

The following Motions and Documents were considered by the GFC Programs Committee at its Thursday, November 19, 2020 meeting:

Agenda Title: **Course and Minor Program Changes**

- Arts
- Education
- Kinesiology, Sport, and Recreation
- Law
- Medicine and Dentistry
- Native Studies
- Pharmacy and Pharmaceutical Sciences

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the course and minor program change submissions from the Faculties of Arts, Education, Kinesiology, Sport, and Recreation, Law, Medicine and Dentistry, Native Studies, and Pharmacy and Pharmaceutical Sciences.

FINAL Item 4

Agenda Title: **Items Deemed Minor/Editorial**

A. Entrance Requirements for Communication Sciences & Disorders, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research (FGSR)

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the proposed change to entrance requirements for graduate programs in Communication Sciences & Disorders, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research (FGSR).

FINAL Item 5

Agenda Title: **Proposed New Course Designator, SEM (Strategy, Entrepreneurship and Management), Faculty of Business**

CARRIED MOTION:

THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new course designator SEM (Strategy, Entrepreneurship and Management) to replace SMO (Strategic Management and Organization), as submitted by the Faculty of Business, to take effect fall 2021.

FINAL Item 6

**Governance Executive Summary
Action Item**

Agenda Title	Course and Minor Program Changes - Arts - Education - Kinesiology, Sport, and Recreation - Law - Medicine and Dentistry - Native Studies - Pharmacy and Pharmaceutical Sciences
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty Councils
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve course and minor program changes.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	All routine course and minor program changes that do not involve or affect other Faculties or units and do not form part of a proposal for a new program or a substantive program change are approved regularly by the GFC Programs Committee in an omnibus motion. See individual item for Faculty Council approval information.
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Vice-Provost (Programs) and Chair, GFC Academic Standards Committee Faculty Councils Representatives of the Office of the Registrar
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Undergraduate Program Support Team
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> Items have been posted on the University Governance website for information
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC November 19, 2020

Strategic Alignment

Item No. 4

Alignment with <i>For the Public Good</i>	Objective 21
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Programs Committee (PC) Terms of Reference

Attachments

1. Arts
2. Education
3. Kinesiology, Sport, and Recreation
4. Law
5. Medicine and Dentistry
6. Native Studies
7. Pharmacy and Pharmaceutical Sciences

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

Calendar Change Proposals

Approved At Academic Affairs Committee – September, 16, 202

Approved at Arts Executive Committee, with delegated authority for Arts Faculty Counsel to approve courses and minor program/regulation changes – September 24, 2020

To be forwarded to the Program Support Team for – October 29

Page	Change Type	Department	What is Changing
2	Regulation	Faculty	BA - OIS & Media & Technology Update
4	General Info	Faculty	INT D Courses
6	Course	Drama	DRAMA: 149, 150, 240 ,247 ENGL: 206, 207, 208, 209, 210, 212, 215, 216, 217, 218, 219, 224, 250, 301, 302, 305, 306, 307, 308, 309, 310, 311, 312, 314, 315, 316, 320, 324, 325, 327, 336, 337, 339, 340, 341, 343, 344, 350, 352, 353, 355, 357, 358, 360, 361, 362, 363, 365, 367, 372, 373, 374, 375, 376, 378, 380, 384, 385, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398,
8	Course	English and Film Studies	INT D 401
17	Course	Arts Work Experience Office	HIST: 207, 212, 220, 311, 368, 369, 491
18	Course	History and Classics	LATIN: 101, 102, 103
19	Course	History and Classics	HIST: 277, 289
20	Course	History and Classics	
21	Course	Modern Languages and Cultural Studies	SCAND: 213,214
22	Course	Modern Languages and Cultural Studies	MLCS 210
23	Course	St. Joseph's College	CHRTC: 380, 381
24	Course	History and Classics	CLASS 285

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Faculty / Undergraduate Student Services**

Change:

Rationale:

There are a number of reason that this change is needed:

1. The adjustment of the Office of Interdisciplinary Studies (OIS) to Media & Technology Studies and the movement of some programs that previously fell under the OIS office to other departments.
2. The fact that both interdisciplinary programs/courses and CSL courses were specifically listed only under the Bachelor of Arts program is inaccurate, so we would like to delete the specific reference of them from the BA requirements and will add a section under the Faculty of Arts General Program Information section so that it will be able to encompass all programs accordingly.

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37026&hl=%22interdisciplinary+Studies%22&returnto=search

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>Bachelor of Arts (BA) [...] Program Requirements [...]</p> <p>9. Interdisciplinary Programs and Courses: Many programs housed within Departments in the Faculty of Arts have important interdisciplinary components; some are primarily interdisciplinary in orientation.</p> <p>The Office of Interdisciplinary Studies oversees programs that draw on courses from multiple Departments. These include programs in International Studies, Religious Studies, Science, Technology and Society Studies, and the MA in Humanities Computing that are described elsewhere in this calendar.</p> <p>The Faculty of Arts offers Interdisciplinary Courses. Information about these courses and programs is available from the Faculty of Arts Office for Interdisciplinary Studies.</p> <p>Unless otherwise indicated in the course description, an INT-D course may be applied toward a major or the minor if it appears under the department's course listings in Course Listings.</p> <p>10. Community Service-Learning courses: A number of courses in departments and programs across the Faculty of Arts offer community engagement as an option or requirement. Students in Community Service-Learning (CSL) courses take part in community-based experiences that link to course content. Community Service-Learning courses: A number of courses in departments and programs across the Faculty of Arts offer community</p>	<p>Bachelor of Arts (BA) [...] Program Requirements [...]</p> <p>DELETE</p>

<p>engagement as an option or requirement. Students in Community Service Learning (CSL) courses take part in community-based experiences that link to course content.</p> <p>The CSL program offers its own CSL designated courses (see Course Listings) and a certificate (see Certificate in Community Engagement and Service Learning).</p> <p>For further information see the CSL website www.csl.ualberta.ca</p> <p>The CSL program offers its own CSL designated courses (see Course Listings) and a certificate (see Certificate in Community Engagement and Service Learning).</p> <p>For further information see the CSL website www.csl.ualberta.ca</p>	
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<p>Department Contact: Kristy Wuetherick</p>	<p>Department Council Approval Date:</p>
<p>Chair or Designate:</p>	<p>Signature:</p>

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

 Department: **Faculty / Undergraduate Student Services**

 Change:

Rationale:

Moving reference to Interdisciplinary courses and CSL courses from the BA program requirements page to the General Program Information section because these courses are open and relevant to all degree programs within the Faculty, not only the BA program.

<https://calendar.ualberta.ca/content.php?catoid=33&navoid=9839#general-program-information>

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>General Program Information</p> <p>[...]</p> <p>3. Options</p> <p>[...]</p> <p>c. Science Options: Any course offered by the Faculty of Science or Science discipline courses from Augustana Faculty and Faculté Saint-Jean</p>	<p><u>d. Interdisciplinary (INT D) Courses:</u> <u>The Faculty of Arts offers Interdisciplinary (INT D) Courses in a variety of topics (see Course Listings). Depending on the specific topic/course offered, these courses could meet specific major/minor or certificate requirements or could be used as Arts Option requirements, unless otherwise specified in the course description. Students can contact the department or faculty for more information on how these courses will fit within their degree requirements.</u> <u>Note: Other Faculties also offer INT D courses and those courses would fit under Science Options or Non-Arts Discipline Options depending on which Faculty or department is responsible for the course.</u></p> <p><u>e. Community Service-Learning courses:</u> <u>A number of courses in departments and programs across the Faculty of Arts offer community engagement as an option or requirement. Students in Community Service-Learning (CSL) courses take part in community-based learning experiences that link to course content. Community Service-Learning courses.</u> <u>Note: The Community Service-Learning program offers its own CSL designated courses (see Course Listings) and a certificate (see Certificate in Community Engagement and Service-Learning).</u></p>

	For further information see the CSL website www.csl.ualberta.ca
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Department Contact: Kristy Wuetherick	Department Council Approval Date:
Chair or Designate:	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **Drama**

Change: **Course**

Rationale: Part of the department strategic plan is to update and refresh our course titles and descriptions in order to more accurately reflect our dynamic and engaging offerings. The program committee for the BA, ATS and students were consulted, as well as the department as a whole on all of these changes.

