consent ~~Change~~: No Special Consent Required
New Cross Listing : BLKST 202
Rationale : To add cross-listing to BLKST 202 thereby creating COMMST 202. This cross-listing will support and enhance the learning for students in both the Black Studies diploma programs and the majors and minors in Communication Studies. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses

New cross-listing to existing course.

so that Communication Arts students are able to take electives toward the program requirements in their first two years.

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change :	COMMST 203	New cross-listing to existing course.
Unit Change :	(0.50)	
Component Change :	LEC	
Title Change :	Introduction to Anti-Racist Communication	
Description Change :	This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.	
Consent Change :	No Special Consent Required	
Requisite Change :	Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication	
New Cross Listing :	BLKST 203 ENGL 225	
Rationale :	To add cross-listing to BLKST 203/ENGL 225 thereby creating COMMST 203 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that students are able to take electives toward the program requirements in their first two years. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.	

Current Catalog Information

COMMST 224 (0.50) SEM Black Performance Studies

This course explores the genealogies and historical development of Black performance created in regions such as North America, the Caribbean, Africa, and Europe. Students will examine the influences of key artists and theorists. Students will be challenged to apply historical, political, and cultural contexts to the analysis of audio, text-based, and/or audio-visual materials. This course expands students' concepts of Black performance to include performative modes such as performance poetry, TV shows, music, and podcasts.

No Special Consent Required

Requisites :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 224 THPERF 224

Cross-listed as:

Effective 01-SEP-2024

Rationale :

To change prerequisites (BLKST offering only). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. The other offerings (COMMST and THPERF) already have this prerequisite. All participating units are in agreement with this change.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change:~~

COMMST 308

New cross-listing to existing course.

Unit ~~Change:~~

(0.50)

Component ~~Change:~~

SEM

Title ~~Change:~~

Writing Anti-Racism

Description ~~Change:~~

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

Consent ~~Change:~~

No Special Consent Required

Requisite ~~Change:~~

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

New Cross Listing :

BLKST 308 ENGL 373

Rationale :

To add cross-listing to BLKST 308/ENGL 373 thereby creating COMMST 308 and change prerequisites. This cross-listing will support and enhance the

learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

COMMST 335 (0.50) SEM Power, Agency, Community

This course examines the ways in which individuals and institutions communicate to enact agency and build communities situated within power relations. Students will develop their understanding of what power and agency are, the relationship of each to communication, and how each constitutes community life.

No Special Consent Required

Requisites :

Prereq: COMMST 101; Level at least 3A

Effective 01-SEP-2024

Description Change:

This course examines the ways in which individuals and institutions communicate to enact agency and build communities situated within power relations. Through reading and discussion of critical communication theory and by conducting their own analysis of how power and agency operate in a community, students will develop their understanding of what power and agency are, the relationship of each to communication, and how each constitutes community life.

Requisite Change :

Prereq: Level at least 3A

Rationale :

To change description and prerequisites. The description is being updated to better describe the learning outcomes. The purpose of the COMMST 101 prerequisite is to ensure that this class is not students' first encounter with theory. However, the Communication Studies curriculum committee notes that this course is taught so that the content is accessible to students from a variety of disciplinary backgrounds and that the prerequisite "at least level 3A" is sufficient to ensure students have prior experience working with theory.

Current Catalog Information

COMMST 339 (0.50) SEM Media, Images, and Communication

This course investigates how distinct modes of communication impact the creation of messages, dissemination or knowledge, and reception of meaning. Students will examine aural, textual, and visual communication in the context of print, electronic, and

digital media.

No Special Consent Required

Requisites :

Prereq: COMMST 101; Level at least 3A

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 3A

Rationale :

To change prerequisites by removing requirement for COMMST 101. The purpose of the COMMST 101 prerequisite is to ensure that this class is not students' first encounter with theory. However, the Communication Studies curriculum committee notes that this course is taught so that the content is accessible to students from a variety of disciplinary backgrounds and that the prerequisite "at least level 3A" is sufficient to ensure students have prior experience working with theory.

Current Catalog Information

COMMST 401 (0.50) LEC

Advanced Gender and Sexuality in Communication

This course further develops theories and methods for studying how communication practices reflect, maintain, and disrupt social conceptions of gender and sexuality.

The course emphasizes how gender, sexuality, and communication are implicated in power relations, and how gender and sexuality intersect with multiple dimensions of identity and culture.

No Special Consent Required

Requisites :

Prereq: COMMST101, COMMST 201; Level at least 3A

Effective 01-SEP-2024

Description Change:

This course further develops theories and methods for studying how communication practices reflect, maintain, and disrupt social conceptions of gender and sexuality. Students will examine communication in different contexts to understand how gender, sexuality, and communication are implicated in power relations, and how gender and sexuality intersect with multiple dimensions of identity and culture.

Requisite Change :

Prereq: COMMST 201; Level at least 3A

Rationale :

To change description and prerequisites. The description is being updated to better describe the learning outcomes. The purpose of the COMMST 101 prerequisite is to ensure that this class is not students' first encounter with theory. However, the Communication Studies curriculum committee notes that this course is taught so that the content is accessible to students from a variety of disciplinary backgrounds and that the prerequisite "at least level 3A" and COMMST 201 is sufficient to ensure students have prior experience working with theory.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

COMMST 410

Unit Change:

(0.50)

New cross-listing to existing course.

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 39
Run Date 13-JUN-2023
Meeting Number(s) 66

Component Change:	SEM
Title Change:	African American Rhetoric
Description Change:	This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.
Consent Change:	No Special Consent Required
Requisite Change :	Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
New Cross Listing :	BLKST 410 ENGL 405
Rationale :	To add cross-listing to BLKST 410/ENGL 405 thereby creating COMMST 410 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

COMMST 435 (0.50) SEM Games and Culture

This course examines the relationships between games and culture. Students will consider the social, political, and economic dimensions of games and acquire ways of thinking about how games communicate by transmitting, contextualizing, and contesting culturally situated meanings.

No Special Consent Required

Requisites :

Prereq: COMMST 101; Level at least 3A

Effective 01-SEP-2024

Description Change:

This course examines the relationships between games and culture. By playing, analyzing, and making games, students will consider the social, political, and economic dimensions of games and acquire ways of thinking about how games communicate by transmitting, contextualizing, and contesting culturally situated meanings.

Requisite Change : Prereq: Level at least 3A
Rationale : To change description and prerequisites. The description is being updated to better describe the learning outcomes. The purpose of the COMMST 101 prerequisite is to ensure that this class is not students' first encounter with theory. However, the Communication Studies curriculum committee notes that this course is taught so that the content is accessible to students from a variety of disciplinary backgrounds and that the prerequisite "at least level 3A" is sufficient to ensure students have prior experience working with theory.

Current Catalog Information

THPERF 224 (0.50) SEM Black Performance Studies

This course explores the genealogies and historical development of Black performance created in regions such as North America, the Caribbean, Africa, and Europe. Students will examine the influences of key artists and theorists. Students will be challenged to apply historical, political, and cultural contexts to the analysis of audio, text-based, and/or audio-visual materials. This course expands students' concepts of Black performance to include performative modes such as performance poetry, TV shows, music, and podcasts.

No Special Consent Required

Requisites : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 224 COMMST 224

Cross-listed as:

Effective 01-SEP-2024

Rationale : To change prerequisites (BLKST offering only). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. The other offerings (COMMST and THPERF) already have this prerequisite. All participating units are in agreement with this change.

Current Catalog Information

THPERF 246 (0.50) SEM Design for Performance Media

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.

No Special Consent Required

Requisites : Prereq: Level at least 2A

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: THPERF 246

Unit ~~Change~~: (0.50)

Component ~~Change~~: SEM

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.

Consent ~~Change~~: No Special Consent Required

New Cross Listing : DAC 246

Rationale : To add cross-listing to THPERF 246 thereby creating DAC 246. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with application to specific contexts.

Current Catalog Information

THPERF 248 (0.50) SEM Project Management in the Arts

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.

No Special Consent Required

Requisites : Prereq: Level at least 2A

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: THPERF 248

Unit ~~Change~~: (0.50)

Component ~~Change~~: SEM

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.

Consent ~~Change~~: No Special Consent Required

New Cross Listing : DAC 248

Rationale : To add cross-listing to THPERF 248 thereby creating DAC 248. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with

application to specific contexts.

Current Catalog Information

THPERF 278 (0.50) LEC, SEM Performance Technologies

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.

No Special Consent Required

Requisites : Prereq: Level at least 2B

Effective 01-SEP-2024

Subject/Catalog Nbr Change: THPERF 278
Unit Change: (0.50)
Component Change: LEC, SEM
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.
Consent Change: No Special Consent Required
Requisite Change : Prereq: Level at least 2A
New Cross Listing : DAC 278
Rationale : To change prerequisites and add cross-listing to THPERF 278 thereby creating DAC 278. This prerequisite change is for two reasons: first, instructors of this course have confirmed that potential students need only have completed one year of their undergraduate degree to be eligible for, and succeed in, this course; second, this change will give this second-year Theatre and Performance course the same prerequisite as the other second-year courses in our program. This Theatre and Performance course shares substantial content and methods with Digital Arts Communication. The cross-listing will help ensure that THPERF, a relatively small program, can offer these sections to students more frequently. While most DAC courses focus on design in particular modalities/media, this cross-listing will ensure DAC students have more options and opportunities to practice digital arts communication with application to specific contexts.

Current Catalog Information

THPERF 301 (0.50) WSP Performance Creation

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.

No Special Consent Required

Requisites : Prereq: THPERF 243

Effective 01-SEP-2024

Requisite Change : Prereq: THPERF 102/COMMST 102
Rationale : To change prerequisites. The content of this course makes it a third-year progression on THPERF 102/COMMST 102 - Introduction to Performance course. For this reason, THPERF 102/COMMST 102 is the appropriate prerequisite. THPERF 243 - Technical Production 1 is a course that introduces our students to technical theatre (lighting, sound, setting, and other design elements). Technical theatre production is not the focus of THPERF 301.

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

Effective 01-SEP-2024

Requisite Change : Prereq: One of THPERF 221, 222

Rationale : To change prerequisites. The Theatre and Performance program does not have a course listed under this number, THPERF 211. This is an error. We do have an intermediate acting course focused on texts in THPERF 221, and this course should be listed as another possible prerequisite for both THPERF 321 and THPERF 322, which are senior-level acting courses focused on texts and the body, respectively.

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

Effective 01-SEP-2024

Requisite Change : Prereq: One of THPERF 221, 222

Rationale : To change prerequisites. The Theatre and Performance program does not have a course listed under this number, THPERF 211. This is an error. We do have an intermediate acting course focused on texts in THPERF 221, and this course should be listed as another possible prerequisite for both THPERF 321 and THPERF 322, which are senior-level acting courses focused on texts and the body, respectively.

Current Catalog Information

THPERF 374 (0.50) SEM Sustainability in Design

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.

No Special Consent Required

Requisites : Prereq: Level at least 3A

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A

Rationale :

To change prerequisites. This change is for three reasons: first, instructors of these courses have confirmed that potential students need only have completed one year of their undergraduate degree to be eligible for, and succeed in, this course; second, this change will give this third-year Theatre and Performance course the same prerequisite as the other third-year courses in our program; third, we are keen to make our third-year courses more accessible to students outside the Theatre and Performance program.

Current Catalog Information

THPERF 380 (0.50) WSP Black Theatre in Practice

A workshop that explores the history, dramatic literature, and performance of Black theatre artists. Students will explore the relationship of Black theatre to artistic and public life. Special attention may be given to specific issues, periods, locations, and genealogies of Black theatre. Students will create performance pieces.

No Special Consent Required

Requisites :

Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

BLKST 380

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

English Language & Literature

Current Catalog Information

ENGL 208G (0.50) LEC Gothic Monsters

A study of monstrosity, fear, terror, and horror in the gothic mode from its origins to the present, with attention to the ways various genres (from the novel to new media) represent gothic sexualities, genders, politics, and aesthetics.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English

Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 210G (0.50) LEC Grant Writing

The course covers researching, organizing, drafting, and editing proposals and applications for government grants for organizations. Topics may include interviews with domain experts, working with proposal guidelines and checklists, establishing milestones and expectations, using past proposals as models, treating individual sections as separate sub-genres, and creating coherence and flow in the final draft.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Title Change:

Genres of Fundraising Communication

Description Change:

This course covers researching, organizing, drafting, and editing documents used to raise funds in contexts such as public and charitable organizations, academic research, and the arts. Students will design and write materials such as grant proposals, applications, and fundraising campaigns, using traditional and digital media. Students will have the opportunity to cater projects to their specific needs and objectives as fundraisers.

Rationale :

To change titles and description. ENGL 210G gets modest enrolment but students and instructors have found it valuable. Expanding the mandate to include more genres of fundraising will make the course relevant to more students, while maintaining its original role as a course about grant writing. The new title is aligned with other ENGL 210 courses. Short title: Fundraising Comm Genres.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

ENGL 221

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Monstrous Hunger

Description Change:

In this course students will explore the role eating plays in emotional and physical well-being. Through close reading of literary texts and other textual objects, students will build an understanding of eating as a biological necessity that requires the confrontation of one's relationships with others, the environment, and one's own body and health. Furthermore, in gaining an ability to use the concepts of eating/food studies, students will not only consider how eating is an encounter with one's bodily vulnerabilities and dependencies but also ask how acts of and attitudes

New cross-listing to existing course.

Consent ~~Change~~: towards eating can become monstrous.
No Special Consent Required
New Cross Listing : HHUM 221
Rationale : To add cross-listing to HHUM 221 thereby creating ENGL 221. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change :	ENGL 222	New cross-listing to existing course.
Unit Change :	(0.50)	
Component Change :	SEM	
Title Change :	Health, Illness, and Narrative	
Description Change :	What stories do we tell ourselves about our bodies, relationships, and lives as we try - individually and as a culture - to be "healthy"? And how do stories help us cope with the uncertain, often scary, and sometimes tragic scenarios when illness replaces health? In this course students will pursue these questions by exploring the role narrative plays in our broader perceptions of health and illness. Through discussion and writing, students will analyze a range of media and genres to gain insight into the larger cultural discourses and social institutions that shape our understanding of these topics.	
Consent Change :	No Special Consent Required	
New Cross Listing :	HHUM 222	
Rationale :	To add cross-listing to HHUM 222 thereby creating ENGL 222. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.	

Current Catalog Information

ENGL 225 (0.50) LEC Introduction to Anti-Racist Communication

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 47
Run Date 13-JUN-2023
Meeting Number(s) 66

failures of key anti-racist activists.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 203

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ENGL 225

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Introduction to Anti-Racist Communication

Description ~~Change~~:

This course surveys the rhetorical strategies of both more recent and historical civil rights and anti-racist activists. Students will use Black rhetorical theory and will examine work by international historical figures such as Franz Fanon, Aime Cesaire, Edouard Glissant, Albert Memmi, and Mohandas Gandhi, Frederick Douglas, WEB Dubois, Martin Luther King, Fannie Lou Hamer, Malcolm X, Angela Davis, Stokely Carmichael, Fred Hampton, Robert Hill, and Walter Rodney and such recent figures as Kimberle Crenshaw, Robyn Maynard, Brittney Cooper, Desmond Cole, Feminista Jones, Rinaldo Walcott, and Idil Abdillahi. The objective for students is to understand the evolution of liberatory, anti-racist rhetoric and the rhetorical successes and failures of key anti-racist activists.

Consent ~~Change~~:

No Special Consent Required

Requisite ~~Change~~ :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 203 COMMST 203

New Cross Listing :

Rationale :

To add cross-listing to BLKST 203/ENGL 225 thereby creating COMMST 203 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will take some pressure off of 100- and 200-level Communication Studies courses so that students are able to take electives toward the program requirements in their first two years. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ENGL 233

New cross-listing to existing course.

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Sexual Health and Well-being in Comics

Description ~~Change~~:

This course will present a concentrated history of the major trends and patterns within the representation of human sexuality and sexual health in 20th- and 21st-century comics art. Students will be introduced to the unique and powerful role that comics have played in representing sexuality and sexual well-being through exposure to various artists and scholars on the subject. Students will explore key concepts through close readings of relevant texts, and through the application of key theoretical materials, modeling the kind of analytical work that students will then produce themselves in both discussion and written assignments.

Consent ~~Change~~:

No Special Consent Required

New Cross Listing :

HHUM 218 SMF 218

Rationale :

To add cross-listing to HHUM 218/SMF 218 thereby creating ENGL 233. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

ENGL 280 (0.50) LEC

Literatures of Migration

This course explores the literatures and cultures of diasporic and immigrant communities in North America, such as African, Asian, Caribbean, Middle Eastern, and Latin American. Topics to be covered may include memory, race, hybridity, home, and belonging.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite ~~Change~~ :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 290 (0.50) LEC

Global Shakespeare

An introduction to Shakespeare's continuing influence, focusing on adaptations and appropriations of his works in various media by contemporary writers, artists, and

directors around the globe.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 291 (0.50) LEC

Global Literatures

How have cultural exchange, border crossings, and globalization shaped English language and literature? In this course students will discuss literary and cultural productions from around the world and explore themes such as colonialism, transnationalism, and globalization.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 293 (0.50) LEC

Introduction to Digital Media Studies

A study of theories of digital media, including critical, rhetorical, and semiotic approaches, and of the interpretation and creation of digital media artifacts.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 294 (0.50) LEC

Introduction to Critical Game Studies

This course introduces students to the field of humanities-based game studies. Topics may include the debate between ludological (rules-based) and narratological (story-based) approaches, procedural studies, platform and software studies, gamification, games and adaptation studies, and games as rhetorical objects.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 295 (0.50) LEC Social Media

This course surveys the popular social media landscape and charts scholarly approaches, both methodological and theoretical, to understanding and analyzing social media texts. Topics to be addressed may include memes, social networks, fan communities and texts, digital identity, and other emergent social media forms.

No Special Consent Required

Requisites :

Prereq: Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Rationale :

To remove prerequisites. Currently, 200-level prerequisites do not follow a consistent rationale; some courses have no prerequisite, some are 1B, some are 2A. With the exception of courses included in the 200-level English Core and the 210 series of writing courses, 200-level courses should have no prerequisites unless there is a strong rationale for excluding first year students from taking them.

Current Catalog Information

ENGL 326 (0.50) LEC Language, Life, and Literature in the Caribbean

This course introduces students to the ways in which language shapes and sustains various forms of cultural expressions in the Caribbean region. Students will use the creative output of storytellers, poets, DJs, and playwrights as a lens to investigate and trace the evolution of a distinctly Caribbean identity from the post-colonial period (1960s) up to the present. Students are also introduced to the social dynamics of Creole language use in the Caribbean and an exploration of the ways in which these languages are implicated in diverse cultural art forms.

No Special Consent Required

Requisites :

Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Cross-listed as:
Effective 01-SEP-2024

BLKST 210

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. Both units are in agreement with this change.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ENGL 372

New cross-listing to existing course.

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Women and Medicine in Literature

Description ~~Change~~:

In this course students will engage with issues related specifically to women in Western medicine. The course will include an historical overview of the position of women in healthcare, but will focus primarily on the 20th and 21st centuries. Students will read a range of primary texts in areas such as fiction, poetry, drama, and life-writing alongside secondary readings that allow them to interrogate the representations and experiences in the primary texts. Through these readings, and through written work and in-class discussion, students will understand and respond to the specific concerns related to women in Western medicine.

Consent ~~Change~~:

No Special Consent Required

New Cross Listing :

HHUM 372

Rationale :

To add cross-listing to HHUM 372 thereby creating ENGL 372. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

ENGL 373 (0.50) SEM

Writing Anti-Racism

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 52
Run Date 13-JUN-2023
Meeting Number(s) 66

Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103, BLKST 203; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 308

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ENGL 373

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

SEM

Title ~~Change~~:

Writing Anti-Racism

Description ~~Change~~:

In this course students will be introduced to counterstory as research method, genre, and organizing rhetoric within anti-racist movements. Students will examine counterstory in the context of Critical Race Theory and read classic counterstories by figures such as Derrick Bell, Patricia Williams, Richard Delgado, Bryan Brayboy, Tomson Highway, and Lee Maracle. Course activities will challenge students to assess and assert the value and truth of the Black lived experience, Black epistemologies, and Black knowledge production, including that of Black Canadians and their Indigenous and Allies of Colour. Students will write, workshop, revise, and publish their own actionable anti-racist commitments.

Consent ~~Change~~:

No Special Consent Required

Requisite ~~Change~~ :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 308 COMMST 308

New Cross Listing :

Rationale :

To add cross-listing to BLKST 308/ENGL 373 thereby creating COMMST 308 and change prerequisites. This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

ENGL 375 (0.50) SEM

Topics in Black Language and Linguistics

This course focuses on the formal linguistic, sociolinguistic, and communicative

aspects of either a single Black language or a combination of Black languages or language varieties spoken within the contemporary African diaspora, e.g., in Africa, the Caribbean, Canada, or the United States. Attention will be given to the ways in which Black language has developed, how it is deployed by speakers and writers, and attitudes and debates about Black language use in culture, education, and society.

[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: One of BLKST 101, 102, 103; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 310

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

ENGL 381

New cross-listing to existing course.

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Early Modern Bodies

Description ~~Change~~:

This course draws on a variety of literary, religious, and medical texts to explore the ways that bodies were understood and represented in early modern England. Students will learn to situate contemporary cultural narratives about bodies, including race, gender, illness, and aging, within a historical context. They will build skills in analyzing the features and functions of narrative and representation, from close reading to thinking about how stories about bodies are shaped, shared, and passed down.

Consent ~~Change~~:

No Special Consent Required

New Cross Listing :

HHUM 373

Rationale :

To add cross-listing to HHUM 373 thereby creating ENGL 381. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

University of Waterloo
Undergraduate Catalog Report
Faculty of Arts

Page No. 54
Run Date 13-JUN-2023
Meeting Number(s) 66

ENGL 405 (0.50) SEM African American Rhetoric

This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

No Special Consent Required

Requisites :

Prereq: One of BLKST 101, BLKST 102, BLKST 103; Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 410

Cross-listed as:

Effective 01-SEP-2024

Subject/Catalog Nbr **Change:**

ENGL 405

Unit **Change:**

(0.50)

Component **Change:**

SEM

Title **Change:**

African American Rhetoric

Description **Change:**

This course examines the artistic, cultural, political, and disciplinary histories of African American rhetoric, discourse, and persuasion. Students will study various genealogies of African American rhetoric through primary texts such as dialogues, essays, folklore, music, song lyrics, dance, interviews, news stories, raps, videos, and speeches by African Americans. Special attention will be given to the economic, gendered, and social conditions of African Americans from the enslavement period in North America to the present, as well as to the Black diaspora.

Consent **Change:**

No Special Consent Required

Requisite **Change :**

Prereq: Level at least 3A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication
BLKST 410 COMMST 410

New Cross Listing :

Rationale :

To add cross-listing to BLKST 410/ENGL 405 thereby creating COMMST 410 and change prerequisites (all offerings). This cross-listing will support and enhance the learning for students in the Black Studies diploma programs, and the majors and minors in Communication Studies and English Language and Literature. The course content focusing on analyzing and creating communication to advance racial justice draws substantially from both Black Studies and Communication Studies and the courses methods are grounded in communication studies, performance studies, and rhetorical studies. As the Black Studies programs are in their first years and small, this will help ensure that BLKST courses are available to students. It will enable students to take advanced electives in race, culture, and communication that Communication Studies is not able to support alone. The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All

participating units are in agreement with this change.

Current Catalog Information

ENGL 332 (0.50) LEC Topics in Creative Writing

This course will focus on a selected genre, approach, creative method, or other aspect of creative writing. Please see course instructor for details. [Note: This is a repeatable course, subject to different content; it may be completed a total of two times.]

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change: ENGL 432

Rationale : To change number to align the creative writing special topics course with numbering and language of other special topics courses.

Current Catalog Information

ENGL 260 (0.50) LEC Irish Literature

A study of modern and contemporary Irish literature in English. This course will introduce students to a range of Irish writing in its often turbulent historical and cultural context. The international dimensions of Irish writers and their work will be explored.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change: ENGL 461

Rationale : To change number. This course has gone through some revision in recent years, but it's not in the right "home" currently. 200-level ENGL courses are usually taken by non-majors. This course is more appropriate for English majors and should be counted in plans as an upper-level Literature requirement.

Fine Arts

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 an interdisciplinary environment to combine computer science principles with fine art technical and conceptual skills.

No Special Consent Required

Requisites : Prereq: CS 105, CS 106; One of FINE 228, FINE 229, FINE 247; FINE 257 or VCULT 200; One of CS 100, CS 200, CS 230; Level at least 3A
CS 383

Cross-listed as:

Effective 01-SEP-2024

Requisite Change : Prereq: CS 105, CS 106; One of CS 100, CS 200, CS 230; FINE 228 or FINE 247

Rationale : To change prerequisites (FINE offering). We are streamlining the prerequisites for the FINE 383 to better align with the prerequisites for CS 383. This change will enable more students to participate. Both units

are in agreement with this change.

Germanic & Slavic Studies

Current Catalog Information

CI 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: Taught in English. This is a repeatable course, subject to different content; it may be taken a total of three times.]

No Special Consent Required

Cross-listed as: SPAN 329

Effective 01-SEP-2024

Rationale : To change prerequisites (SPAN offering only). The Spanish and Latin American Studies Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. Both units are in agreement with these changes.

Current Catalog Information

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.]

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr Change: GER 330

Unit Change: (0.50)

Component Change: SEM

Title Change: Infamous Lovers

Description Change: The medieval love story "Tristan and Isolde" guides an exploration of transgressive, requited, passionate, sexual love across the centuries. We analyze the medieval German text in translation, study adaptations of the story and theme in different media (writing, film, opera) in later centuries, and consider change across time in the ways that people imagine the loving self in the social world. [Note: Taught in English.]

Consent Change: No Special Consent Required

New Cross Listing : MEDVL 330

Rationale : To change description and add cross-listing to GER 330 thereby creating MEDVL 330. GER 330 is sufficiently medieval in content and both units are in agreement with the change. Five of 11 content modules are fully medieval and two more deal with a famous 19th-century adaptation of that material, which sets up a discussion of historical change in cultural concepts of love in the final four modules. The texts/films/etc analyzed are all from German culture, and the course involves analyzing different media (writing,

film, opera). Both units are in agreement with these changes.

History

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:	HIST 255	New cross-listing to existing course.
Unit Change:	(0.50)	
Component Change:	LEC	
Title Change:	Changing Concepts of Childhood	
Description Change:	Childhood has changed as a social and cultural concept. This course will trace these changes, examining sociological, psychological, cross-cultural, historical and political factors. Art and literature will also be used to reflect attitudes about childhood. [Note: Formerly ISS 220R]	
Consent Change:	No Special Consent Required	
New Cross Listing :	SDS 220R	
Rationale :	To add cross-listing of HIST 255 to SDS 220R and to remove antirequisites. HIST 255 currently exists as a different course (ID 14392) but that version is being inactivated. At the same time, we are adding a cross-listing of HIST 255, using the same number for consistency. The courses were previously antirequisites of each other so those are being removed as they are obviously no longer needed. Advisement templates will be edited to use this course ID (006503) where HIST 255/SDS 220R exists in plans.	