Drama 247 - This is an option course and we intend to condense the curriculum (reduce hours from 6 to 4 per week) to better fit with student expectations and schedules.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=drama&filter%5Bexact_match%5D=1

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>DRAMA 149 Dramatic Process 1 ★ 3 (fi 6) (either term, 0-6L-0) Speech and movement improvisation with an emphasis on imaginative development; introduction to the process of acting and to dramatic form. Note: Designed for students with little or no previous background in Drama. Not to be taken by BA Drama majors, BA (Honors) Drama students, or BEd (Secondary) Drama Majors.</p> <p>DRAMA 150 Introduction to Dramatic Process ★ 3 (fi 6) (first term, 0-6L-0) Dramatic improvisation as an introduction to the process of acting and to dramatic form. Prerequisite: consent of Department. Note: Restricted to BA Drama Majors, BA (Honors) Drama students, BEd (Secondary) Drama Majors, and BFA (Technical Theatre; Stage Management) students, or admission by consent of Department based on successful completion of Drama 30 or equivalent. Note: Not to be taken by students with credit in DRAMA 149.</p> <p>DRAMA 240 Oral Communication and Interpretation ★ 3 (fi 6) (either term, 0-6L-0) Voice and speech development and oral interpretation. Prerequisite: one of DRAMA 102 or 103; and one of 149 or 150; or consent of Department. Note: Restricted to BA Drama Majors, BA (Honors) Drama students, and BEd (Secondary) Drama Majors. Not to be taken by students with credit in DRAMA 247.</p> <p>DRAMA 247 Introduction to Oral Communication ★ 3 (fi 6) (either term, 0-6L-0) Exploration of basic techniques of oral communication and oral interpretation drawing from various forms of literature. Note: Not to be taken by BA Drama majors, BA (Honors) Drama students, or BEd (Secondary) Drama Majors.</p>	<p>DRAMA 149 <u>Theatre Making for Everyone</u> ★ 3 (fi 6) (either term, 0-6L-0) <u>An introduction to the process of making theatre, with emphasis on performance skills, dramatic form, theatre and performance vocabulary.</u> Note: Designed for students with a range of previous background in Drama, <u>from no experience to some.</u> Not to be taken by BA Drama majors, BA (Honors) Drama students, or BEd (Secondary) Drama Majors.</p> <p>DRAMA 150 <u>Making and Performing Theatre</u> ★ 3 (fi 6) (first term, 0-6L-0) Dramatic improvisation as an introduction to the process of acting and to dramatic form. Prerequisite: consent of Department. Note: Restricted to BA Drama Majors, BA (Honors) Drama students, BEd (Secondary) Drama Majors, and BFA (Technical Theatre; Stage Management) students, or admission by consent of Department based on successful completion of Drama 30 or equivalent. Note: Not to be taken by students with credit in DRAMA 149.</p> <p>DRAMA 240 <u>Voice for Performance</u> ★ 3 (fi 6) (either term, 0-6L-0) <u>Vocal technique and speech for rehearsal and performance.</u> Prerequisite: one of DRAMA 102 or 103; and one of 149 or 150; or consent of Department. Note: Restricted to BA Drama Majors, BA (Honors) Drama students, and BEd (Secondary) Drama Majors.</p> <p>DRAMA 247 <u>Speaking in Public: Presentation and Presence</u> ★ 3 (fi 6) (either term, 0-4L-0) <u>Practice-based development of the skills required to create dynamic and engaging presentations in a variety of formats.</u> Note: Not to be taken by BA Drama majors, BA (Honors) Drama students, or BEd (Secondary) Drama Majors.</p>

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Department Contact: Liz Ludwig	Department Council Approval Date:06/08/2020
Chair or Designate: Melanie Dreyer-Lude	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **English and Film Studies**Change: **Course**

Rationale: The course revisions contained in this document are the result of over 4 years of program review in EFS. Our program review took into account recommendations made by: 1) external reviewers in our Quality Assurance Review and report (2017); and 2) student input garnered from a survey and focus groups conducted by CTL (2017) as well as a final survey of students registered in senior English courses in March 2020. In 2018, as part of this process, EFS revised the Major program requirements which took effect last year. Discussion about course revision has been ongoing: the Undergraduate Program committee has met bi-weekly, it organized two separate rounds of group meetings with department members within specific curricular areas, and we've had panel discussions on learning outcomes, and consulted stakeholders outside the department. EFS held a department retreat in March 2020 in which we brought our discussion to a close and the department voted at a May department council meeting to go forward with these course revisions, additions and deletions.

I attach memos from the Associate Dean of Education, Associate Dean of Native Studies, the chair of Women's and Gender Studies, and the Director of Religious Studies, supporting the course changes specific to their programs. I have contacted the Associate Dean of ALES to highlight the possibility of cross-listing the new course "ENGL 395: Topics in Literature and the Environment" with the BA in Environmental Studies.

The revisions reflect changes in the discipline of English studies. The last serious program review of English was done 18 years ago and a lot has changed. In a post-canon disciplinary moment, English studies has expanded to include multiple areas, not all of which define their object of study as a named body of literature; English Studies includes literary history and criticism, research creation, media studies, print culture and cultural studies. The literature survey class has been de-centered as areas have developed around intersecting analytical vectors (for instance, "Gender and Sexuality in Postcolonial Literature", "Indigenous Life Writing"). As well, new sub-fields have developed. The revised course offerings reflect our approach to teaching within this diverse and capacious discipline.

Learning Objectives by Level:

Each level of our senior curriculum concentrates on developing different components of the degree which we sequence as follows:

- 200-level courses are broad based introductions to major approaches to studies in English. Emphasis is on developing skills, maps and critical vocabularies for more focussed studies at the 300-level. Students are introduced to formal analysis of genres, theoretical and methodological approaches to language and literature, keywords for the analysis of literary texts and a chronological map of literature across time.
- 300-level courses offer students courses in particular periods, national literatures, theories, and genres as well as offer opportunities for their cross-fertilization through a greater use of variable content courses. The 200 & 300 levels interact by what we call the "rhizome" model: there is no one clear path but a network of intersecting growth where every seed planted at the 200-level sprouts in some way in all 300-level courses.
- 400-level courses offer advanced studies in the discipline, are capped at 22, and run as seminars on research currently undertaken by faculty. Registration priority is given to English and Arts students. We are proposing no changes to our 400-level courses at this time.

Many of the revisions are self-evident and cosmetic (for eg., changing the title of ENGL 376 from "Canadian Literature and Culture: Late 20th-Century Texts" to "Canadian Literature from 1950"). Some of them reflect changes in faculty expertise. Other changes may require explanation. I have grouped the explanations around three clusters.

Greater use of variable content courses:

To remain flexible and to capture the diversity of English studies with increasingly limited resources, these course changes encompass a greater use of variable content courses. A student survey revealed that the majority of our students choose their courses in Bear Tracks and thus we need to make better use of titles to communicate course content and attract registrations. For example, we are revising "ENGL 302 - Literary and Cultural Theories," an upper-level course that focusses on a particular theory, to "ENGL 302 - Topics in Literary and Critical Theories" so that we can identify the specific focus of the class that year for students in Bear Tracks (i.e., "Feminist Theory", "Posthumanism"). As well, fields have become more specialized so while "Literature and Religion" was once enough to signify course content, we now require a more specific subtitle (i.e., "The Bible as Literature" or "Religion in South Asian Writing").

Updating the Fields of English:

The course changes reflect shifts within fields of the discipline as well as a general shift away from the literature survey course and an opening to new areas. While the number of courses in British literature have contracted, the number of courses in Indigenous literature, postcolonial literature, literature and social justice, and genre studies have increased. Below are a few illustrative examples of such changes.

- Rather than dividing Eighteenth-century literature into "Early" and "Late", the proposed changes would have one general course for the period "Eighteenth-Century Literature" and a "Topics in" course that will highlight intersections between the vectors of English studies ("Race, Slavery and Colonization in Eighteenth-Century Literature").
- The division of Children's literature into "Oral" and "Print" no longer makes sense; the proposed courses divide the field between "Children's Literature" and "Youth Cultures", the latter offering students the opportunity to concentrate on young adult literature, an increasingly popular area.
- Our Indigenous Literature offerings have increased from the current two to four, getting rid of the untenable distinction between "Intellectual Traditions" and "Literary Movements" and, due to new hires, offering specific 300-level courses on "Métis Literature" and "Indigenous Poetics" along with a "Topics in" course that will allow timely offerings in this new and exciting area. We have also introduced a 200-level course on "Indigenous Literary Methods".
- New sub-fields in English studies are now represented. We propose new courses in "Literature and the Environment," "Aesthetics and Politics" and "Race, Capitalism and Culture".

Revisions to 200-level:

Our main goal in revising the 200-level was to make the courses more inviting to students by reimagining them as introductory courses in methods, approaches and genres. Surveys reveal that our current course offerings can be intimidating to students and statistical analysis shows that they often do not take them in their second year, leaving them until later in the program. While originally designed to provide students with "windows into the discipline", students saw them as difficult theory courses. We have opened them up as "Introductions" and decreased the number for a tighter, more foundational curriculum. To illustrate, we have revised "Narrative Theory and Poetics" into two more inviting courses "How Stories Work: Introduction to Narrative" and "How Poems Work: Introduction to Poetry". Instead of the opaque "Textualities: Signs and Texts", we propose "Introduction to Literary and Critical Theory."

Please note that these proposed changes include **16 new courses** and **22 course deletions**. We have chosen to revise many courses rather than delete the old and add the new; all courses revised maintain their core curricular goals and fulfill the same area requirements they did before the revisions; keeping the same numbers for most of our revised courses ensures consistency and organization (all pre-1800 courses fall between 325-350) and keeps us from revising multiple program requirements in Arts and Education. A strong advantage of these new courses is that we will now be able to automate BA Honors requirements in Bear Tracks.

[https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=engl&filter%5Bexact_mat](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=engl&filter%5Bexact_match%5D=1)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>ENGL 208 - History of the Book ★ 3 (fi 6) (either term, 3-0-0) An introduction to the social and cultural history of material text, and to the critical concepts and methods key to its study, that emphasizes the relationship between the production of books and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.</p> <p>ENGL 209 - Histories of Reading ★ 3 (fi 6) (either term, 3-0-0) An introduction to the social and cultural histories of reading, and to the critical concepts and methods key to its study, that emphasizes the relationship between reading and the production of</p>	<p><u>ENGL 206 - How Poems Work: Introduction to Poetry</u> <u>★ 3 (fi 6) (either term, 3-0-0) An introduction to a range of poetic forms, techniques and theories. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.</u></p> <p><u>ENGL 207 - How Stories Work: Introduction to Narrative</u> <u>★ 3 (fi 6) (either term, 3-0-0) An introduction to narrative and narrative theory through a range of fictional and non-fictional writing. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.</u> <u>Note: not to be taken by students with credit in ENGL 219.</u></p>

culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 210 - Reading Histories in Texts

★ 3 (fi 6) (either term, 3-0-0) An introduction to the critical concepts and methods for reading literary texts historically that emphasizes the relationship between representation and history. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 212 - Introduction to the English Language

★ 3 (fi 6) (either term, 3-0-0) Introduces the grammar of English sounds, words, and sentences as a basis for further studies in language and literature. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 217 - Signs and Texts

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of signification and textuality, and to the issues and debates surrounding the relationship between language systems and the production of meanings, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 218 - Theories of Reading and Interpretation

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of reading and interpretation, and to the issues and debates surrounding the relationship between literary events and the reception of meanings, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 219 - Narrative Theory and Poetics

★ 3 (fi 6) (either term, 3-0-0) An introduction to narratology and poetics, as well as to the practices of close reading and the formalist analysis of literary texts, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 224 - The Literary Institution

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of the literary institution and to the issues and debates surrounding literary criticism as a social and political practice that takes place within the horizon of history and under certain systemic constraints. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 301 - Social and Cultural History of Genre

★ 3 (fi 6) (either term, 3-0-0) Studies in the theory and practice of genre. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 302 - Literary and Cultural Theories

★ 3 (fi 6) (either term, 3-0-0) Studies in critical and theoretical currents within literary studies. Content and

ENGL 212 - Critical Approaches to the English Language

★ 3 (fi 6) (either term, 3-0-0) Studies in the structure and social life of the English language. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 215 - Reading Literature Across Time

★ 3 (fi 6) (either term, 3-0-0) An introduction to the history of literature by reading a wide range of texts across 800 years with a focus on cultural and social change. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 216 - Introduction to Indigenous Literary Methods

★ 3 (fi 6) (either term, 3-0-0) A landscape of Indigenous literary methods addressing field and canon formations, shifts, debates, and the ethics of reading. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 217 - Introduction to Literary and Critical Theory

★ 3 (fi 6) (either term, 3-0-0) An introduction to the breadth of theoretical perspectives for the study of English. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 250 - Introduction to Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) A survey of literatures in what is now Canada. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 301 - Topics in Genres

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 302 - Topics in Literary and Critical Theories

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

~~period focus may vary.~~ Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 305 - Literature and Religion

★ 3 (fi 6) (either term, 3-0-0) ~~Studies in selected texts, movements, and traditions that reflect the interaction of religion with literature and culture. Content and period focus may vary.~~ Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 308 - Indigenous Literatures: ~~Intellectual Traditions~~
★ 3 (fi 6) (either term, 3-0-0) ~~Studies of the contributions of Indigenous writers to the formation of their intellectual and community traditions. Content and period focus may vary.~~ Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 309 - Indigenous ~~Literatures: Literary Movements~~
★ 3 (fi 6) (either term, 3-0-0) Studies in the literary and cultural currents within Indigenous writing. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 312 - ~~Postcolonial Literature and Culture:~~ African Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the African context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 314 - ~~Postcolonial Literature and Culture:~~ Irish Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Irish context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 315 - ~~Postcolonial Literature and Culture:~~ Indian Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Indian context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 316 - ~~Postcolonial Literature and Culture:~~ Middle-Eastern Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Middle-Eastern context. Content and period focus may

ENGL 305 - ~~Topics in~~ Literature and Religion

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~ Note: variable content course which may be repeated.

~~ENGL 306 - Life Writing~~

★ 3 (fi 6) (either term, 3-0-0) ~~Nonfictional writing and representation in memoir, biography, diaries, letters and digital modes of representing the self. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.~~

~~ENGL 307 -- Métis Literature~~

★ 3 (fi 6) (either term, 3-0-0) ~~Studies of the contributions of Métis writers to the formation of their intellectual and community traditions. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.~~

ENGL 308 - ~~Topics in~~ Indigenous Literature

★ 3 (fi 6) (either term, 3-0-0) *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~ Note: variable content course which may be repeated.

ENGL 309 - Indigenous ~~Poetics~~

★ 3 (fi 6) (either term, 3-0-0) ~~Indigenous poetry and poetics in North America, including the study of the contemporary literary movement and its politics.~~

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~

~~ENGL 310 - Postcolonial Literature~~

★ 3 (fi 6) (either term, 3-0-0) ~~An examination of the range of literature produced under and in the aftermath of colonialism and imperialism. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.~~

~~ENGL 311 - Topics in Postcolonial Literature~~

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 312 - African Writing in English

★ 3 (fi 6) (either term, 3-0-0) Selected works from the African context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~

ENGL 314 - Irish Writing in English

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Irish context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~

ENGL 315 - ~~South Asian~~ Writing in English

★ 3 (fi 6) (either term, 3-0-0) Selected works from the South Asian context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 ~~or 102.~~

ENGL 316 - Middle-Eastern Writing in English

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Middle-Eastern context. Content and period focus may

vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 320 - Old English Language and Literature
★ 6 (fi 12) (two term, 3-0-0) Studies in the language and literature of Anglo-Saxon England. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 324 - Medieval Literature and Culture: Chaucer
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 325 - Medieval Literature and Culture: Medieval Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works in the English language from the medieval period. **Note: not to be taken by students with credit in the former ENGL 324 or 322.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 327 - Medieval Literature and Culture: Medieval and Tudor Drama
★ 3 (fi 6) (either term, 3-0-0) Selected dramatic works from the English context, 13th to 16th century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 336 - Early Modern Literature and Culture: 16th-Century Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works from the English context. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 337 - Early Modern Literature and Culture: Drama
★ 3 (fi 6) (either term, 3-0-0) Selected dramatic works from the English context, 16th and 17th centuries. Prerequisite: *6 of junior English.

ENGL 339 - Early Modern Literature and Culture: Studies in Shakespeare
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: Not to be taken by students with credit in ENGL 338.

ENGL 340 - Early Modern Literature and Culture: 17th-Century Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works from the English context. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 341 - Restoration and 18th-Century Literature and Culture: Restoration and Early 18th-Century Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1660 to 1750. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 343 - Restoration and 18th-Century Literature and Culture: Late 18th-Century Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1740 to 1800. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 344 - Early Modern Literature and Culture: Milton
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: Not to be taken by students with credit in ENGL 340.

ENGL 350 - 19th-Century British Literature and Culture: Romantic Texts
★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1789 to 1830. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: Not to be taken by students with credit in ENGL 351.**

vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 325 - Medieval Literature
★ 3 (fi 6) (either term, 3-0-0) Selected works in the English language from the medieval period. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 327 - Topics in Medieval Literature
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated.**

ENGL 336 - Sixteenth-Century Literature
★ 3 (fi 6) (either term, 3-0-0) Selected works written in English. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 337 - Topics in Early Modern Literature
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated.**

ENGL 339 - Shakespeare
★ 3 (fi 6) (either term, 3-0-0) Studies in a selection of plays. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: Not to be taken by students with credit in ENGL 338.

ENGL 340 - Seventeenth-Century Literature
★ 3 (fi 6) (either term, 3-0-0) Selected works written in English. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 341 - Eighteenth-Century Literature
★ 3 (fi 6) (either term, 3-0-0) Selected works written in English. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 343 - Topics in Eighteenth-Century Literature
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated.**

ENGL 350 - Romanticism
★ 3 (fi 6) (either term, 3-0-0) Selected works in English from 1789 to 1830. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 352 - 19th-Century British Literature and Culture: Early Victorian Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1830 to 1870. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 353 - 19th-Century British Literature and Culture: Late Victorian Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1870 to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 355 - American Literature and Culture: American Minority Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works by minority writers in America. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 357 - American Literature and Culture: Reading American Ideologies

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of ideology in works from the American context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 358 - American Literature and Culture: Early American Writing-Colonial, Revolutionary, Antebellum

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, first contact to 1865. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 360 - American Literature and Culture: Race and Belonging in American Writing

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of racialization in works from the American context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 361 - American Literature and Culture: The American Modern - Postbellum and Early 20th Century

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, 1865 to 1945. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 362 - American Literature and Culture: Toward the Now - Later 20th and Early 21st Century

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, 1945 to the present. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 363 - Early 20th-Century Literature and Culture: Modernism and Modernity

★ 3 (fi 6) (either term, 3-0-0) Studies in high, low and late modernism, and the international avant-garde to mid-century. Note: not to be taken by students with credit in former ENGL 370. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 365 - Early 20th-Century British Literature and Culture

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context to mid-century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 370.

ENGL 367 - Contemporary Literature and Culture

★ 3 (fi 6) (either term, 3-0-0) Selected works from the contemporary context. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 352 - Nineteenth-Century British Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works from 1830 to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 353 - Topics in Nineteenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 357 - Topics in American Studies

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 358 - American Texts to 1900

★ 3 (fi 6) (either term, 3-0-0) Studies in selected American literary and cultural texts (film, media, material objects) to 1900.

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 360 - Race in American Texts

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of racialization in American literary and cultural texts (film, media, material objects).