Philosophy

Current Catalog Information (0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr Change:	GSJ 202	New cross-listing to existing course.
Unit Change:	(0.50)	
Component Change:	LEC	
Title Change:	Introduction to Gender and Sexuality in Communication	
Description Change:	This course introduces the basic theories for studying the multiple relationships between communication practices and gender. The course emphasizes how communication creates gender and power roles and how communicative patterns reflect, sustain, and alter social conceptions of gender.	
Consent Change:	No Special Consent Required	
New Cross Listing :	COMMST 201	
Rationale :	To add cross-listing to COMMST 201 thereby creating GSJ 202. Gender and	

Social Justice had no COMMST representation in its program and this course aligns with all the GSJ program learning goals. The course subject matter and objectives substantially overlap.

Current Catalog Information

GSJ 320 (0.50) SEM Sex and the World Religions

This course examines deeply rooted attitudes in the major world religions toward sexual identity, practices, and gender. Examining sacred scriptures and codes of conduct from the world religions, as well as fictional writings and films, this course enables students to explore various social and religious traditions. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Antireq: WS 320

Cross-listed as: RS 325

Effective 01-SEP-2024

Description Change:

In this course students critically examine sexual practices, gender, attitudes, and identities in relation to various religions. By analyzing sacred scriptures and codes of conduct from world religions, as well as fictional writings and films, students will understand how religion influences sexuality, as well as how sex impacts religious traditions. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

Requisite Change :

Prereq: Level at least 2A. Antireq: WS 320

Rationale :

To change description and prerequisites (both offerings). The description is being changed to reflect the undergraduate learning expectations. This course is introductory enough that level 2A is sufficient and no specific prior knowledge is required. Both units approve of the changes.

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

Cross-listed as: SPAN 430

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A. Antireq: WS 430

Rationale :

To change prerequisites (both offerings). The Spanish and Latin American Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. All units approve of this change.

Political Science

Current Catalog Information

PSCI 228 (0.50) LEC Introduction to Indigenous Political Thought

In this course students will learn theories, concepts, and topics in contemporary Indigenous political thought in Canada and North America including settler colonialism, assimilation policies, gender and sexuality, ecology, law, treaties, reconciliation, and decolonization. By exploring a variety of sources, students will understand and engage critically with structures, interests, and processes of settler-colonial institutions in North America. Students will learn to articulate diverse perspectives from Indigenous peoples critical of such institutions.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: PSCI 228
Unit ~~Change~~: (0.50)
Component ~~Change~~: LEC
Title ~~Change~~: Introduction to Indigenous Political Thought
Description ~~Change~~: In this course students will learn theories, concepts, and topics in contemporary Indigenous political thought in Canada and North America including settler colonialism, assimilation policies, gender and sexuality, ecology, law, treaties, reconciliation, and decolonization. By exploring a variety of sources, students will understand and engage critically with structures, interests, and processes of settler-colonial institutions in North America. Students will learn to articulate diverse perspectives from Indigenous peoples critical of such institutions.

Consent ~~Change~~: No Special Consent Required
Requisite ~~Change~~: Prereq: Level at least 1B
New Cross Listing: INDG 228
Rationale: To add cross-listing to PSCI 228 thereby creating INDG 228. This course will present students with an introductory-level opportunity to obtain familiarity, and critically engage with, the key concepts of contemporary Indigenous political thought. Doing so will allow students to develop skills in identifying and evaluating problems of political analysis. Critically, this will also encourage students to not only learn the nature of power and authority in a settler-colonial society, but also to integrate those understandings with real-world applications, and to consider the ethical implications of our current political systems. Finally, in line with departmental and university commitments to anti-racism, reconciliation, and equity, this course will amplify the perspectives of Indigenous peoples on contemporary Canadian politics. Both units are in agreement with this change.

Current Catalog Information

PSCI 304 (0.50) SEM Pan-African Global Politics

This course examines Africa's role in international order and offers an in-depth study of the evolution of Africa's global political relations. Engaging with concepts related to political and economic underdevelopment, post coloniality, and early Pan-African political thought and practice, students will be challenged to develop and apply an historical understanding of Africa's past political relations to analyses of contemporary African multilateralism, global Pan-Africanism, and increased political and economic engagement with world nations. Students will engage with current concepts of Pan-African politics and envision prospects of future Black global leadership.

No Special Consent Required

Requisites :

Prereq: BLKST 101 or BLKST 102; Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

BLKST 304

Cross-listed as:

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale :

To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The content of this course does not require specific prior knowledge. All participating units are in agreement with this change.

Renison University College

Current Catalog Information

SDS 220R (0.50) LEC Changing Concepts of Childhood

Childhood has changed as a social and cultural concept. This course will trace these changes, examining sociological, psychological, cross-cultural, historical and political factors. Art and literature will also be used to reflect attitudes about childhood. [Note: Formerly ISS 220R]

No Special Consent Required

Requisites :

Antireq: HIST 255

Effective 01-SEP-2024

Subject/Catalog Nbr Change:

SDS 220R

Unit Change:

(0.50)

Component Change:

LEC

Title Change:

Changing Concepts of Childhood

Description Change:

Childhood has changed as a social and cultural concept. This course will trace these changes, examining sociological, psychological, cross-cultural, historical and political factors. Art and literature will also be used to reflect attitudes about childhood. [Note: Formerly ISS 220R]

Consent Change:

No Special Consent Required

Requisite Change :

New Cross Listing :

HIST 255

Rationale : To add cross-listing of HIST 255 to SDS 220R and to remove antirequisites. HIST 255 currently exists as a different course (ID 14392) but that version is being inactivated. At the same time, we are adding a cross-listing of HIST 255, using the same number for consistency. The courses were previously antirequisites of each other so those are being removed as they are obviously no longer needed. Advisement templates will be edited to use this course ID (006503) where HIST 255/SDS 220R exists in plans.

Current Catalog Information

SDS 245R (0.50) LEC Dying and Bereavement

This course explores end-of-life topics including epidemiology of dying and death in Canada; sociocultural aspects of palliative and end-of-life care; and individual, survivor, and care provider experiences. Students will perform critical analysis of concepts related to dying and death; reflect and expand on personal perspectives of dying and death; and build awareness of dying, death, and grief from the professional, patient, and family/caregiver perspectives.

No Special Consent Required

Requisites :

Prereq: SOCWK 120R

Effective 02-SEP-2024

Requisite Change :

Rationale : To remove prerequisites. This course was recently changed from SOCWK 240R but the removal of the prerequisite was missed. The prerequisite is no longer required now that the course is under the SDS subject code and the content does not require specific prior knowledge.

Current Catalog Information

SDS 451R (0.50) SEM Community Based Research for Social Development

This course introduces research approaches that prioritize community participation in the active creation and democratic use of knowledge for social development. Through concrete examples, this course explores the role of power in knowledge production, and examines fundamental principles and dilemmas in community-engaged research.

No Special Consent Required

Requisites :

Prereq: One of SDS/ISS 251R, HLTH 333, LS/SOC 221, LS/SOC 321, PSYCH 291, REC 270; Level at least 3A. Antireq: ISS 450R taken fall 2010 (section 002), fall 2011; SDS 450R taken fall 2012, 2013, 2014, 2015

Effective 01-SEP-2024

Title Change:

Research with Communities

Description Change:

This seminar emphasizes community relationships and applied learning in its pedagogy and practice using social justice informed research methods. Focusing on collaboration, communication, project facilitation, and problem solving, students will engage in practice-based learning in a community setting that addresses real-world issues.

Requisite Change :

Prereq: One of SDS/ISS 251R, LS/SOC 221, PSYCH 291, HLTH 205, REC 373; Level at least 3A.

Rationale :

To change titles, description, prerequisites, and to remove antirequisites.

The course is a more interactive, interdisciplinary, and practice-based seminar that builds on skills and knowledge of SDS faculty. The title change removes the "based" and "for social development" to make it more succinct but also to signify that the course is meant to give students the opportunity to conduct research with community not just "based" in community. The prerequisites are being updated to reflect current teaching and the antirequisites are removed as the courses no longer exist and last the offering was beyond 5 years ago.

Religious Studies

Current Catalog Information

RS 325 (0.50) SEM Sex and the World Religions

This course examines deeply rooted attitudes in the major world religions toward sexual identity, practices, and gender. Examining sacred scriptures and codes of conduct from the world religions, as well as fictional writings and films, this course enables students to explore various social and religious traditions. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

No Special Consent Required

Requisites : Prereq: Level at least 3A. Antireq: WS 320

Cross-listed as: GSJ 320

Effective 01-SEP-2024

Description Change:

In this course students critically examine sexual practices, gender, attitudes, and identities in relation to various religions. By analyzing sacred scriptures and codes of conduct from world religions, as well as fictional writings and films, students will understand how religion influences sexuality, as well as how sex impacts religious traditions. [Note: This course fulfils an Area 1 requirement for Religious Studies majors.]

Requisite Change : Prereq: Level at least 2A. Antireq: WS 320

Rationale : To change description and prerequisites (both offerings). The description is being changed to reflect the undergraduate learning expectations. This course is introductory enough that level 2A is sufficient and no specific prior knowledge is required. Both units approve of the changes.

Sociology and Legal Studies

Current Catalog Information

SOC 304 (0.50) LEC Media and Crime

This course explores the complex interactions between media and crime. Topics to be addressed may include news reporting of crime; moral panics; signal crimes; media constructions of crime, offenders, and victims; "reality" crime shows; citizen journalism and the new media; surveillance and social control.

No Special Consent Required

Requisites : Prereq: SOC 101/101R or SOC 120R; Level at least 3A

Effective 01-SEP-2024

Description Change: In this course students will explore the complexities of media messages about crime and criminalization. Topics students will address in course materials, assignments, and group exchanges may include news reporting of crime, representations of race and crime, moral panics, signal crimes, the "true crime" genre, activist media strategies, social media, as well as surveillance and social control through media.

Requisite Change : Prereq: SOC 101/101R

Rationale : To change description and prerequisites. The course description update is to better reflect student learning outcomes and how the course is currently being taught. Removing Level at least 3A from this course's prerequisites to make the course more accessible for second-year students who need flexibility in their scheduling (notably co-op students). This change also makes this course's prerequisites more consistent with those of other 300-level SOC courses.

Current Catalog Information

SOC 307 (0.50) LEC Problems in Contemporary Education

A study of problems arising from the interplay between institutionalized education and the forces of rapid social change in the contemporary society. It emphasizes the changing roles of the learners and instructors and social dimensions of newer learning theories and programs.

No Special Consent Required

Requisites :

Prereq: SOC 207/207R

Effective 01-SEP-2024

Description Change: Students will examine and address problems arising from the interplay between educational institutions and the forces of rapid social change in contemporary society including globalization, rapid technological change, demographic change, stratification and inequality, and more. Students will consider how educational experiences and outcomes vary by race, gender, class and other social identities and determinants. Students will analyze the changing experiences of learners and instructors in private, public, and higher education as well as the social dimensions of newer learning theories and programs.

Requisite Change : Prereq: SOC 101/101R

Rationale : To change description and prerequisites. Update to course description to better reflect student learning outcomes. SOC 207/207R is not offered often enough for it to be a feasible prerequisite for SOC 307. The content of SOC 307 is broad enough not to need the SOC 207/207R prerequisite. Changing the prerequisite to SOC 101/101R brings SOC 307 in line with the prerequisites of most of the other 200- and 300-level SOC courses currently being offered.

Spanish & Latin American Studies

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 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.]

No Special Consent Required

Requisites : Prereq: SPAN 150

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

Current Catalog Information

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

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

No Special Consent Required

Requisites : Prereq: SPAN 150

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

Current Catalog Information

SPAN 317 (0.50) SEM Afro-Latin America

The African diaspora is central to understanding the historical development and contemporary expressions of Latin American identity. Through the study of historical events, cultural production, and current affairs, this course examines African cultural legacies in Latin America, and explains the economic, societal, and political challenges faced by Afro-Latin Americans today. [Note: Taught in English.]

No Special Consent Required

Requisites : Prereq: SPAN 150

Cross-listed as: BLKST 317

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A or students pursuing the Diploma in Black Studies or the Diploma in Fundamentals of Anti-Racist Communication

Rationale : To change prerequisites (both offerings). The prerequisites are being changed to open the course up to more students, who may not have yet had the chance to enrol in the previously required BLKST course. The Spanish and Latin American Studies Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. Both units are in agreement with this change.

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 Spain's Renaissance and Baroque periods. Students will look at the construction of character, the interplay between the sexes, and the struggle for justice. [Note:

Taught in English.]

No Special Consent Required

Requisites : Prereq: SPAN 150; Level at least 2A

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

Current Catalog Information

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: Taught in English. This is a repeatable course, subject to different content; it may be taken a total of three times.]

No Special Consent Required

Requisites : Prereq: SPAN 150; Level at least 2A

Cross-listed as: CI 329

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites (SPAN offering only). The Spanish and Latin American Studies Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. Both units are in agreement with these changes.

Current Catalog Information

SPAN 344 (0.50) LEC Special Topics in Hispanic Studies

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

Department Consent Required

Requisites : Prereq: Level at least 3A

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

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. [Note: Taught in English.]