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 361 - Topics in Transnational American Texts

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 362 - American Texts After 1900

★ 3 (fi 6) (either term, 3-0-0) Studies in selected American literary and cultural texts (film, media, material objects) from 1900 until the present. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 363 - Modernist Literature

★ 3 (fi 6) (either term, 3-0-0) Studies in high, low and late modernism, and the avant-garde from 1900 to 1950. Note: not to be taken by students with credit in former ENGL 370. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 367 - Topics in Contemporary Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 372 - Publishing Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) Addresses issues of production, circulation, and consumption in Canadian literary culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 373 - **Canadian Literature and Culture: Writing and Colonization**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from the Canadian context, first contact to 1900.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: not to be taken by students with credit in ENGL 371.**

ENGL 374 - **Canadian Literature and Culture: Early 20th-Century Texts**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from the Canadian context to mid-century.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: Not to be taken by students with credit in ENGL 372.**

ENGL 375 - **Canadian Literature and Culture: Reading Canadian Cultures**

★ 3 (fi 6) (either term, 3-0-0) **Studies in the cultural politics of representation in Canadian texts. Content and period focus may vary.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 376 - **Canadian Literature and Culture: Late 20th-Century Texts**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from the Canadian context since mid-century.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: not to be taken by students with credit in ENGL 372.**

ENGL 378 - **Canadian Literature and Culture: Contemporary Cultural Texts**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from the contemporary Canadian context.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 380 - **Canadian Literature and Culture: Reading the Local**

★ 3 (fi 6) (either term, 3-0-0) **Studies in regional writing in Canada. Content and period focus may vary.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 384 - **Popular Culture: Reading Popular Texts**

★ 3 (fi 6) (either term, 3-0-0) **Studies in the popular tradition. Content and period focus may vary. Note: not to be taken by students with credit in the former ENGL 383.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 385 - **Popular Culture: Issues in Popular Culture**

★ 3 (fi 6) (either term, 3-0-0) **The theory and practice of popular culture studies. Content and period focus may vary. Note: not to be taken by students with credit in the former ENGL 383.** *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 388 - **Children's Literature and Culture: Oral Traditions**

★ 3 (fi 6) (either term, 3-0-0) **Studies in texts from oral traditions, their modern derivatives, and historical, critical and theoretical approaches to oral texts. Content and period focus may vary.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 389 - **Children's Literature and Culture: Print Traditions**

★ 3 (fi 6) (either term, 3-0-0) **Studies in texts from the print traditions, including picture books, historical, critical and**

ENGL 373 - **Colonialism and Canadian Literatures**

★ 3 (fi 6) (either term, 3-0-0) **A consideration of literature's role in and responses to settler colonialism; material includes both pre- and post-1900 texts.**

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 374 - **Topics in Twentieth-Century Canadian Literary Movements**

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated.**

ENGL 375 - **Writers, Institutions and the Canadian Literature Centre**

★ 3 (fi 6) (either term, 3-0-0) **Considers Indigenous, marginalized, and mainstream writings and their complicated relationship to the institutions of "CanLit."**

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 376 - **Topics in Canadian Literatures**

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated.**

ENGL 378 - **Contemporary Canadian Literatures**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from literatures produced after 2000.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 380 - **Writing from Here**

★ 3 (fi 6) (either term, 3-0-0) **Selected works from this place known as Amiskwacîwâskahikan and/or Edmonton, among other names, and wider region.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 385 - **Topics in Popular Culture**

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated.**

ENGL 387 - **Youth Cultures**

★ 3 (fi 6) (either term, 3-0-0) **The study of the cultures of young people which may include literature, television, digital cultures, and other media formats.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 388 - **Children's Literature**

★ 3 (fi 6) (either term, 3-0-0) **Studies in print and oral texts, including picture books, historical, critical and theoretical approaches to literature for young people.** Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

theoretical approaches to print texts. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 390 - Women's Writing: Writing by Women Pre-1900

★ 3 (fi 6) (either term, 3-0-0) Selected works by women writers in English before the twentieth century. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: Not to be taken by students with credit in former ENGL 390.

ENGL 391 - Women's Writing: Writing by Women Post-1900

★ 3 (fi 6) (either term, 3-0-0) Selected works by women writers in English since 1900. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 391 Writing by Women II.

ENGL 392 - Queer Writing

★ 3 (fi 6) (either term, 3-0-0) Studies in the movements, literatures, and cultures of sexual minorities, including gay, lesbian, bisexual and transgendered people. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 395 - Media Culture and History

★ 3 (fi 6) (either term, 3-0-0) Studies in the history, theory, aesthetics, and critical analysis of media. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 391 - Topics in Women's Writing

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 392 - Queer and Trans Studies

★ 3 (fi 6) (either term, 3-0-0) Studies in the cultures, politics, forms, and theories of queer and trans life across a range of texts and formats. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 393 - Topics in Literature and the Environment

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 394 - Race, Capitalism and Culture

★ 3 (fi 6) (either term, 3-0-0) Studies in the cultural formations and contradictions of racial capitalism. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 395 - Topics in Print Culture and Media Studies ★ 3

(fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated.

ENGL 396 - Aesthetics and Politics

★ 3 (fi 6) (either term, 3-0-0) Studies in the relation between aesthetics and politics across a variety of cultural forms and contexts. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 397 - History of the Book

★ 3 (fi 6) (either term, 3-0-0) Studies in the social and cultural history of the material text, and to the critical concepts and methods key to its study, that emphasizes the relationship between the production of books and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: not to be taken by students with credit in ENGL 208.

ENGL 398 - Histories of Reading

★ 3 (fi 6) (either term, 3-0-0) Studies in the social and cultural histories of reading, and to the critical concepts and methods key to its study, that emphasizes the relationship between reading and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: not to be taken by students with credit in ENGL 209.

Department Contact:	Department Council Approval Date:
Chair or Designate:	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Faculty / Undergraduate Student Services

Change: Course

Rationale: INT D 401 is a course that is taught in conjunction with INT D 400 in the Faculty of Science that is specific to the students who are in Arts Work Experience co-op programs in the Planning and Psychology majors. We have maintained this course offering in order to mirror the Faculty of Science internship program for those two departments to keep consistency between the two faculties given that we share those two programs with the Faculty of Science. The Faculty of Science has made the decision to remove the INT D 400 requirement from the Science Internship program, and we are proposing to remove the INT D 401 course at the same time.

[https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=int+d&filter%5Bexact_ma](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=int+d&filter%5Bexact_match%5D=1)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>INT D 401 – Internship Capstone ★ 3 (fi 6) (either term, 3-0-0) For Arts students who have just completed the on-site work experience portion in identified discipline-specific internship programs in the Faculty of Arts (see associated Department Calendar entries for details). Must be completed during the first fall or winter academic term following return to full-time studies. The course focuses on professional development, including skills in written and verbal communication and the ability to make contributions in a team environment. Students will be assigned both individual and team-based projects. Grades will be determined by performance on written assignments and oral presentations given in class. Taught in conjunction with INT D 400. Prerequisite: WKEXP 802. [Faculty of Arts]</p>	

Department Contact: Kristy Wuetherick	Department Council Approval Date:n/a
Chair or Designate:	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: History and Classics
Change: Course

Rationale: A Faculty member wishes to teach this content, which is not covered by current course offerings in Classics. Consultations were carried out with the Classics Division, faculty members in History and Religious Studies, and Department Council.

This course is intended to be an approved cross-listed course for Religious Studies students.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=class&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>CLASS 285: Christianity in the Greco-Roman world</u> <u>★ 3 (fi 6) (either term, 3-0-0)</u> <u>The development of Christianity within the context of the Greco-Roman world, from its origins in Judaea into Late Antiquity.</u></p>

Department Contact: Chris Mackay	Department Council Approval Date: August 18, 2020
Chair or Designate: Jaymie Heilman, Associate Chair Undergraduate	Signature: Jaymie Heilman

Department: History and Classics
Change: Course
Rationale: (why is this change being proposed and who was consulted?)

LATIN 103 is a six-credit course Intensive Latin, designed to be taught in a single semester, normally either spring or summer.

Students will acquire a reading knowledge of simple texts in Latin (equivalent to that of students who take LATIN 101 and 102 in the regular academic year). The linguistic objectives and target skills to be achieved in LATIN 103 will be the same as those in LATIN 101 and 102; for this reason, the proposed Calendar wording for LATIN 103 mirrors the current LATIN 101 and 102 wording. Students from both streams (LATIN 101/102 and LATIN 103) will be equally prepared to begin Intermediate Latin (LATIN 301).

LATIN 103 should be of interest to multiple groups: students who decide upon Classics as a major later in their program and need a fast-track into LATIN 301 in order to fulfill their language requirements, an opportunity for Arts students to complete the LOE who cannot fit a language course into their schedule during the regular academic year, undergraduate or graduate students in related disciplines for whom a reading knowledge of Latin is essential to their field of study (and who also may lack the time to take LATIN 101/102 during the regular academic year), students at the U of A or other institutions in Alberta or elsewhere in Canada who cannot attend classes on campus.

An intensive Latin class that will give six credits in six weeks in the spring or summer (usually via on-line and distance learning) will offer greater flexibility to students, will enhance our existing language programs and possibly increase our enrolments in upper-level Latin courses, and will position our program to take advantage of current resources for pedagogical innovation and what we anticipate to be an increased demand for asynchronous remote instruction as students (and instructors) become more comfortable with it.