No Special Consent Required

Requisites : Prereq: SPAN 150; Level at least 2A

Effective 01-SEP-2024

Requisite Change : Prereq: Level at least 2A

Rationale : To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

Current Catalog Information

SPAN 400 (0.50) LEC Memory, Human Rights, and Reconciliation

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.]

No Special Consent Required

Requisites : Prereq: SPAN 150; Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A

Rationale :

To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

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: SPAN 150; Level at least 2A

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A

Rationale :

To change prerequisites. The department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses.

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 :

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

Cross-listed as:

GSJ 430

Effective 01-SEP-2024

Requisite Change :

Prereq: Level at least 2A. Antireq: WS 430

Rationale :

To change prerequisites (both offerings). The Spanish and Latin American Department continues to look for ways to facilitate entry into our programs and promote interdisciplinarity, and the proposed change will open pathways for students across disciplines to engage with our courses. All units approve of this change.

Current Catalog Information

HHUM 218 (0.50) LEC Sexual Health and Well-being in Comics

This course will present a concentrated history of the major trends and patterns within the representation of human sexuality and sexual health in 20th- and 21st-century comics art. Students will be introduced to the unique and powerful role that comics have played in representing sexuality and sexual well-being through exposure to various artists and scholars on the subject. Students will explore key concepts through close readings of relevant texts, and through the application of key theoretical materials, modeling the kind of analytical work that students will then produce themselves in both discussion and written assignments.

No Special Consent Required

Requisites : Antireq: SMF 200 taken spring 2020

Cross-listed as: SMF 218

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: HHUM218

Unit ~~Change~~: (0.50)

Component ~~Change~~: LEC

Title ~~Change~~: Sexual Health and Well-being in Comics

Description ~~Change~~: This course will present a concentrated history of the major trends and patterns within the representation of human sexuality and sexual health in 20th- and 21st-century comics art. Students will be introduced to the unique and powerful role that comics have played in representing sexuality and sexual well-being through exposure to various artists and scholars on the subject. Students will explore key concepts through close readings of relevant texts, and through the application of key theoretical materials, modeling the kind of analytical work that students will then produce themselves in both discussion and written assignments.

Consent ~~Change~~: No Special Consent Required

New Cross Listing : SMF 218 ENGL 233

Rationale : To add cross-listing to HHUM 218/SMF 218 thereby creating ENGL 233. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

HHUM 221 (0.50) LEC Monstrous Hunger

In this course students will explore the role eating plays in emotional and physical well-being. Through close reading of literary texts and other textual objects, students will build an understanding of eating as a biological necessity that requires the confrontation of one's relationships with others, the environment, and one's own body and health. Furthermore, in gaining an ability to use the concepts of eating/food studies, students will not only consider how eating is an encounter with one's bodily vulnerabilities and dependencies but also ask how acts of and attitudes

towards eating can become monstrous.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: HHUM 221
Unit ~~Change~~: (0.50)
Component ~~Change~~: LEC
Title ~~Change~~: Monstrous Hunger
Description ~~Change~~: In this course students will explore the role eating plays in emotional and physical well-being. Through close reading of literary texts and other textual objects, students will build an understanding of eating as a biological necessity that requires the confrontation of one's relationships with others, the environment, and one's own body and health. Furthermore, in gaining an ability to use the concepts of eating/food studies, students will not only consider how eating is an encounter with one's bodily vulnerabilities and dependencies but also ask how acts of and attitudes towards eating can become monstrous.

Consent ~~Change~~: No Special Consent Required
New Cross Listing : ENGL 221
Rationale : To add cross-listing to HHUM 221 thereby creating ENGL 221. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

HHUM 222 (0.50) SEM Health, Illness, and Narrative

What stories do we tell ourselves about our bodies, relationships, and lives as we try - individually and as a culture - to be "healthy"? And how do stories help us cope with the uncertain, often scary, and sometimes tragic scenarios when illness replaces health? In this course students will pursue these questions by exploring the role narrative plays in our broader perceptions of health and illness. Through discussion and writing, students will analyze a range of media and genres to gain insight into the larger cultural discourses and social institutions that shape our understanding of these topics.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: HHUM 222
Unit ~~Change~~: (0.50)
Component ~~Change~~: SEM
Title ~~Change~~: Health, Illness, and Narrative
Description ~~Change~~: What stories do we tell ourselves about our bodies, relationships, and lives as we try - individually and as a culture - to be "healthy"? And how do stories help us cope with the uncertain, often scary, and sometimes tragic scenarios when illness replaces health? In this course students will pursue these questions by exploring the role narrative plays in our broader perceptions of health and illness. Through discussion and writing, students

will analyze a range of media and genres to gain insight into the larger cultural discourses and social institutions that shape our understanding of these topics.

Consent ~~Change~~:

No Special Consent Required

New Cross Listing :

ENGL 222

Rationale :

To add cross-listing to HHUM 222 thereby creating ENGL 222. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

HHUM 372 (0.50) LEC Women and Medicine in Literature

In this course students will engage with issues related specifically to women in Western medicine. The course will include an historical overview of the position of women in healthcare, but will focus primarily on the 20th and 21st centuries.

Students will read a range of primary texts in areas such as fiction, poetry, drama, and life-writing alongside secondary readings that allow them to interrogate the representations and experiences in the primary texts. Through these readings, and through written work and in-class discussion, students will understand and respond to the specific concerns related to women in Western medicine.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~:

HHUM 372

Unit ~~Change~~:

(0.50)

Component ~~Change~~:

LEC

Title ~~Change~~:

Women and Medicine in Literature

Description ~~Change~~:

In this course students will engage with issues related specifically to women in Western medicine. The course will include an historical overview of the position of women in healthcare, but will focus primarily on the 20th and 21st centuries. Students will read a range of primary texts in areas such as fiction, poetry, drama, and life-writing alongside secondary readings that allow them to interrogate the representations and experiences in the primary texts. Through these readings, and through written work and in-class discussion, students will understand and respond to the specific concerns related to women in Western medicine.

Consent ~~Change~~:

No Special Consent Required

New Cross Listing :

ENGL 372

Rationale :

To add cross-listing to HHUM 372 thereby creating ENGL 372. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

HHUM 373 (0.50) LEC Early Modern Bodies

This course draws on a variety of literary, religious, and medical texts to explore the ways that bodies were understood and represented in early modern England. Students will learn to situate contemporary cultural narratives about bodies, including race, gender, illness, and aging, within a historical context. They will build skills in analyzing the features and functions of narrative and representation, from close reading to thinking about how stories about bodies are shaped, shared, and passed down.

No Special Consent Required

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: HHUM 373
Unit ~~Change~~: (0.50)
Component ~~Change~~: LEC
Title ~~Change~~: Early Modern Bodies
Description ~~Change~~: This course draws on a variety of literary, religious, and medical texts to explore the ways that bodies were understood and represented in early modern England. Students will learn to situate contemporary cultural narratives about bodies, including race, gender, illness, and aging, within a historical context. They will build skills in analyzing the features and functions of narrative and representation, from close reading to thinking about how stories about bodies are shaped, shared, and passed down.

Consent ~~Change~~: No Special Consent Required
New Cross Listing : ENGL 381
Rationale : To add cross-listing to HHUM 373 thereby creating ENGL 381. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

Current Catalog Information

SMF 218 (0.50) LEC Sexual Health and Well-being in Comics

This course will present a concentrated history of the major trends and patterns within the representation of human sexuality and sexual health in 20th- and 21st-century comics art. Students will be introduced to the unique and powerful role that comics have played in representing sexuality and sexual well-being through exposure to various artists and scholars on the subject. Students will explore key concepts through close readings of relevant texts, and through the application of key theoretical materials, modeling the kind of analytical work that students will then produce themselves in both discussion and written assignments.

No Special Consent Required

Requisites : Antireq: SMF 200 taken spring 2020

Cross-listed as: HHUM 218

Effective 01-SEP-2024

Subject/Catalog Nbr ~~Change~~: SMF 218
Unit ~~Change~~: (0.50)
Component ~~Change~~: LEC

Title **Change:** Sexual Health and Well-being in Comics
Description **Change:** This course will present a concentrated history of the major trends and patterns within the representation of human sexuality and sexual health in 20th- and 21st-century comics art. Students will be introduced to the unique and powerful role that comics have played in representing sexuality and sexual well-being through exposure to various artists and scholars on the subject. Students will explore key concepts through close readings of relevant texts, and through the application of key theoretical materials, modeling the kind of analytical work that students will then produce themselves in both discussion and written assignments.

Consent **Change:** No Special Consent Required
New Cross Listing : HHUM 218 ENGL 233
Rationale : To add cross-listing to HHUM 218/SMF 218 thereby creating ENGL 233. This course includes substantial content from the discipline of English studies, enhances the English Language and Literature curriculum, and contributes to interdisciplinary inquiry at the University of Waterloo. All units approve of this change.

United College

Current Catalog Information

(0.00)

Effective 01-SEP-2024

Subject/Catalog Nbr **Change:** INDG 228 New cross-listing to existing course.
Unit **Change:** (0.50)
Component **Change:** LEC
Title **Change:** Introduction to Indigenous Political Thought
Description **Change:** In this course students will learn theories, concepts, and topics in contemporary Indigenous political thought in Canada and North America including settler colonialism, assimilation policies, gender and sexuality, ecology, law, treaties, reconciliation, and decolonization. By exploring a variety of sources, students will understand and engage critically with structures, interests, and processes of settler-colonial institutions in North America. Students will learn to articulate diverse perspectives from Indigenous peoples critical of such institutions.

Consent **Change:** No Special Consent Required
Requisite **Change :** Prereq: Level at least 1B
New Cross Listing : PSCI 228
Rationale : To add cross-listing to PSCI 228 thereby creating INDG 228. This course will present students with an introductory-level opportunity to obtain familiarity, and critically engage with, the key concepts of contemporary Indigenous political thought. Doing so will allow students to develop skills in identifying and evaluating problems of political analysis.

Critically, this will also encourage students to not only learn the nature of power and authority in a settler-colonial society, but also to integrate those understandings with real-world applications, and to consider the ethical implications of our current political systems. Finally, in line with departmental and university commitments to anti-racism, reconciliation, and equity, this course will amplify the perspectives of Indigenous peoples on contemporary Canadian politics. Both units are in agreement with this change.

3. COURSE INACTIVATIONS (for approval)

History

Effective 01-SEP-2024
HIST 104 (0.50)
Rationale :

An Introduction to Western Intellectual History Since the Renaissance
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is not listed in any plan requirements.

Effective 01-SEP-2024
HIST 106 (0.50)
Rationale :

Canada at War
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is listed in plan requirements but there are other options for students to choose from.

Effective 01-SEP-2024
HIST 211 (0.50)
Rationale :

British History to 1485
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is listed in plan requirements but there are other options for students to choose from.

Effective 01-SEP-2024
HIST 214 (0.50)
Rationale :

History of Women in the Modern United States
This course is being deactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is listed in plan requirements but there are other options for students to choose from.

Effective 01-SEP-2024
HIST 243 (0.50)
Rationale :

European Business History: From Workshop to Factory and Beyond
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is listed in plan requirements but there are other options for students to choose from.

Effective 01-SEP-2024
HIST 255 (0.50)
Rationale :

History of Childhood and Youth in Canada
This version of the course is being inactivated so that a new version of the course can be cross-listed with SDS 220R.

Effective 01-SEP-2024
HIST 289 (0.50)
Rationale :

JFK: The Decision-Maker Behind the Myth
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is not listed in any plan requirements.

Effective 01-SEP-2024
HIST 340 (0.50)
Rationale :

A Social History of Europe: 1789-1914
This course is being inactivated due to changes in History Department staffing, a general reorientation of the department's course offerings, and because it is no longer essential to our curriculum goals. This course is not listed in any plan requirements.

Philosophy

Effective 01-SEP-2024
PHIL 245 (0.50)
Rationale :

Critical Thinking About Science
This course has not been taught in a number of years, and the department is focusing on embedding the skills within this course in other philosophy of science course offerings. This course is in the Science, Technology, and Society Specialization in the Faculty of Environment but there are many other options for students to take to fulfil the requirement.

Religious Studies

Effective 01-SEP-2024
JS 301 (0.50)
Rationale :

Canada and the Holocaust
The course has not been taught for five years or more and no one in the department has plans to offer it in the future. This course is in the Jewish Studies Minor but there are enough other courses for students to

choose from to fulfil the requirements.

Effective 01-SEP-2024
JS 450 (0.50)
Rationale :

Special Topics in Jewish Studies

The course has not been taught for five years or more and no one in the department has plans to offer it in the future. This course is in the Jewish Studies Minor but is in a list of possible requirements and there are enough other courses for students to choose from to fulfil the requirements. It is also listed in the Faculty of Engineering Humanities and Social Sciences list of courses but as a course that is not allowed, so the inactivation won't disadvantage any students.

Effective 01-SEP-2024
RS 281 (0.50)
Rationale :

Millennialism and Violence

RS 281/SOC 258 has not been taught for five years or more and there are no plans to offer it in the future. This course is not listed in any plan requirements. Both units agree to the inactivation of this course.

Sociology and Legal Studies

Effective 01-SEP-2024
SOC 258 (0.50)
Rationale :

Millennialism and Violence

RS 281/SOC 258 has not been taught for five years or more and there are no plans to offer it in the future. This course is not listed in any plan requirements. Both units agree to the inactivation of this course.