The Classics Division has been consulted.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&ecpage=1&cpage=1&ppage=1&pcpage=1&spage=1&tpage=1&search_database=Search&filter%5Bkeyword%5D=latin&filter%5Bexact_match%5D=1&filter%5B3%5D=1&filter%5B31%5D=1&filter%5B1%5D=1&filter%5B28%5D=1&filter%5B30%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
LATIN 101 - Beginners' Latin I ★ 3 (fi 6) (either term, 4-0-0) Elements of Latin grammar and reading of simple texts. Note: Not to be taken by students with credit in Latin 30. LATIN 102 - Beginners' Latin II ★ 3 (fi 6) (either term, 4-0-0) A continuation of LATIN 101. Prerequisite: LATIN 101 or consent of Department. Not open to students with credit in LATIN 104.	LATIN 101 - Beginners' Latin I ★ 3 (fi 6) (either term, 4-0-0) Elements of Latin grammar and reading of simple texts. Note: Not to be taken by students with credit in Latin 30 <u>or LATIN 103.</u> LATIN 102 - Beginners' Latin II ★ 3 (fi 6) (either term, 4-0-0) A continuation of LATIN 101. Prerequisite: LATIN 101 or consent of Department. Not open to students with credit in <u>LATIN 103.</u> <u>LATIN 103 – Intensive Beginning Latin</u> <u>★ 6 (fi 12) (either term, variable) Elements of Latin grammar and reading of simple texts. Note: Not to be taken by students with credit in Latin 30 or LATIN 101 or 102.</u>

Department Contact: Frances Pownall	Department Council Approval Date: Aug. 18, 2020
Chair or Designate: Jaymie Heilman, Assoc. Chair Undergraduate	Signature: Jaymie Heilman

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **History and Classics**

Change: **Course**

Rationale: HIST 289: The revised title offers increased precision about the course content and harmonizes better with a new course being introduced, "Medieval India from 500 to 1500."

HIST 292: A faculty member wishes to teach this historical content, which is not covered by current course offerings, in order to develop and strengthen a coherent program for Indian and South Asian history. This course complements HIST 289, which covers Indian history up to 500.

In regard to AAC's concerns about the use of "Medieval" for the period 500-1500 CE in India: This is a convention among historians of India. It is entirely appropriate to use the term for this period, even though the term suggests a different connotation in the European context. It should not surprise us that historical markers differ when the geographical and cultural ones are so distinct. You can find the pertinent discussion of periodization for the history of India in Singh, Upinder (2008) A History of Ancient and Early Medieval India, page 6 and a longer discussion in Thapar, Romila (2003). The Penguin History of Early India from the Origins to AD 1300, pages 29-32.

Revised from review at AAC September 16, 2020

[https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=hist&filter%5Bexact_mat](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=hist&filter%5Bexact_match%5D=1)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>HIST 289 - Introduction to Classical India ★ 3 (fi 6) (either term, 3-0-0) The world of Classical India, from the emergence of the Mauryan Empire in the fourth century BCE to the close of the Gupta Empire in the fifth century CE.</p>	<p>HIST 289 - Classical India <u>to 500 CE</u> ★ 3 (fi 6) (either term, 3-0-0) The world of Classical India, from the emergence of the Mauryan Empire in the fourth century BCE to the close of the Gupta Empire in the fifth century CE.</p> <p><u>HIST 292: Medieval India from 500 to 1500 CE</u> ★ 3 (fi 6) (either term, 3-0-0) <u>A survey of the history of India from the close of the Gupta and Vakataka kingdoms in the fifth century CE to the decline of the Delhi Sultanate and the Vijayanagara Empire in the sixteenth century CE.</u></p>

Department Contact: Shannon Stunden Bower	Department Council Approval Date: September 10, 2020
Chair or Designate: Jaymie Heilman, Associate Chair Undergraduate	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: SCAND 213 and 214 will serve as introductory courses to modern Scandinavia. 213 will focus on Scandinavian history, culture, and society, and 214 will provide a survey of literature, film, and music. Both will be taught in English and will have no prerequisites. The numbers (I and II) are used to indicate that these courses have the same thematic scope but different focus. We have other examples of such courses in the department: e.g., C LIT 101 and 102 (World Literature I and II). At present, there is no 200-level class in SCAND, nor is there any course that functions as a general introduction to modern Scandinavia. These courses would fill that gap, each focusing on different facets of Scandinavian life and civilization today. The change went through departmental governance.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&page=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=scand&filter%5Bexact_match%5D=1

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
	<p><u>SCAND 213 - Scandinavian Life and Civilization I: History, Culture, and Society</u> <u>★3 (fi 6) (either term, 3-0-0) Introduction to the history, culture, and society of Scandinavia from the 19th century to the present. Note: Taught in English.</u></p> <p><u>SCAND 214 - Scandinavian Life and Civilization II: Literature, Film, and Music</u> <u>★3 (fi 6) (either term, 3-0-0) Introduction to important works of Scandinavian literature, film, and music from the 19th century to the present. Note: Taught in English.</u></p>

Department contact name: <i>Eva Glancy</i>	Department Council Approval Date: <i>04/20/2020</i>
Chair or Designate name: <i>Carrie Smith</i>	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: Modern Languages and Cultural Studies
Change: Course

Rationale: MLCS 210 is one of the required courses in the MLCS Major program. The change is being requested to make the name and description of the course more succinct and clear. The revised title and the addition of the media component make the course more marketable beyond the department, for example, for the new Media Studies Major. The change went through departmental governance.

https://calendar.ualberta.ca/content.php?filter%5B27%5D=MLCS&filter%5B29%5D=210&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=29&expand=&navoid=7430&search_database=Filter&filter%5Bexact_match%5D=1#acalog_template_course_filter

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
MLCS 210 — Language(s) of Culture ★3 (fi 6) (either term, 3-0-0) Introduction to major issues within the discipline of Cultural Studies from an international perspective, and provision of the necessary terminology and theoretical tools for examining general topics and case studies with emphasis on the question of languages.	MLCS 210 — <u>Approaches to Cultural Studies</u> ★ 3 (fi 6) (either term, 3-0-0) Introduction to <u>key concepts in the study of cultures, languages, literatures, and media.</u>

Department Contact: Eva Glancy	Department Council Approval Date: 04/20/2020
Chair or Designate: Carrie Smith	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **St. Joseph's College**


Change: **Faculty Regulation**

Rationale: The St. Joseph's College Faculty Council agreed on May 28th that students should not be able to earn credit for both CHRTC 380 and CHRTC 381. It is requested due to some similar content in these courses.

https://calendar.ualberta.ca/preview_entity.php?catoid=33&ent_oid=4380

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>CHRTC 380 - Teaching Religion: Elementary ★ 3 (fi 6) (either term, 3-0-0) An introduction to Christian religious education for elementary schools with an emphasis on pedagogy, child development and the religious education curriculum.</p> <p>CHRTC 381 - Teaching Religion: Secondary ★ 3 (fi 6) (either term, 3-0-0) An introduction to Christian religious education for secondary schools with an emphasis on pedagogy, adolescent and young adult development and the religious education curriculum.</p>	<p>CHRTC 380 - Teaching Religion: Elementary ★ 3 (fi 6) (either term, 3-0-0) An introduction to Christian religious education for elementary schools with an emphasis on pedagogy, child development and the religious education curriculum. <u>Not to be taken by students with credit in CHRTC 381.</u></p> <p>CHRTC 381 - Teaching Religion: Secondary ★ 3 (fi 6) (either term, 3-0-0) An introduction to Christian religious education for secondary schools with an emphasis on pedagogy, adolescent and young adult development and the religious education curriculum. <u>Not to be taken by students with credit in CHRTC 380.</u></p>

Department Contact: Sara McKeon	Department Council Approval Date: May 28, 2020
Chair or Designate: Dr. Matthew Kostelecky, Interim Vice-President (Academic) and Dean, St. Joseph's College	Signature: 

September 18, 2020

Courses were reviewed at AAC on September 16, 2020

Dear Eddy,

I write to register some concern with you as the chair of Academic Affairs regarding the recent decision to withhold approval on nine of ten course change proposals coming from the disciplines of History and Classics.

That 90% withholding rate concerns me for two major reasons. First, many of the decisions to withhold approval apparently stem from a significant but unannounced change to policies regarding course descriptions. For years, AAC has insisted on extremely short course descriptions, or even no descriptions at all, with absolutely no repetition of title words in descriptions. I was thus taken aback by yesterday's report from AAC which withheld approval for some courses precisely because they followed those long-standing guidelines for course descriptions! I agree with AAC that clear course descriptions are good for students, and Lindsay Dobson subsequently explained that AAC has changed its view on descriptions because the Calendar is no longer a printed catalogue. Nonetheless, I urge AAC in future years to communicate such shifts to Undergraduate Chairs well in advance, to save everyone a tremendous amount of work and frustration.

Second, and more seriously, several of AAC's objections seem to reach into the realm of discipline-specific pedagogy and curriculum choices, which belong and are better left in the hands of departments. Specifically, my History and Classics colleagues and I are concerned by AAC's delaying our proposals until we explain our use of historical markers like medieval, ancient, modern, and early modern. The explanation I received is that some high-school students might not understand what those terms mean. Of course they won't! That's why the courses we proposed included dates in the titles or descriptions. In addition, these temporal markers are value-laden and contested, and our instructors take much care to problematize these terms within their courses.