End of Report

4. New Academic Plans

Effective Date: 01 September 2024

4.1 Academic Unit: Conrad Grebel University College

Plan Title(s): Diploma in Restorative Justice
Restorative Justice Specialization

General Rationale and Consultations

Restorative justice as a philosophy “emphasizes healing and accountability to repair harm and injury, build healthy relationships, and create thriving communities” (McCants-Turner 2022, 250). Restorative justice is often distinguished in conflict resolution from retributive justice (focused on punishment for wrongdoing), distributive justice (focused on equality or fairness of outcomes), and procedural justice (focused on fair treatment) (e.g. Deutsch 2011). Restorative justice philosophies are evident in multiple traditions that foreground interconnectedness, communal well-being and healing. Notably this includes Indigenous worldviews and philosophies of justice shaped by an emphasis on respect, restoring balance and healing relationships; some examples from Canada include Cree, Anishinabek, Mi’kmaq, Haudenosaunee and Inuit traditional approaches to justice (Monchalin 2016). Restorative justice philosophies also appear in religious traditions such as Christianity, Judaism and Islam (e.g. Hadley 2001, Zehr 2002). The goal of restorative justice is to enable those who are experiencing harm, violence, or injustice to exercise agency in transforming relationships and pursuing solutions that yield equitable, durable, sustainable outcomes, and flourishing communities.

Scholarship, research, and practice in restorative justice have deepened and broadened in the past decade. Applications range from restorative justice in education to criminal accountability, to workplace harms, to addressing larger systems of racism, white supremacy, sexism, homophobia, slavery and colonialism, as well as other areas of harmful human interaction. Scholars and practitioners are exploring restorative justice in relation to Indigenous worldviews as well as other traditions. The expansion means this area now warrants its own specialization within Peace and Conflict Studies.

Key principles that serve as the bedrock of the study of restorative justice, which elevate principles of Peace and Conflict Studies more generally, include:

- Focus on harms and needs. Restorative justice focuses primarily on addressing harms – whether caused systemically or interpersonally – and on the steps needed to restore those injured.
- Focus on healing. Responses to harms emphasize healing for individuals and communities.
- Accountability. Successful applications of restorative justice rely on active, participatory processes that support accountability. Participants accept responsibility for their own actions as individuals and/or as members of communities that may harm or heal.
- Interconnectedness. Disputes, harms, or injustices are understood to exist within broader economic and political contexts that affect individuals and communities. Further, people live within networks of care and relationships that are central to individual and communal health and well-being. Restorative approaches recognize and respond to this interconnectedness.
- Value of everyone. Everyone has value, dignity and is worthy of respect, no matter what they have done or been complicit in enabling or how they have been harmed.

The proposed Specialization and Diploma grow out of longstanding interest in restorative justice within Peace and Conflict Studies (PACS) spanning several decades. Restorative justice is not a new concept and is integral to the

mission of the PACS program. Some foundations and historical developments over the years that this Specialization and Diploma build upon include:

- Principles of restorative justice taught regularly in PACS courses;
- Courses that focus on restorative justice (PACS 329 Restorative Justice; PACS 314 Restorative Justice and Transformative Education);
- Pioneering work in restorative justice supported by the Conflict Resolution Network Canada, once housed at Grebel until it closed operations in 2008;
- The Certificate Program in Conflict Management, managed by PACS, which has partnered with local agencies that operate restorative justice training and mediation programs for many years, and offers a variety of workshops with a clear restorative justice theme (e.g. Transformative Mediation, Facilitated Dialogue Training: Restorative Options to Address Sexual Harm); and
- Explorations from a 2018-2020 cross-campus Restorative Justice Working Group at UWaterloo, led by PACS staff, which explored ways to apply a restorative justice framework to pedagogy, policy, and student life more broadly.

While the theory and framework of restorative justice fits squarely within the theoretical and applied framework of peace that PACS offers, restorative justice is an area of interest to colleagues in other departments and faculties. This calls for interdisciplinary study opportunities within the Specialization and Diploma, and direct collaboration with the Indigenous Studies minor at the University of Waterloo.

This proposal was shaped in consultation with many colleagues at the University of Waterloo and in the community. This includes colleagues who participated in the Restorative justice Working Group, PACS instructors who work in restorative justice, colleagues from Black Studies and Indigenous Studies, the Office of Indigenous Relations, as well as colleagues who work in community-based organizations related to restorative justice, notably Ahwenehaode Indigenous Justice Program based out of Waterloo Region Community Legal Services. Input from these consultations shaped a field-leading proposal.

Conrad Grebel University College, which administers the PACS program for the University of Waterloo, is also supportive of the proposed Specialization and Diploma in Restorative Justice. They are consistent with the Mission of Grebel “to pursue justice and peace in service to church and society,” and with two of the institution’s 12 core values: “active peacemaking” and “responsible citizenship.”

University students informally polled about their potential interest in a Restorative Justice Specialization or Diploma have expressed a great deal of excitement for it. In PACS 101 Peace is Everyone’s Business, one-third of the students (of the 35 students enrolled in Fall 2019) indicated interest in pursuing a restorative justice plan after a class session on the topic. PACS 202/LS 271 Conflict Resolution, a PACS course which annually enrolls over 500 students, contains a significant module on restorative justice and regularly triggers a great deal of class discussion and interest in further studies in the topic. PACS 329/LS 344 Restorative Justice is regularly oversubscribed, and students often request further studies to enable them to go deeper into restorative justice principles and obtain a credential documenting this study area. In an informal survey of students who recently took PACS 329/LS 344, 11 of 15 respondents said that they would have a strong interest in adding a Diploma or Specialization in Restorative Justice if it was available. The PACS program therefore believes that there will be strong student interest in the Diploma or Specialization in Restorative Justice from within the Faculty of Arts and from students in other disciplines who seek a career in a field involving significant human interaction and constructive responses to harms and conflict. Furthermore, many students at UW take courses peripherally connected to restorative justice and remain in silos or disconnected from a restorative justice community after taking the course. This program will allow students to be part of an intentional community, where they could build on a shared ethos and culture to further their restorative justice praxis.

Further Details:

Unique program: There are no other plans in restorative justice offered at the University of Waterloo. Several academic units offer isolated courses related to the field of restorative justice, many of which are listed in the Specialization as electives, and are part of other plans.

Students completing a major in PACS can choose a Specialization in Restorative Justice to highlight the coursework they have completed in Restorative justice as part of their course of study.

Students completing another degree can choose to complete a Diploma in Restorative Justice as part of their studies with requirements designed to avoid undue overlap or double counting as students pursue their specific academic interests.

We were unable to identify any similar undergraduate programs or diplomas in Restorative Justice located at an Ontario university. Most closely related are two programs: Fleming College offers a Restorative Practices and Alternative Dispute Resolution Graduate Program, and Durham College includes restorative justice content as part of a dispute resolution program. This would place Waterloo squarely in an emerging market offering a high quality program that no other institution in Ontario is currently offering.

Plan Title(s): Restorative Justice Specialization

Governance path: PACS Administrative Group, Conrad Grebel University College - Approved 10 February 2023
College Council, Conrad Grebel University College - Approved 03 March 2023

Rationale: The Specialization in Restorative Justice will educate students to understand an innovative approach to peace and justice that transforms the relationships of those impacted and harmed by conflict, violence or injustice – be it at an individual, familial, workplace, community, or societal level. The Specialization will enable students to analyze the ways systems and institutions cause harm and can be transformed, as well as articulate a vision for justice that can heal individuals and communities. It will also equip students to apply restorative justice philosophies and practices in a variety of contexts.

The Specialization in Restorative Justice will be informed by anti-racist and decolonial lenses that foreground the importance of addressing the harms, abuses and violence caused by racism, colonialism and other systems of oppression, making this an integral part of required courses. In addition, students in the Restorative Justice Specialization will be required to take at least one Indigenous Studies course that explores Indigenous perspectives on justice, harm and/or healing as part of the program given the importance of these perspectives in shaping the field. The specialization will help advance the goals of the Truth and Reconciliation Commission's (TRC) calls to action and the University of Waterloo's commitments to decolonization. In particular, it responds to the spirit of TRC Call to Action 28, which calls upon law schools to include a course on Aboriginal people and the law, the history and legacy of residential schools, historical harms, treaty relations as well as building skills in intercultural competency, human rights, conflict resolution, and anti-racism. It also responds to the spirit of Call to Action 63.iii to education leaders for building student capacity for intercultural understanding, empathy and mutual respect. Instructors teaching courses included in the Specialization in Restorative Justice will be invited to participate in a pedagogy community of practice hosted by PACS, which will explore ways in which restorative justice philosophy and anti-racist and decolonial lenses relate to and inform pedagogical approaches and principles of restorative justice.

Students who complete the Specialization will be able to:

- Explain restorative justice philosophy, its historical roots, and aspects of its interdisciplinary scholarship.
- Critically reflect on restorative justice practices and ethics.
- Apply anti-racist and decolonial lenses to understand how power interacts with systems of oppression in relation to harms and violence as well as restorative justice practices and agency.
- Demonstrate skills in applying aspects of restorative justice philosophy and practice in their life, field studies, and/or professional work.

The Restorative Justice Specialization cannot be combined with the Diploma in Restorative Justice.

Calendar text:

The Restorative Justice Specialization is open to all students majoring in Peace and Conflict Studies.

The Restorative Justice Specialization requires successful completion of six courses:

- PACS 202/LS 271: Conflict Resolution
- PACS 329/LS 344: Restorative Justice
- PACS 331: Trauma, Healing, and Social Transformation
- One of:
 - INDG 201/CDNST 201: The Indigenous Experience in Canada
 - INDG 272/ANTH 272: Issues in Contemporary Indigenous Communities in Canada
 - INDG 228/PSCI 228: Introduction to Indigenous Political Thought
- Two additional courses, one of which must be at the 300-level or above, from:
 - PACS 314: Restorative Justice and Transformative Education
 - PACS 318: Peacebuilding in Divided Societies
 - BLKST 103: Combating Racisms
 - BLKST 201: Taking B(I)ack History
 - BLKST 203/ENGL 225: Introduction to Anti-Racist Communication
 - HLTH 260/GSJ 260: Social Determinants of Health
 - HIST 323: Global History of the Prison
 - INDG 318/RS 318: Indigenous Worldviews and Spirituality
 - LS 224/SOC 201: Victims and Society
 - LS 403/SOC 428: Sentencing as a Social Process
 - MUSIC 335/PACS 335: Perspectives in Music and Peace
 - PLAN 233: People and Plans
 - SMF 307: Conflict in Close Relationships
 - SDS 311R/LS 373: Indigenous Peoples and Canadian Public Policy
 - SDS 331R: Social Inequality, Social Justice and Social Action
 - SDS 411R: Decolonization and Social Action
 - SDS 421R: Indigenous-Settler Relations
 - SDS 435R: Restorative Approaches to Education
 - SDS 449R: Prejudice and Discrimination

Note: When the course content or applied experience in PACS 290, PACS 301, PACS 302, PACS 390, PACS 391, PACS 398, PACS 399, or PACS 490 has an explicit restorative justice theme, these courses may be approved by the PACS Administrative Group for inclusion in the PACS Specialization requirements.

Plan Title(s): Diploma in Restorative Justice

Governance path: PACS Administrative Group, Conrad Grebel University College - Approved 10 February 2023
College Council, Conrad Grebel University College - Approved 03 March 2023

Rationale: The Diploma in Restorative Justice will educate students to understand an innovative approach to peace and justice that transforms the relationships of those impacted and harmed by conflict, violence or injustice – be it at an individual, familial, workplace, community, or societal level. The Diploma will enable students to analyze the ways systems and institutions cause harm and can be transformed, as well as articulate a vision for justice that can heal individuals and communities. It will also equip students to apply restorative justice philosophies and practices in a variety of contexts.

The Diploma in Restorative Justice will be informed by anti-racist and decolonial lenses that foreground the importance of addressing the harms, abuses and violence caused by racism, colonialism and other systems of oppression, making this an integral part of required courses. In addition, students in the Restorative Justice Diploma will be required to take at least one Indigenous Studies course that explores Indigenous perspectives on justice, harm and/or healing as part of the program given the importance of these perspectives in shaping the field. The diploma will help advance the goals of the Truth and Reconciliation Commission's (TRC) calls to action and the University of Waterloo's commitments to decolonization. In particular, it responds to the spirit of TRC Call to Action 28, which calls upon law schools to include a course on Aboriginal people and the law, the history and legacy of residential schools, historical harms, treaty relations as well as building skills in intercultural competency, human rights, conflict resolution, and anti-racism. It also responds to the spirit of Call to Action 63.iii to education leaders for building student capacity for intercultural understanding, empathy and mutual respect. Instructors teaching courses included in the Diploma in Restorative Justice will be invited to participate in a pedagogy community of practice hosted by PACS, which will explore ways in which restorative justice philosophy and anti-racist and decolonial lenses relate to and inform pedagogical approaches and principles of restorative justice.

Students who complete the Diploma will be able to:

- Explain restorative justice philosophy, its historical roots, and aspects of its interdisciplinary scholarship.
- Critically reflect on restorative justice practices and ethics.
- Apply anti-racist and decolonial lenses to understand how power interacts with systems of oppression in relation to harms and violence as well as restorative justice practices and agency.
- Demonstrate skills in applying aspects of restorative justice philosophy and practice in their life, field studies, and/or professional work.

We believe that the Diploma option may attract some persons from the local community who have personal interest in learning more about restorative justice. The Waterloo area is known as one of several regions in Canada that has been profoundly impacted by restorative justice practices applied to criminal justice, social services, and domestic relations. PACS believes that a Diploma may appeal to persons who work in professions who would not otherwise be ready to pursue a full university degree, and enable them to earn a Diploma that demonstrates greater proficiency in restorative justice. Vocational pursuits that may particularly benefit from the Diploma include those related to social work, policing, corrections, law, human resources, social activism, management, leadership, crisis management, planning, education, mediation, arbitration, and family dissolution. It can also provide an opportunity for people to think about connections to work happening locally in relation to anti-racism, decolonization and repairing other historical harms.

The Diploma in Restorative Justice cannot be combined with the Restorative Justice Specialization.

Calendar text:

Students enrolled in degree programs or any non- or post-degree academic plan may pursue the Diploma in Restorative Justice.

The Diploma in Restorative Justice requires successful completion of a minimum of three academic units (six courses) with a minimum cumulative diploma average of 65%, including:

- PACS 202/LS 271: Conflict Resolution
- PACS 329/LS 344: Restorative Justice
- PACS 331: Trauma, Healing, and Social Transformation
- One of:
 - INDG 201/CDNST 201: The Indigenous Experience in Canada
 - INDG 272/ANTH 272: Issues in Contemporary Indigenous Communities in Canada
 - INDG 228/PSCI 228: Introduction to Indigenous Political Thought
- Two additional courses, one of which must be at the 300-level or above, from:
 - PACS 314: Restorative Justice and Transformative Education
 - PACS 318: Peacebuilding in Divided Societies
 - BLKST 103: Combating Racisms
 - BLKST 201: Taking B(l)ack History
 - BLKST 203/ENGL 225: Introduction to Anti-Racist Communication
 - HLTH 260/GSJ 260: Social Determinants of Health
 - HIST 323: Global History of the Prison
 - INDG 318/RS 318: Indigenous Worldviews and Spirituality
 - LS 224/SOC 201: Victims and Society
 - LS 403/SOC 428: Sentencing as a Social Process
 - MUSIC 335/PACS 335: Perspectives in Music and Peace
 - PLAN 233: People and Plans
 - SMF 307: Conflict in Close Relationships
 - SDS 311R/LS 373: Indigenous Peoples and Canadian Public Policy
 - SDS 331R: Social Inequality, Social Justice and Social Action
 - SDS 411R: Decolonization and Social Action
 - SDS 421R: Indigenous-Settler Relations
 - SDS 435R: Restorative Approaches to Education
 - SDS 449R: Prejudice and Discrimination

Note

When the course content or applied experience in PACS 290, PACS 301, PACS 302, PACS 390, PACS 391, PACS 398, PACS 399, or PACS 490 has an explicit restorative justice theme, these courses may be approved by the PACS Administrative Group for inclusion in the PACS Diploma requirements.

4.2 Academic Unit: United College

Plan Title(s): Social Innovation and Impact Minor

Governance path: This initiative was approved by the Academic Council of United College 21 September 2022.

Rationale: The University of Waterloo currently offers individual courses and co-curricular programming in Social Innovation and Impact and its allied fields of study and practice. However, the University does not currently offer

an academic credential in this field which is surprising given that we are one of Canada's premier innovation-based universities. This Minor will enable students across our campus to leverage their education across a range of academic disciplines, through our core experiential learning opportunities, to make meaningful and lasting social impacts. On completing this Minor, students will be able to (1) identify and define opportunities for social innovation (2) apply a range of tools and skills to design and develop responsive initiatives (3) launch and test these initiatives for the intended impact (4) collaborate with stakeholders across the public, private and civil society sectors to enhance the scale and sustainability of their initiatives. This program will not require any new resources from the Faculty of Arts. Our initial target audience will include students in three programs (INDG/INDENT, REC, INDEV) in three Faculties (Arts, Environment, Health) and students enrolled in GreenHouse programs. We will also coordinate with the BET program in the Conrad School to make our courses available to interested students. We will target enrolment amongst first and second-year students, especially in courses with content closely allied to the Minor such as INDEV 308 (30+ students) and REC 218 (30+ students). The GreenHouse program currently enrolls 40 students per semester. Once the Minor is fully operational, we will aim to graduate at least 10 students per year with a medium-term goal of increasing enrolments to 50 students per semester.

The Minor in Social Innovation and Impact is a unique academic credential offering students across the University of Waterloo the ability to research, define, design, launch and test social innovations through applied and experiential learning opportunities. This program will be administered through United College at the University of Waterloo in collaboration with departments and colleagues across campus. The GreenHouse Social Impact Incubator at United College will be used to provide the core experiential learning basis for this program.

Consultation: While there are individual courses in the allied field of social entrepreneurship offered in at least three Faculties (Environment, Health, Engineering), none provides students with the opportunity to obtain an academic credential in the field. The Faculty of Environment offers individual courses in green (ENBUS 203) and social entrepreneurship (INDEV 308). The Faculty of Health offers an introductory course in Social Entrepreneurship (REC 218) on which they collaborate closely with GreenHouse. The Conrad School of Entrepreneurship continues to build on their offerings in the area of social entrepreneurship (e.g. BET 360, 420). Fruitful and ongoing discussions with these Faculties have yielded strong complementarities between their course offerings and the Minor.

Calendar text:

Students enrolled in any degree program may pursue a minor designation in Social Innovation and Impact.

The Social Innovation and Impact Minor requires successful completion of a minimum of four academic course units (eight courses) with a minimum cumulative minor average of 65%, including:

- INNOV 200, INNOV 201, INNOV 300, INNOV 302, INNOV 311, INNOV 411
- One of the following sets of two courses:
 - o Two of REC 201, 218, 356, 361
 - o Two of INDG 201, 272, 305, 318
 - o Two of INDEV 200, 212, 308, 387
 - o Two of BET 100, 300, 360, 420

Course List

Social Innovation and Impact (core required courses)

INNOV 200 Theory and Practice of Social Innovation

INNOV 201 Social Innovation for Global Impact

INNOV 300 Case Studies for Social Innovation for Impact

INNOV 302 Measuring and Evaluating Social Innovation for Impact
INNOV 311 Research for Social Innovation
INNOV 411 Designing for Social Innovation

Health: Recreation and Leisure Studies

REC 201 Recreation and Social Justice
REC 218 Social Entrepreneurship for Change
REC 356 Leisure and Community
REC 361 Aging and Leisure

Arts: Indigenous Studies and Indigenous Entrepreneurship

INDG 201 The Indigenous Experience in Canada
INDG 272 Issues in Contemporary Indigenous Communities in Canada
INDENT 200 The Past, Present, and Future of Indigenous Entrepreneurship
INDENT 310 Case Studies in Indigenous Venture Creation

Environment: International Development

INDEV 200 Political Economy of Development
INDEV 212 Problem Solving in International Development
INDEV 308 Introduction to Social Entrepreneurship
INDEV 387 Global Cities in Global Development

Engineering: Conrad School of Entrepreneurship and Business

BET 100 Foundations of Entrepreneurial Practice
BET 300 Foundations of Venture Creation
BET 360 Design for Social Ventures
BET 420 Entrepreneurship for Social Impact

5. Academic Plan Changes – Major Modifications

Effective Date: 01 September 2024

5.1 Academic Unit: Renison University College

Plan Title(s): Diploma in Studies in Islam

Governance path: Approved by Renison Academic Council 03 February 2023.

Rationale and Consultations: We are updating the diploma to match the current regulations for diplomas, and updating the title to current language. The four courses included in the updated diploma encourage students to develop a comprehensive understanding of Islamic and Arab cultures, and offer them the opportunity to select any other SI courses of interest. Diploma students are not tracked by the system before they submit an intent to graduate form so there are no students to consult about the proposed name and content changes.

Calendar text, including additions and deletions:

Plan title: **Diploma in Studies in Islamic and Arab Cultures**

Students enrolled in any **degree program or** non- or post-degree academic plan may pursue the Diploma in Studies in Islamic **and Arab Cultures**.

~~This program is housed at and administered by Renison University College.~~

The Diploma in Studies in Islamic **and Arab Cultures** requires successful completion of a minimum of **two academic units (four courses)** ~~four academic course units (eight courses)~~ with a minimum cumulative diploma average of 65%, including:

- **SI 121R**
- **SI 131R**
- **Any two additional SI courses**
- ~~SI 121R, SI 221R/RS 221, SI 390R~~
- ~~one of SI 250R/MEDVL 250R, SI 251R/MEDVL 251R~~
- ~~remaining courses (to a total of eight) from the balance of courses above and the following courses:~~
 - ~~Faculty of Arts courses: any additional SI course, ANTH 311/RS 361, ANTH 350/GSJ 350, FINE 214, HIST 115/MEDVL 115, HIST 230, HIST 260/MEDVL 260, MUSIC 232, MUSIC 233, PACS 326/RS 380, PSCI 252, PSCI 257, PSYCH 349R, RS 110, RS 216, RS 284/GSJ 261, RS 312, RS 325/GSJ 320, SDS 240R, SOC 253/HLTH 253~~
 - ~~Faculty of Environment courses: ERS 404/PSCI 432, GEOG 101, GEOG 203, INDEV 100, INDEV 300/PHIL 227~~
 - ~~Faculty of Mathematics course: CO 480~~

Course list

SI 121R – Islam in the World

SI 131R – Arab Culture

6. Academic Plan Changes – Minor Modifications

Effective Date: 01 September 2023

6.1 Academic Unit: English Language and Literature

Plan Title(s): Honours English – Creative and Professional Writing

Rationale: When the Honours Creative and Professional Writing plan was created, effective 01 September 2023, the text related to Arts and Business, Honours Double Majors, and the Intensive English Specialization were inadvertently left off the submission. Arts and Business and the Honours Double Major options are available to all Honours Arts students and so the text on the Honours plan pages should reflect that. The Intensive English Specialization is open to all Honours English plans and so that plan information should also be included. The Registrar has approved the change with a retroactive effective date of 01 September 2023 to match the initial implementation of this plan.

Calendar text, including additions and ~~deletions~~:

Arts and Business (Co-op and Regular)

Students may combine the Honours English - Creative and Professional Writing academic plan with Arts and Business. In addition to the Honours English - Creative and Professional Writing requirements, students must also complete the Arts and Business requirements.

Honours Double Majors

Honours English – Creative and Professional Writing may be taken in combination with most Arts majors in which an honours major is offered or with many honours majors in other faculties. For further information, see the double majors section of Available Arts Academic Plans.

Intensive English Specialization

In combination with the Honours English plan-level requirements listed above, students interested in pursuing the Intensive English Specialization will be required to fulfil the following requirements:

- A minimum cumulative English major average of 75%.
- Successful completion of four additional ENGL courses at the 300-level or above, for a total of 10 academic course units (20 courses) in English.

Notes

1. The Intensive English Specialization is only open to students majoring in an Honours English academic plan.
2. Students must achieve a minimum cumulative major average of 75% in all English courses counted towards their Honours English major.
3. Students who have completed courses towards this specialization but are not able to sustain the required 75% minimum cumulative major average but are still eligible for honours standing will normally be allowed to continue in the Honours English major but without the specialization.

7. Academic Plan Changes – Minor Modifications

Effective Date: 01 September 2024

7.1 Academic Unit: Communication Arts

Plan Title(s): Honours Communication Arts and Design Practice

Rationale: DAC 303: Advanced Topics in Designing Digital Sound continues to develop student capacities in audio design introduced in DAC 203: Designing Digital Sound. Its inclusion in the plan will strengthen the Communication Arts and Design Practice emphasis on developing students' ability to design and practice communication through multiple modalities or channels. This course was created in 2019 and added to the 2020 Calendar, the same year the plan was added, and the omission of this course from the plan was an oversight.

Calendar text, including additions and ~~deletions~~:

.....

- at least eight academic course units (16 courses) in approved Communication Arts and Design Practice courses, including:
 - COMMST 101, COMMST 149/THPERF 149
 - four of DAC 201/ENGL 203, DAC 202/ENGL 204, DAC 203/ENGL 304, DAC 204, COMMST 100, COMMST 220/THPERF 220, COMMST 223, COMMST 227, THPERF 102/COMMST 102, THPERF 200
 - five of DAC 302, **DAC 303**, DAC 305, DAC 308, DAC 309, COMMST 226, COMMST 228, COMMST 323/ENGL 309E, COMMST 335, COMMST 339, THPERF 246, THPERF 282, THPERF 300, THPERF 301, THPERF 366
 - five of DAC 300/ENGL 303/COMMST 300, DAC 329/COMMST 329, DAC 400/ENGL 403, COMMST 401, COMMST 402, COMMST 420, COMMST 430/LS 492, COMMST 433, COMMST 440/THPERF 440, COMMST 475, COMMST 490, COMMST 491, THPERF 374, THPERF 376, THPERF 378, THPERF 379, THPERF 490, THPERF 491
 - of the 16 courses from the lists above, at least four must be in each of DAC, COMMST, and THPERF

.....

Plan Title(s): Digital Arts Communication Minor

Rationale: These updates to the Digital Arts Communication Minor approved list are prompted by the creation of new courses and revision of existing courses by the respective programs, and guided by the aim of ensuring that DAC students are taking courses toward the minor that have a strong balance of theory and practice in the realm of media design and mediated communication. The revised approved course list will help ensure that DAC students are taking classes that center the experience of making as a way of knowing and learning about the modality or medium in which they are developing skills and techniques to practice design and communication.

Consultation: The deletion and addition of ENGL courses was discussed by the ENGL UGC and approval was communicated on January 20, 2023. The addition of the FINE course was approved on January 17, 2023. The addition and the ERS course was approved on December 20, 2022.

Calendar text, including additions and ~~deletions~~:

.....