Rather than creating more work for colleagues in justifying/explaining these temporal terms, AAC could instead have trusted the expertise of History and Classics colleagues. Not only do we know our terminology best, we also know our students best. We vet our courses first at the Section level (ie History Section or Classics Section) and again at Department Council. Indeed, students are represented at Department Council where these courses were approved.

I absolutely understand that our final goal is fundamentally the same: to provide current and future students with outstanding courses whose titles and descriptions are understandable and attractive, and to do so on an incredibly tight timeline. That said, the very best judges of terminology in course titles are the department-level subject experts who are trained to write and teach this course content and who engage directly with the students who take our courses.

I have worked with my History and Classics colleagues to revise our course proposals along the lines AAC requests (**quoted in red**), and those revised proposals are attached here. There are, however, several requests from AAC that we do not support. I outline our specific concerns here.

(HIST 207 was moved forward to AEC)

HIST 212: This one is not approved to move forward to AEC before the department considered the following feedback.

Why do they want to change this to “early Modern” 1200 seems early for “early Modern” old was Pre-modern. If 1200-1800 was pre-modern how can it now be Early Modern? Does the title accurately reflect the course content.

Arbitrary course description – what is going to be taught in the course.

History colleagues put forward this name change request precisely because the label “pre-Modern II” was inaccurate and confusing. The label “early modern” reflects the conventions of historical periodization for this era in European history. Any prospective student who is uncertain about the meaning of “early modern” will see the dates of 1200-1800 provided in the description.

We disagree that the description of the course content is “arbitrary.” Instead, characterizing the course as a “survey of European history from approximately 1200-1800” informs students about the general nature of the material. The description cannot possibly tell students all that is going to be taught in the course: that’s what a syllabus is for.

HIST 220 – Course descriptions are not required but AAC would like the department to consider adding descriptions as they benefit students. The title seems to work as the description. It is specific. If that Faculty member leaves would it be too specific that no one else could teach it?

We have revised the proposal to include a description. We strongly object, however, to the notion that a course on the Modern Middle East after 1918 is “too specific” and could only be taught by one faculty member. Courses on the Modern Middle East at other universities routinely begin with the 1918 collapse of the Ottoman Empire. This objection is a key example of why AAC ought to trust the expertise of the Department members who proposed, discussed, and voted on the original proposal.

HIST 311 – Same as 220 but should this not have a date?

We have revised the proposal to include a description that includes a general periodization. We strongly disagree that the course is “too specific” and could only be taught by one faculty member. Faculty members routinely teach courses specific to their research specializations at the 300 and 400 senior level. That’s one of the great appeals of upper-level courses!

368 – Not a course description, rather just a definition of a word. Confirm content is for Indigenous (Aboriginal, Inuit and Metis) history.

We have included a course description, but we do not understand AAC’s objection that a course titled “Histories of Indigenous Peoples” somehow fails to confirm that the content is Indigenous.

369 – Same as 368

As above.

491 – Marketing tool for students. No descriptions are usually for special topics courses. AAC recognized course descriptions have been previously left out but they want the department to consider if this serves students well. What is the territory of this course? Dates?

What periods do these cover or what is the course covering, “Topics in Oral History” could be a title used by a couple of departments.

This IS a special topics course. That is why the title begins with the phrase “Topics in”. As a variable topics course, it is not appropriate to list a geographical place or time period, as the course could be taught by historians of Canada, Latin America, and/or Africa and cover a range of different periods. Students will receive guidance about the particular focus (including geographical and temporal emphasis, as well as content) through the inclusion of a specific topic on BearTracks each time the course is offered. *This is the standard practice for HIST courses at the 400 level.*

As to AAC’s concern that the course could be taught in other departments, the Department of History and Classics would likely object to a course on Oral History being taught by another department, as oral history is a specific field of expertise among trained historians.

We have revised the proposal to include the prerequisite that is standard for our 400-level HIST courses.

HIST 277 and 289: **This one is not approved to move forward to AEC before the department considered the following feedback.**

277 - If you have revised this for the west than can you call these dates Medieval for India? Lack of a description where its complement 289 does have a description. Either add one for 277 or delete for 289. Why aren’t the numbers in correlation? E.g. HIST 288 or HIST 290

289 See 277 regarding numbering and course description.

We have revised the proposals to include a description for HIST 277, and we have renumbered HIST 277 as HIST 292 so that it has a higher course number than the existing 289 and therefore reflects the chronological nature of the two courses. We agree that it would be ideal to number the courses with successive numbers (eg 289 and 290), but the reality is that only a handful of numbers are available at the 200 level for HIST. (290 and 291, for example, are already taken.)

Regarding AAC’s concern about the use of "Medieval" for the period 500-1500 CE in India: This is a convention among historians of India. It is entirely appropriate to use the term for this period, even though the term suggests a different period in the European context. It should not surprise us that historical markers differ when the geographical and cultural ones are so distinct! You can find the pertinent discussion of periodization for the history of India in Singh, Upinder

(2008) A History of Ancient and Early Medieval India, page 6 and a longer discussion in Thapar, Romila (2003). The Penguin History of Early India from the Origins to AD 1300, pages 29-32.

Again, this is a clear example of how AAC ought to trust the expertise of the Department members (including students) who proposed, discussed, and voted on the original proposal.

H&C [course - Class 285] 8.18.20

Move Forward to AEC after department consideration of notes

Notes:

a) What makes this a classics course vs. a religion course

b) Most of the other CLASS courses are complete sentences

c) Can you define the "Ancient World" with dates?

Reads closely with – CLASS 261 – Women, Gender and Sexuality in the Ancient World in terms of structure. Social issue and this is where is where was, in the ancient world.

We have revised the course title to include reference to the Greco-Roman World. We think that reference, along with the fact that it is a Classics course, gives prospective students a clearer sense of the course's focus on Ancient Greece and Ancient Rome than would specific dates.

Regarding AAC's request for clarification about what differentiates a Classics course from a Religion course, we note that our process included extensive consultation with Religious Studies faculty and has their section approval. The course will count toward the Religious Studies degree.

In addition, the course teaches the development of Christianity within the context of the Greco-Roman world rather than from a specifically religious studies perspective.

We are not clear about the meaning of the final AAC concern, but we do understand that these concerns were sent with haste due to the incredibly tight deadlines coming from central administration. (NOTE: I worked with relevant colleagues and Lindsay Dobson yesterday to submit a revised proposal, so I am not reattaching the paperwork here.)

Thanks kindly for your attention,

Jaymie Heilman, Associate Chair-Undergraduate for History and Classics (now including Religious Studies)

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Jaymie Patricia Heilman
Professor of Latin American and Caribbean History
Associate Chair-Undergraduate Studies for History and Classics
University of Alberta

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **History and Classics**

Change: **Course**

Rationale: The proposed changes to the course names for HIST 207 and HIST 212 better reflect the courses' contents and will be more comprehensible and appealing to students. The course instructors, the History Division, and Department Council were consulted.

For HIST 220: a new Faculty member wishes to teach this historical content, which is not covered by current course offerings. Consultations were carried out with the History Division and Department Council.

HIST 289: The revised title offers increased precision about the course content and harmonizes better with a new course being introduced, "Medieval India from 500 to 1500."

HIST 292: A faculty member wishes to teach this historical content, which is not covered by current course offerings, in order to develop and strengthen a coherent program for Indian and South Asian history. This course complements HIST 289, which covers Indian history up to 500.

For HIST 311: the proposed course reflects the teaching and research interests of a faculty member. It complements existing offerings in European history, including our popular History of Paris course.

For the proposed changes to the names for HIST 368 and HIST 369: The two recently hired faculty members who will be teaching these courses request these changes. The faculty member who taught it in its earlier form has retired. Consultations have taken place with affected faculty in the Department of History and Classics, Department Council, and the Faculty of Native Studies.

For HIST 499: this variable topics course reflects the research and teaching interests of several faculty members, including two recent hires. The proposal was discussed and approved by the History Division and by Department Council. We are not proposing a partner graduate course, as HIST 603 could be used for that purpose.

https://calendar.ualberta.ca/preview_course_nopop.php?catoid=29&coid=250029

Calendar Copy:

Current: Strike through and highlight deletions	Proposed: <u>Underline and highlight</u> additions
<p>HIST 207: Pre-Modern Europe I ★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of Europe from the fourth to the thirteenth century</p> <p>HIST 212: Pre-Modern Europe II ★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of western and central European history from approximately 1200 to 1800</p>	<p>HIST 207: <u>From Constantine to the Cathedral: Europe in the Middle Ages</u> ★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of Europe from the fourth to the thirteenth century</p> <p>HIST 212: <u>Early Modern Europe</u> ★ 3 (<i>fi</i> 6) (either term, 3-0-0) A survey of European history from approximately 1200 to 1800 <u>HIST 220: The Making of the Modern Middle East</u></p>