- at least five DAC courses
- up to three of:
 - COMMST 220/THPERF 220, COMMST 440/THPERF 440
 - ~~ENGL 294, ENGL 320~~, ENGL 392A, ENGL 392B, ENGL 408A, **ENGL 408B**
 - **ERS 318**
 - FINE 130, FINE 228, **FINE 229**, FINE 232
 - MUSIC 275
 - THPERF 243, THPERF 246, THPERF 248, THPERF 278, THPERF 374, THPERF 379

Course list – additions

ENGL 408B – The Discourse of Advertising

ERS 318 – Photography for Sustainability

FINE 229 – Hybrid Digital Media

7.2 Academic Unit: Conrad Grebel University College

Plan Title(s): Three-Year General Peace and Conflict Studies

Four-Year General Peace and Conflict Studies

Honours Peace and Conflict Studies

Peace and Conflict Studies Minor

Rationale: Peace and Conflict Studies (PACS) is updating its academic plan changes in order to remove inactive and/or irregularly taught courses on the list of PACS approved courses, and adding relevant new courses from programs we have consulted based on student interest. This includes Black Studies, Environment, Resources and Sustainability, Gender and Social Justice, Geography and Environmental Management, History, Human Rights, Political Science, Indigenous Studies, Religious Studies, Social Development Studies, and Sexuality, Marriage and Family Studies. We are also updating the wording to remove petition and replace it with request in note two of the calendar text.

Calendar text, including additions and ~~deletions~~:

- list of Peace and Conflict Studies approved courses:
 - of the Peace and Conflict Studies approved courses, students must take courses offered by at least three different disciplines
 - students who complete more than the required six PACS courses can apply the extra PACS courses to their Peace and Conflict Studies approved courses requirements
 - list of Peace and Conflict Studies approved courses:
 - Anthropology: ANTH 202, ANTH 311, ANTH 330, ANTH 348, ANTH 350, **ANTH 272**, ANTH 381, ANTH 382, ANTH 465
 - **Black Studies: BLKST 103, BLKST 201, BLKST 203**
 - **Canadian Studies: CDNST 201**
 - Classical Studies: CLAS 210, CLAS 225

- Communication Studies: COMMST 430, COMMST 432, COMMST 434
- East Asian Studies: EASIA 346R, EASIA 382R
- English: ENGL 280, ENGL 291, ENGL 309G, ENGL 346R, **ENGL 225**
- Environment, Resources and Sustainability: ERS 215, **ERS 222**, ERS 253, ERS 294, ERS 361, ERS 404, ERS 462
- Environment: ENV5 201, ENV5 401
- Gender and Social Justice: **GSJ 201, GSJ 301**, GSJ 309, GSJ 326, GSJ 331, GSJ 334, GSJ 350
- Geography and Environmental Management: GEOG 202, GEOG 203, GEOG 207, GEOG 306, GEOG 311, **GEOG 336**, GEOG 361, GEOG 426, **GEOG 436**, GEOG 462
- German: GER 283, 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 269, HIST 271, HIST 309, HIST 314, HIST 321, HIST 348, HIST 358, HIST 369
- **Human Rights: HRTS 201, HRTS 301**
- **Indigenous Studies: INDG 201, INDG 272, INDG 301, INDG 318**
- Jewish Studies: JS 203, JS 233, JS 234, ~~JS 237~~
- Legal Studies: LS 222, LS 224, LS 227, LS 228, LS 229, LS 235, LS 236, LS 271, LS 273, LS 306, LS 319, LS 325, LS 327, LS 331, LS 342, LS 344, LS 351, LS 352, LS 366, **LS 365**, LS 386, ~~LS 425~~, **LS 373**, 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 253, PSCI 257, PSCI 281, PSCI 282, **PSCI 348**, PSCI 351, **PSCI 362**, PSCI 369, **PSCI 370, PSCI 375**, PSCI 382, PSCI 387, PSCI 389, PSCI 432, ~~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 121, RS 211, RS 220, RS 234, ~~RS 237~~, RS 242R, RS 272, RS 283, RS 285, **RS 301, RS 318**, RS 320, RS 335, RS 344, RS 353, ~~RS 355~~, RS 361, RS 380, RS 383
- Sexuality, Marriage, and Family Studies: SMF 205, **SMF 208**, SMF 307, **SMF 310**
- Social Development Studies: SDS 210R, SDS 242R, **SDS 311R**, SDS 312R, SDS 323R, SDS 331R, SDS 357R, SDS 358R, SDS 370R, **SDS 411R, SDS 421R, SDS 435R, SDS 449R**
- 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 256~~, SOC 270, SOC 306, SOC 325, SOC 327, SOC 342, **SOC 349, SOC 425**
- Spanish and Latin American Studies: SPAN 150, SPAN 217, SPAN 400
- Systems Design: SYDE 533
- Theatre and Performance: THPERF 374

.....

Note

Where students find the list of Peace and Conflict Studies approved courses inadequate for their needs, students may petition-request the Peace and Conflict Studies administration to have specific courses accepted

as Peace and Conflict Studies approved courses. This should happen before registration in the course in question is finalized. Consult the academic advisor for more details.

Course list – additions

ANTH 272 – Issues in Contemporary Indigenous Communities in Canada
BLKST 103 – Combating Racisms
BLKST 201 – Taking B(I)ack History
BLKST 203 – Introduction to Anti-Racist Communication
CDNST 201 – The Indigenous Experience in Canada
ENGL 225 – Introduction to Anti-Racist Communication
ERS 222 – War and the Environment
GSJ 201 – Gender and Social Justice in Popular Culture
GSJ 301 – Engaged Buddhism
GEOG 336 – Space, Power, and Politics: Citizenship in a Changing World
GEOG 436 – Feminist Economic Geography: Gender, Identities and Social Change
HRTS 201 – Foundations and Critiques of Human Rights
HRTS 301 – Human Rights and the United Nations
INDG 201 – The Indigenous Experience in Canada
INDG 272 – Issues in Contemporary Indigenous Communities in Canada
INDG 301 – Critical Theories of Indigeneity in a Global Perspective
INDG 318 – Indigenous Worldviews and Spirituality
LS 365 – Transnational Migration
LS 373 – Indigenous Peoples and Canadian Public Policy
PSCI 348 – Protests, Movements, and Revolutions
PSCI 362 – Politics of Indigenous Peoples
PSCI 370 – Gender and Politics
PSCI 375 – Transnational Migration
RS 301 – Engaged Buddhism
RS 318 – Indigenous Worldviews and Spirituality
SMF 208 – Introduction to Systemic Therapies and Anti-Oppressive Practices
SMF 310 – Sexual and Relational Ethics
SDS 311R – Indigenous Peoples and Canadian Public Policy
SDS 411R – Decolonization and Social Action
SDS 421R – (Re)framing Indigenous-Settler Relations
SDS 435R – Restorative Approaches to Education
SDS 449R – Prejudice and Discrimination

7.3 Academic Unit: English Language and Literature

Plan Title(s): Three-Year General English - Literature and Rhetoric
Four-Year General English - Literature and Rhetoric
Honours English - Literature and Rhetoric

Rationale: The Literature and Rhetoric plan includes Creative Writing courses in the categories of Professional Writing, Communication Design; Forms of Media and Critical Analysis; History and Theory of Language. However, Creative Writing is not included in comparable categories in the Literature and Rhetoric, Media, and Professional Communication plans. Removing Creative Writing from the Literature and Rhetoric plan will ensure equity between the plans in terms of how students can meet requirements in those plans.

Calendar text, including additions and ~~deletions~~:

.....

- 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 306D, ENGL 306F, ENGL 306G, ENGL 308/GSJ 307, 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

.....

Plan Title(s): Diploma in Creative Writing

Rationale: These edits are to keep the Diploma in Creative Writing in line with the requirements for the Creative Writing Specialization. This cross-listed course and Note both appear in the Specialization but were missing from the Diploma.

Administrative Note: Changing the number listed in a plan does not need approval here, if it is approved in the course changes section of this meeting (see course changes report). It is shown here because this note is an addition, so the number change should be shown to reflect that.

Calendar text, including additions and ~~deletions~~:

The Diploma in Creative Writing requires successful completion of a minimum of two academic course units (four courses) with a minimum cumulative diploma average of 70%, including:

- ENGL 210C, ENGL 335
- two of ENGL ~~332~~**432 (see Note)**, ENGL 336, **ENGL 373/BLKST 308**, THPERF 366

Note

ENGL ~~332~~432 is a repeatable course. Individual instructors choose the topic or genre of creative writing on which the course will focus. Students may take the course for credit a maximum of twice, provided that the topics in the two iterations of the course are distinct from each other.

Plan Title(s): Three-Year General English - Language and Literature
Four-Year General English - Literature and Rhetoric
Honours English - Literature and Rhetoric

Rationale: ENGL 260 has been revised to ENGL 461 to reflect the level of course more appropriately. It should now be included in the plans for English majors as an upper-level Literature requirement.

Calendar text, including additions and ~~deletions~~:

- Literatures Modern to Contemporary: one of ENGL 308/GSJ 307, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 326/BLKST 210, ENGL 344, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 425, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, **ENGL 461**, ENGL 463/GSJ 463, ENGL 471, ENGL 486

Plan Title(s): Four-Year General English - Literature
Honours English - Literature

Rationale: ENGL 260 has been revised to ENGL 461 to reflect the level of course more appropriately. It should now be included in the plans for English majors as an upper-level Literature requirement.

Calendar text, including additions and ~~deletions~~:

- Literatures Modern to Contemporary: two of ENGL 308/GSJ 307, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 326/BLKST 210, ENGL 344, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 425, ENGL 460A, ENGL 460B, ENGL 460C, ENGL 460D, **ENGL 461**, ENGL 463/GSJ 463, ENGL 471, ENGL 486

Plan Title(s): Three-Year General English - Creative and Professional Writing
Three-Year General English - Rhetoric, Media, and Professional
Communication

Rationale: ENGL 260 has been revised to ENGL 461 to reflect the level of course more appropriately. It should now be included in the plans for English majors as an upper-level Literature requirement.

Calendar text, including additions and ~~deletions~~:

- Literature: one of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/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 461**, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491

Plan Title(s): Three-Year General English - Literature and Rhetoric
Four-Year General English - Creative and Professional Writing

Four-Year General English - Rhetoric, Media, and Professional
Communication
Honours English - Creative and Professional Writing
Honours English - Rhetoric, Media, and Professional Communication

Rationale: ENGL 260 has been revised to ENGL 461 to reflect the level of course more appropriately. It should now be included in the plans for English majors as an upper-level Literature requirement.

Calendar text, including additions and ~~deletions~~:

- Literature: two of ENGL 305A, ENGL 305B, ENGL 308/GSJ 307, ENGL 310A, ENGL 310B, ENGL 313, ENGL 315, ENGL 316, ENGL 318, ENGL 322, ENGL 324, ENGL 325, ENGL 326/BLKST 210, ENGL 327/BLKST 240, ENGL 328/BLKST 244, ENGL 330A, ENGL 330B, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 346, ENGL 346R/EASIA 346R, ENGL 347, ENGL 348, ENGL 350A, ENGL 350B, ENGL 361, ENGL 362/THPERF 386, ENGL 363/THPERF 387, ENGL 364, ENGL 410/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 461**, ENGL 463/GSJ 463, ENGL 470A, ENGL 471, ENGL 484, ENGL 485, ENGL 486, ENGL 491

7.4 Academic Unit: Philosophy

Plan Title(s): Three-Year General Gender and Social Justice
Four-Year General Gender and Social Justice
Honours Gender and Social Justice

Rationale: Add courses to the list of approved electives that Gender and Social Justice (GSJ) majors may count towards their plan.

Consultation: SDS 310: Disability and Society was considered at the request of the course instructor who developed the course. The Department of Philosophy approved the added elective at their March 2023 department meeting. The chair of Social Development Studies is also supportive of this addition (email exchange March 7, 2023).

The Communication Arts courses were highlighted by the GSJ Committee, which noticed that the GSJ plan lacked representation in Communication Studies and appreciates the social justice pedagogy of that program's curriculum. The GSJ Committee pitched the following additions as approved electives to Communications Studies curriculum committee. The Departments of Philosophy (which houses GSJ) and Communication Arts approved the added electives at their respective March 2023 department meetings.

Calendar text, including additions and ~~deletions~~:

.....

- any additional GSJ courses
- CLAS 311
- CI 250
- **COMMST 226, COMMST 301, COMMST 302, COMMST 402, COMMST 430, COMMST 471**
- ENGL 208N, ENGL 248, ENGL 325, ENGL 407, ENGL 463/GSJ 463
- ERS 225, ERS 265, ERS 288

- 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/REC 362/SOC 352
- INTEG 221/PHIL 291
- ITALST 111/SMF 111, ITALST 392
- JS 218/RS 218
- **LS 471, LS 492**
- 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/RS 221
- SDS 220R, **SDS 310R**, SDS 354R, SDS 410R, SDS 415R
- SMF 101, SMF 204
- SOCWK 357R/SDS 357R
- SPAN 150, SPAN 387, SPAN 400

Course list – additions

COMMST 226 – Introduction to Race, Culture, and Communication

COMMST 301 – Topics in Gender and Sexuality in Communication

COMMST 302 – Topics in Race, Culture, and Communication

COMMST 402 – Advanced Race, Culture, and Communication

COMMST 430 – Communication and Social Justice

COMMST 471 – Communication, Resistance, and Social Change

LS 471 – Communication, Resistance, and Social Change

LS 492 – Communication and Social Justice

SDS 310R – Disability and Society

7.5 Academic Unit: Renison University College

Plan Title(s): East Asian Studies Minor

Rationale: Within the “three courses” list, we are listing courses in HIST, PSCI, and RS that are cross-listed with EASIA courses to make the HIST, PSCI, and RS courses more visible to students. We have consulted with and received approval from the Departments of History, Political Science, and Religious Studies.