<p>HIST 289 - Introduction to Classical India ★ 3 (fi 6) (either term, 3-0-0) The world of Classical India, from the emergence of the Mauryan Empire in the fourth century BCE to the close of the Gupta Empire in the fifth century CE.</p> <p>HIST 368 - History of the Native Peoples of Canada to 1867 ★ 3 (fi 6) (either term, 3-0-0) Native cultures and societies, Native newcomer relations, colonial Indian policy, and Native resistance to colonialism.</p> <p>HIST 369 - History of the Native Peoples of Canada Since 1867 ★ 3 (fi 6) (either term, 3-0-0) Federal Indian policy, treaties, reserve life, Native political resurgence, and legal and constitutional developments.</p>	<p>★ 3 (fi 6) (either term, 3-0-0) Twentieth-century political and cultural history, following the Ottoman Empire's disintegration</p> <p>HIST 289 - Classical India to 500 CE ★ 3 (fi 6) (either term, 3-0-0) The world of Classical India, from the emergence of the Mauryan Empire in the fourth century BCE to the close of the Gupta Empire in the fifth century CE.</p> <p><u>HIST 292: Medieval India from 500 to 1500 CE</u> ★ 3 (fi 6) (either term, 3-0-0) A survey of the history of India from the close of the Gupta and Vakataka kingdoms in the fifth century CE to the decline of the Delhi Sultanate and the Vijayanagara Empire in the sixteenth century CE.</p> <p><u>HIST 311: History of Vienna</u> ★ 3 (fi 6) (either term, 3-0-0). Introduction to the history of Vienna from prehistoric times to the present day, drawing on film, music, art, geography, architecture, and literature.</p> <p>HIST 368 - Histories of Indigenous Peoples and Kanata until 1870 ★ 3 (fi 6) (either term, 3-0-0) Examines selected themes of the histories of Indigenous Peoples in what is now known as Canada (or Kanata, a word in Iroquoian meaning village or settlement) from Time Immemorial until 1870.</p> <p>HIST 369 - Histories of Indigenous Peoples and Kanata after 1870 ★ 3 (fi 6) (either term, 3-0-0) Examines selected themes of the histories of Indigenous Peoples in what is now known as Canada (or Kanata, a word in Iroquoian meaning village or settlement) after 1870.</p> <p><u>HIST 499: Topics in Oral History</u> ★ 3 (fi 6) (either term, 0-3s-0) Prerequisite: *3 in HIST at the 300-level or consent of Department.</p>
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<p>Department Contact: Shannon Stunden Bower</p>	<p>Department Council Approval Date: August 18, 2020</p>
<p>Chair or Designate: Jaymie Heilman, Associate Chair-Undergraduate</p>	<p>Signature: Jaymie Heilman</p>

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **History and Classics**

Change: **Course**

Rationale: PST suggested a new course ben added to the prerequisites.

https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=latin+301&filter%5Bexactmatch%5D=1

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>LATIN 301 - Intermediate Latin I ★ 3 (fi 6) (either term, 3-0-0) Review of grammar; reading of Latin texts; translation of simple sentences from English into Latin. Prerequisite: LATIN 102 or 104 or consent of Department.</p>	<p>LATIN 301 - Intermediate Latin I ★ 3 (fi 6) (either term, 3-0-0) Review of grammar; reading of Latin texts; translation of simple sentences from English into Latin. Prerequisite: LATIN 102, <u>103</u> or 104 or consent of Department.</p>

Department Contact:	Department Council Approval Date:
Chair or Designate:	Signature:

Submission Deadlines: 21-22 Calendar – 09.02.20, 09.23.20, 10.07.20

Submission Deadlines: 22-23 Calendar – 01.13.21, 03.31.21

Department: **English and Film Studies**Change: **Course**

Rationale: The course revisions contained in this document are the result of over 4 years of program review in EFS. Our program review took into account recommendations made by: 1) external reviewers in our Quality Assurance Review and report (2017); and 2) student input garnered from a survey and focus groups conducted by CTL (2017) as well as a final survey of students registered in senior English courses in March 2020. In 2018, as part of this process, EFS revised the Major program requirements which took effect last year. Discussion about course revision has been ongoing: the Undergraduate Program committee has met bi-weekly, it organized two separate rounds of group meetings with department members within specific curricular areas, and we've had panel discussions on learning outcomes, and consulted stakeholders outside the department. EFS held a department retreat in March 2020 in which we brought our discussion to a close and the department voted at a May department council meeting to go forward with these course revisions, additions and deletions.

I attach memos from the Associate Dean of Education, Associate Dean of Native Studies, the chair of Women's and Gender Studies, and the Director of Religious Studies, supporting the course changes specific to their programs. I have contacted the Associate Dean of ALES to highlight the possibility of cross-listing the new course "ENGL 395: Topics in Literature and the Environment" with the BA in Environmental Studies.

The revisions reflect changes in the field of English studies. The last serious program review of English was done 18 years ago and a lot has changed. In a post-canon disciplinary moment, English studies has expanded to include multiple areas, not all of which define their object of study as a named body of literature; English Studies includes literary history and criticism, research creation, media studies, print culture and cultural studies. The literature survey class has been de-centered as areas have developed around intersecting analytical vectors (for instance, "Gender and Sexuality in Postcolonial Literature", "Indigenous Life Writing"). As well, new sub-fields have developed. The revised course offerings reflect our approach to teaching within this diverse and capacious discipline.

Learning Objectives by Level:

Each level of our senior curriculum concentrates on developing different components of the degree which we sequence as follows:

- 200-level courses are broad based introductions to major approaches to studies in English. Emphasis is on developing skills, maps and critical vocabularies for more focussed studies at the 300-level. Students are introduced to formal analysis of genres, theoretical and methodological approaches to language and literature, keywords for the analysis of literary texts and a chronological map of literature across time.
- 300-level courses offer students courses in particular periods, national literatures, theories, and genres as well as offer opportunities for their cross-fertilization through a greater use of variable content courses. The 200 & 300 levels interact by what we call the "rhizome" model: there is no one clear path but a network of intersecting growth where every seed planted at the 200-level sprouts in some way in all 300-level courses.
- 400-level courses offer advanced studies in the discipline, are capped at 22, and run as seminars on research currently undertaken by faculty. Registration priority is given to English and Arts students. We are proposing no changes to our 400-level courses at this time.

Many of the revisions are self-evident and cosmetic (for eg., changing the title of ENGL 376 from "Canadian Literature and Culture: Late 20th-Century Texts" to "Canadian Literature from 1950"). Some of them reflect changes in faculty expertise. Other changes may require explanation. I have grouped the explanations around three clusters.

Greater use of variable content courses:

To remain flexible and to capture the diversity of English studies with increasingly limited resources, these course changes encompass a greater use of variable content courses. A student survey revealed that the majority of our students choose their courses in Bear Tracks and thus we need to make better use of titles to communicate course content and attract registrations. For example, we are revising "ENGL 302 - Literary and Cultural Theories," an upper-level course that focusses on a particular theory, to "ENGL 302 - Topics in Literary and Critical Theories" so that we can identify the specific focus of the class that year for students in Bear Tracks (i.e., "Feminist Theory", "Posthumanism"). As well, fields have become more specialized so while "Literature and Religion" was once enough to signify course content, we now require a more specific subtitle (i.e., "The Bible as Literature" or "Religion in South Asian Writing").

Updating the Fields of English:

The course changes reflect shifts within fields of the discipline as well as a general shift away from the literature survey course and an opening to new areas. While the number of courses in British literature have contracted, the number of courses in Indigenous literature, postcolonial literature, literature and social justice, and genre studies have increased. Below are a few illustrative examples of such changes.

- Rather than dividing Eighteenth-century literature into "Early" and "Late", the proposed changes would have one general course for the period "Eighteenth-Century Literature" and a "Topics in" course that will highlight intersections between the vectors of English studies ("Race, Slavery and Colonization in Eighteenth-Century Literature").
- The division of Children's literature into "Oral" and "Print" no longer makes sense; the proposed courses divide the field between "Children's Literature" and "Youth Cultures", the latter offering students the opportunity to concentrate on young adult literature, an increasingly popular area.
- Our Indigenous Literature offerings have increased from the current two to four, getting rid of the untenable distinction between "Intellectual Traditions" and "Literary Movements" and, due to new hires, offering specific 300-level courses on "Métis Literature" and "Indigenous Poetics" along with a "Topics in" course that will allow timely offerings in this new and exciting area. We have also introduced a 200-level course on "Indigenous Literary Methods".
- New sub-fields in English studies are now represented. We propose new courses in "Literature and the Environment," "Aesthetics and Politics" and "Race, Capitalism and Culture".

Revisions to 200-level:

Our main goal in revising the 200-level was to make the courses more inviting to students by reimagining them as introductory courses in methods, approaches and genres. Surveys reveal that our current course offerings can be intimidating to students and statistical analysis shows that they often do not take them in their second year, leaving them until later in the program. While originally designed to provide students with "windows into the discipline", students saw them as difficult theory courses. We have opened them up as "Introductions" and decreased the number for a tighter, more foundational curriculum. To illustrate, we have revised "Narrative Theory and Poetics" into two more inviting courses "How Stories Work: Introduction to Narrative" and "How Poems Work: Introduction to Poetry". Instead of the opaque "Textualities: Signs and Texts", we propose "Introduction to Literary and Critical Theory."

Please note that these proposed changes include **16 new courses** and **22 course deletions**. We have chosen to revise many courses rather than delete the old and add the new; all courses revised maintain their core curricular goals and fulfill the same area requirements they did before the revisions; keeping the same numbers for most of our revised courses ensures consistency and organization (all pre-1800 courses fall between 325-350) and keeps us from revising multiple program requirements in Arts and Education. A strong advantage of these new courses is that we will now be able to automate BA Honors requirements in Bear Tracks.