Calendar text, including additions and ~~deletions~~:

.....

- EASIA 100R
 - two language courses (1.0 unit) from CHINA, JAPAN, KOREA
 - two additional EASIA courses (1.0 unit) (see Note)
 - three courses (1.5 units) from the following:
 - any EASIA, CHINA, JAPAN, KOREA course(s) (see Note)
 - ANTH 382/EASIA 382R

- GEOG 215
- **HIST 231/EASIA 220R**, HIST 239, **HIST 377/EASIA 377R**
- PSCI 259, **PSCI 277/EASIA 277R**, **PSCI 310/EASIA 300R**, PSCI 358, **PSCI 385/EASIA 302R**, PSCI 405, PSCI 479, PSCI 480
- RS 100, **RS 123/EASIA 120R**, **RS 201/EASIA 205R**, RS 204, **RS 206/EASIA 206R**, RS 301/GSJ 301, RS 307

Note

EASIA 250R is 1.0 unit and therefore counts as two EASIA courses.

Course list – additions

HIST 231/EASIA 220R – History of East Asian Communities in Canada

HIST 377/EASIA 377R – Cold War in East Asia

PSCI 277/EASIA 277R – International Relations of East Asia

PSCI 310/EASIA 300R – Politics and Diplomacy of Contemporary Japan

PSCI 385/EASIA 302R – Chinese Foreign Policy since 1949

RS 123/EASIA 120R – Monsters and Magic in Japanese Popular Culture

RS 201/EASIA 205R – Religions of East Asia

RS 206/EASIA 206R – Japanese Religions

7.6 Academic Unit: United College

Plan Title(s): Indigenous Entrepreneurship Minor

Rationale: The Indigenous Entrepreneurship Minor is proposing the inclusion of one new course as an elective. This course is ERS 275. The course description below demonstrates the close alignment to the goals of the Indigenous Entrepreneurship Minor which is tailored to meet the needs of Indigenous Entrepreneurs, fosters an inclusive and supportive learning environment that values and respects Indigenous cultures and traditions and seeks to contribute towards economic reconciliation. We believe that the inclusion of this course will strengthen the program by offering content that is currently lacking amongst other electives and diversifying the disciplinary base of the program.

ERS 275: Indigenous Sustainability Entrepreneurship

This course provides an overview and introduction to environmental sustainability through the lens of Indigenous entrepreneurship. Indigenous Sustainability Entrepreneurship can be defined by a commitment to nation building and economic development centered on Indigenous culture and ways of knowing for the protection of future generations. Within this course we will study the widely experienced, contemporary global sustainability challenges that Indigenous Peoples face, such as climate change, water security, sovereignty and self-governance, food sovereignty and urbanization. Additionally, we will engage with Indigenous Knowledge Systems, as they represent diverse applied sciences developed over thousands of years that express complex and sophisticated practices for building sustainable relationships with the environment.

Consultation: Consultations have taken place with The School of Environment, Resources and Sustainability (Associate Director, Undergraduate Studies) who have approved this proposal. This proposal was approved by the United College Faculty Council on 20 January, 2023.

Calendar text, including additions and ~~deletions~~:

- INDENT 200, INDENT 210, INDENT 225, INDENT 310, INDENT 325
- two of ENV5 401, **ERS 275**, ERS 372, HIST 269, HIST 271, INDG 201/CDNST 201, INDG 272/ANTH 272, INDG 301, INDG 318/RS 318
- one of ECON 100/COMM 103, ECON 101, INDENT 320

Plan Title(s): Indigenous Studies Minor

Rationale: The Indigenous Studies Minor is proposing the inclusion of one course PSCI 326 as an elective. The course description below demonstrates the close alignment of this course to the goals of the Indigenous Studies Minor, which seeks to provide students with an opportunity to learn about the history and culture of the Indigenous peoples in Canada and the challenges they face in responding to the ravages of colonialism. The program strives to do this with an intentionally interdisciplinary lens. We believe that the inclusion of these two courses will strengthen the program by offering content that is currently lacking amongst other electives and diversifying the disciplinary base of the program.

PSCI 326: Multiculturalism and Democracy: Within, Against, and Beyond

In this course students will gain an understanding and learn to articulate diverse perspectives on democracy, multiculturalism, and the politics of recognition as they are understood within modern political thought. Through reading and analyzing a variety of sources, and engaging in original research, students will consider and discuss multiple ways of seeing these topics. Student will learn both history of Hegelian, liberal, and multicultural concepts which have shaped normative Canadian politics as well as to apply feminist, decolonial, indigenous and other critiques to critically reflect on and understand the limits of such paradigms

Consultation: Consultations have taken place with the Department of Political Science (Associate Chair, Undergraduate Studies) who have approved this proposal. This proposal was approved by the United College Faculty Council on 20 January, 2023.

Calendar text, including additions and ~~deletions~~:

- INDG 201/CDNST 201, INDG 272/ANTH 272, INDG 301
- five courses from the following: any additional INDG courses, ANTH 233, ENGL 211/GSJ 211, ENV5 401, HIST 269, HIST 271, HIST 380, **PSCI 326**, PSCI 362, PSCI 462/LS 462, SDS 311R/SWREN 311R/LS 373, SDS 411R, SDS 421R

For Approval

Public

Open Session

To: Undergraduate Committee

Sponsor: Cathy Newell Kelly, Registrar, Registrar's Office
Contact Information: cnkelly@uwaterloo.ca

Presenter: Jennifer Coghlin, Associate Registrar, Enrolment Services and
Academic Policy, Registrar's Office
Contact Info: jennifer.coghlin@uwaterloo.ca

Date of Meeting: June 20, 2023

Item Identification:

Class Delivery Modes

Summary:

This document (appendix A) provides proposed definitions for class delivery modes that were developed by the Registrar's Office through the members of Keep Learning Team and led by the Associate Registrar to improve clarity for instructors and students when scheduling and selecting courses each term. The increased interest in and adoption of blended learning courses has amplified the importance of this project at this time.

Recommendation/Motion:

Adoption of new and revised definitions for the undergraduate calendar, in alignment with the same additions to the graduate calendar.

The University should adopt the delivery mode definitions for In-Person, Blended, and Online in this document.

Jurisdictional Information:

Undergraduate Council and Graduate and Research Council plan to submit these definitions jointly to Senate for approval.

Governance Path:

Review by Undergraduate Operations Committee, approval by Undergraduate Council, approval by Senate.

Previous Action Taken:

September 20, 2022 - Reviewed by Undergraduate Operations Committee

October 4, 2022 - Approved by Undergraduate Council

February 13, 2023 - Not approved by Graduate and Research Council

Revisions made based on feedback from Graduate and Research Council and Graduate Operations

Next Steps:

To be included in the Fall 2023 Undergraduate Academic Calendar.

Documentation Provided:

Appendix A -

Definitions for Modes

IN-PERSON: a class with scheduled instruction or activity occurring in-person

BLENDED: a class in which instruction or activity is distributed between scheduled in-person and required online activities, resulting in fewer scheduled in-class hours.

ONLINE: a class scheduled to be fully online that requires no in-person instruction or activity (may require in-person exam(s)); may be exclusively asynchronous (no scheduled meets), synchronous (scheduled meets), or a combination of the two.

NOTE (not for inclusion in the calendar): Hyflex classes have recently been delivered in a held-with format, where 2 delivery modes are held simultaneously. Hyflex is an emerging combined mode that will need definition and system development in order to evolve further. Hyflex = a class that is scheduled both in-person and is simultaneously delivered remotely. Students have the choice to attend in-person or remotely on a class-by-class basis. Future considerations of hyflex should also address the possibility of an asynchronous option for those engaging in the course online.

CLASS DELIVERY MODES	DEFINITION	NOTES/EXAMPLES	SCHEDULING TERMS ASSOCIATED WITH EACH DELIVERY MODE		
			THE "CAMPUS" CODES INDICATE WHICH INSTITUTION OFFERS THE COURSE	THE "LOCATION" OF WHERE A COURSE IS TAUGHT IS ALSO IDENTIFIED	EXAMPLES
IN-PERSON	A class with scheduled instruction or activity occurring in-person	Scheduled meet only on campus/in-person	UW: University of Waterloo (Main) CGC: Conrad Grebel University College	U: Main campus G: Conrad Grebel University College J: St. Jerome's University	UW U = Taught by the University of Waterloo at the University of Waterloo's Main Campus

Undergraduate Council

			REN: Renison University College STJ: St. Jerome's University UTD: United College WLU: Wilfrid Laurier University	UTD: United College R: Renison University College L: Wilfrid Laurier University STRATFORD: Stratford campus KITCHENER: Kitchener campus CAMBRIDGE: Cambridge campus	UW STRATFORD = Taught by the University of Waterloo at the University of Waterloo's Stratford Campus
BLENDED	A class in which instruction or activity is distributed between scheduled in-person and required online activities, resulting in fewer scheduled in-class hours	Scheduled on-campus meet + asynchronous online meet/activity (e.g., flipped classroom) Scheduled on-campus meet + synchronous online meet/activity Both types of meets must appear in the schedule of classes, including the online piece whether asynchronous or synchronous	BLND: Blended course (Main) BLNDG: Blended course (Conrad Grebel University College) BLNDJ: Blended course (St. Jerome's University) BLNDT: Blended course (United College) BLNDR: Blended course (Renison University College)	U: Main campus G: Conrad Grebel University College J: St. Jerome's University UTD: United College R: Renison University College L: Wilfrid Laurier University STRATFORD: Stratford campus + ONLINE: Online course	BLND U = Taught by the University of Waterloo; on-campus meet is at the University of Waterloo's Main Campus and includes online element BLND UTD = Taught by the University of Waterloo; the on-campus meet is at United College and includes online element

		To reduce class time, seek approval from department chair			
ONLINE	A class scheduled to be fully online that requires no in-person instruction or activity (may require in-person exam(s)); may be exclusively asynchronous, synchronous, or a combination of the two.	<p>Fully online CEL course</p> <p>Instructor-developed online course</p> <p>Fully synchronous course with regularly scheduled meets via web conferencing</p> <p>Asynchronous course with some scheduled meets (seminars, tutorials, office hours)</p> <p>Synchronous course with online asynchronous discussion or other activities</p>	<p>ONLN: Online course (Main)</p> <p>ONLNG: Online course (Conrad Grebel University College)</p> <p>ONLNJ: Online course (St. Jerome's University)</p> <p>ONLNT: Online course (United College)</p> <p>ONLNR: Online course (Renison University College)</p>	ONLINE : Online course	<p>ONLN ONLINE = Taught by the University of Waterloo and occurs online</p> <p>ONLNR ONLINE = Taught by Renison University College and occurs online</p>

Senate Undergraduate Council
20 June 2023

FOR INFORMATION

Attached is the updated Effective Dates Chart for 2023-24 which has been adjusted to accommodate the reduction in meetings for Senate and Senate Undergraduate Council. Please note that this chart does not take into consideration the creation of the Academic Quality Assurance Committee or the Curriculum Subcommittee which have come out of the Senate Governance Review and are pending Senate approval. An updated chart will be provided once these committees have been approved.

Please also note that approval of curriculum items has been paused for September and October 2023 in order to accommodate the Quali Curriculum Management system implementation project. The Registrar's Office will not have the capacity during this time to support the curriculum change process and has a goal of implementing all changes approved up to, and including, the June 20, 2023 meeting prior to system launch. These meetings will instead focus on broader strategic discussion. Any curricular submission received in the meantime will be held until the November 21, 2023 meeting.

Senate Undergraduate Council - Effective Dates Chart

Meetings: 2023 - 2024

EARLIEST EFFECTIVE DATE (see Notes 1,2)									
SUC meeting dates		Motions for Courses	Motions for Plans, Programs, Regulations		New entry programs (enrol in 1A) [marketing deadline]		SENATE meeting dates		
September	2023	NO CURRICULUM ITEMS (PAUSE FOR PROJECT)					October	2023	
October	2023	NO CURRICULUM ITEMS (PAUSE FOR PROJECT)					November	2023	
November	2023	Sept	2024	Sept	2024	Sept	2025	January	2024
February	2024	Sept	2024	Sept	2024	Sept	2025	March	2024
March	2024	Sept	2025	Sept	2025	Sept	2025	April	2024
April	2024	Sept	2025	Sept	2025	Sept	2025	May	2024
May	2024	Sept	2025	Sept	2025	Sept	2026	June	2024

Notes:

1. Dates listed above are the earliest effective date **possible** for any given motion; choice to use later dates exists.
2. If an **earlier** effective date is desired, a request to the Office of the Registrar, with an appropriate rationale, is **required**, to ensure it is feasible. The request should be made as early as possible in the approval cycle.
3. Motions for courses are approved at SUC on behalf of Senate and effective dates listed reflect this.

Last opportunity to	SUC meeting	Goes to Senate
Make changes to 2024-2025 Calendar (plans/regulations)	February 2024	March 2024
Make changes to 2024-2025 Calendar (courses)	February 2024	N/A
Create new entry program for fall 2025	April 2024	May 2024
Make changes to 2025-2026 Calendar (plans/regulations)	February 2025	March 2025
Make changes to 2025-2026 Calendar (courses)	February 2025	N/A

Prepared by the Office of the Registrar, May 2023