[https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=engl&filter%5Bexact_mat](https://calendar.ualberta.ca/search_advanced.php?cur_cat_oid=33&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=engl&filter%5Bexact_match%5D=1)

Calendar Copy:

Current: <u>Strike through and highlight</u> deletions	Proposed: <u>Underline and highlight</u> additions
<p>ENGL 208 - History of the Book ★ 3 (fi 6) (either term, 3-0-0) An introduction to the social and cultural history of material text, and to the critical concepts and methods key to its study, that emphasizes the relationship between the production of books and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.</p> <p>ENGL 209 - Histories of Reading ★ 3 (fi 6) (either term, 3-0-0) An introduction to the social and cultural histories of reading, and to the critical concepts and methods key to its study, that emphasizes the relationship between reading and the production of</p>	<p><u>ENGL 206 - How Poems Work: Introduction to Poetry ★ 3 (fi 6) (either term, 3-0-0) An introduction to a range of poetic forms, techniques and theories. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.</u></p> <p><u>ENGL 207 - How Stories Work: Introduction to Narrative ★ 3 (fi 6) (either term, 3-0-0) An introduction to narrative and narrative theory through a range of fictional and non-fictional writing. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.</u></p> <p><u>Note: not to be taken by students with credit in ENGL 219.</u></p>

culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 210 - Reading Histories in Texts

★ 3 (fi 6) (either term, 3-0-0) An introduction to the critical concepts and methods for reading literary texts historically that emphasizes the relationship between representation and history. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 212 - Introduction to the English Language

★ 3 (fi 6) (either term, 3-0-0) Introduces the grammar of English sounds, words, and sentences as a basis for further studies in language and literature. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 217 - Signs and Texts

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of signification and textuality, and to the issues and debates surrounding the relationship between language systems and the production of meanings, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 218 - Theories of Reading and Interpretation

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of reading and interpretation, and to the issues and debates surrounding the relationship between literary events and the reception of meanings, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 219 - Narrative Theory and Poetics

★ 3 (fi 6) (either term, 3-0-0) An introduction to narratology and poetics, as well as to the practices of close reading and the formalist analysis of literary texts, as they bear on literary analysis. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 224 - The Literary Institution

★ 3 (fi 6) (either term, 3-0-0) An introduction to theories of the literary institution and to the issues and debates surrounding literary criticism as a social and political practice that takes place within the horizon of history and under certain systemic constraints. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 301 - Social and Cultural History of Genre

★ 3 (fi 6) (either term, 3-0-0) Studies in the theory and practice of genre. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 302 - Literary and Cultural Theories

★ 3 (fi 6) (either term, 3-0-0) Studies in critical and theoretical currents within literary studies. Content and

ENGL 212 - Critical Approaches to the English Language

★ 3 (fi 6) (either term, 3-0-0) Studies in the structure and social life of the English language. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 215 - Reading Literature Across Time

★ 3 (fi 6) (either term, 3-0-0) An introduction to the history of literature by reading a wide range of texts across 800 years with a focus on cultural and social change. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 216 - Introduction to Indigenous Literary Methods

★ 3 (fi 6) (either term, 3-0-0) A landscape of Indigenous literary methods addressing field and canon formations, shifts, debates, and the ethics of reading. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 217 - Introduction to Literary and Critical Theory

★ 3 (fi 6) (either term, 3-0-0) An introduction to the breadth of theoretical perspectives for the study of English. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 250 - Introduction to Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) A survey of literatures in what is now Canada. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 301 - Topics in Genres

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 302 - Topics in Literary and Critical Theories

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note:

period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 305 - Literature and Religion

★ 3 (fi 6) (either term, 3-0-0) **Studies in selected texts, movements, and traditions that reflect the interaction of religion with literature and culture. Content and period focus may vary.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 308 - Indigenous Literatures: **Intellectual Traditions**
★ 3 (fi 6) (either term, 3-0-0) **Studies of the contributions of Indigenous writers to the formation of their intellectual and community traditions. Content and period focus may vary.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 309 - Indigenous **Literatures: Literary Movements**
★ 3 (fi 6) (either term, 3-0-0) Studies in the literary and cultural currents within Indigenous writing. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 312 - **Postcolonial Literature and Culture: African Writing in English**
★ 3 (fi 6) (either term, 3-0-0) Selected works from the African context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 314 - **Postcolonial Literature and Culture: Irish Writing in English**
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Irish context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 315 - **Postcolonial Literature and Culture: Indian Writing in English**
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Indian context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 316 - **Postcolonial Literature and Culture: Middle-Eastern Writing in English**
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Middle-Eastern context. Content and period focus may

variable content course which may be repeated if topics vary.

ENGL 305 - **Topics in** Literature and Religion
★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**
Note: variable content course which may be repeated if topics vary.

ENGL 306 - Life Writing

★ 3 (fi 6) (either term, 3-0-0) **Nonfictional writing and representation in memoir, biography, diaries, letters and digital modes of representing the self. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.**

ENGL 307 -- Métis Literature

★ 3 (fi 6) (either term, 3-0-0) **Studies of the contributions of Métis writers to the formation of their intellectual and community traditions. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.**

ENGL 308 - **Topics in** Indigenous Literature
★ 3 (fi 6) (either term, 3-0-0) *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated if topics vary.**

ENGL 309 - Indigenous **Poetics**
★ 3 (fi 6) (either term, 3-0-0) **Indigenous poetry and poetics in North America, including the study of the contemporary literary movement and its politics.**
Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 310 - Postcolonial Literature

★ 3 (fi 6) (either term, 3-0-0) **An examination of the range of literature produced under and in the aftermath of colonialism and imperialism. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.**

ENGL 311 - Topics in Postcolonial Literature

★ 3 (fi 6) (either term, 3-0-0) **Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.**
Note: variable content course which may be repeated if topics vary.

ENGL 312 - African Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the African context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 314 - Irish Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the Irish context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 315 - **South Asian** Writing in English
★ 3 (fi 6) (either term, 3-0-0) Selected works from the South Asian context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 316 - Middle-Eastern Writing in English

vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 320 - Old English Language and Literature

★ 6 (fi 12) (two term, 3-0-0) Studies in the language and literature of Anglo-Saxon England. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 324 - Medieval Literature and Culture: Chaucer

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 325 - Medieval Literature and Culture: Medieval Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works in the English language from the medieval period. **Note: not to be taken by students with credit in the former ENGL 324 or 322.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 327 - Medieval Literature and Culture: Medieval and Tudor Drama

★ 3 (fi 6) (either term, 3-0-0) **Selected dramatic works from the English context, 13th to 16th century.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 336 - Early Modern Literature and Culture: 16th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works **from the English context.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 337 - Early Modern Literature and Culture: Drama

★ 3 (fi 6) (either term, 3-0-0) **Selected dramatic works from the English context, 16th and 17th centuries.** Prerequisite: *6 of junior English.

ENGL 339 - Early Modern Literature and Culture: Studies in Shakespeare

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: Not to be taken by students with credit in ENGL 338.**

ENGL 340 - Early Modern Literature and Culture: 17th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works **from the English context.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 341 - Restoration and 18th-Century Literature and Culture: Restoration and Early 18th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works **from the British context, 1660 to 1750.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 343 - Restoration and 18th-Century Literature and Culture: Late 18th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) **Selected works from the British context, 1740 to 1800.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 344 - Early Modern Literature and Culture: Milton

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: Not to be taken by students with credit in ENGL 340.**

ENGL 350 - 19th-Century British Literature and Culture: Romantic Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works **from the**

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Middle-Eastern context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 325 - Medieval Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works in the English language from the medieval period. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 327 - Topics in Medieval Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated if topics vary.**

ENGL 336 - Sixteenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works **written in English.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 337 - Topics in Early Modern Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated if topics vary.**

ENGL 339 - Shakespeare

★ 3 (fi 6) (either term, 3-0-0) **Studies in a selection of plays.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: Not to be taken by students with credit in ENGL 338.**

ENGL 340 - Seventeenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works **written in English.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 341 - Eighteenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works **written in English.** Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.**

ENGL 343 - Topics in Eighteenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 **or 102.** **Note: variable content course which may be repeated if topics vary.**

ENGL 350 - Romanticism

★ 3 (fi 6) (either term, 3-0-0) Selected works **in English from 1789 to 1830.** Prerequisite: *6 of junior English, or *3

British context, 1789 to 1830. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. **Note: Not to be taken by students with credit in ENGL 351.**

ENGL 352 - 19th-Century British Literature and Culture: Early Victorian Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1830 to 1870. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 353 - 19th-Century British Literature and Culture: Late Victorian Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context, 1870 to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 355 - American Literature and Culture: American Minority Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works by minority writers in America. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 357 - American Literature and Culture: Reading American Ideologies

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of ideology in works from the American context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 358 - American Literature and Culture: Early American Writing Colonial, Revolutionary, Antebellum

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, first contact to 1865. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 360 - American Literature and Culture: Race and Belonging in American Writing

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of racialization in works from the American context. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 361 - American Literature and Culture: The American Modern – Postbellum and Early 20th Century

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, 1865 to 1945. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 362 - American Literature and Culture: Toward the Now – Later 20th and Early 21st Century

★ 3 (fi 6) (either term, 3-0-0) Selected works from the American context, 1945 to the present. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 363 - Early 20th-Century Literature and Culture: Modernism and Modernity

★ 3 (fi 6) (either term, 3-0-0) Studies in high, low and late modernism, and the international avant-garde to mid-century. Note: not to be taken by students with credit in former ENGL 370. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 365 - Early 20th-Century British Literature and Culture

★ 3 (fi 6) (either term, 3-0-0) Selected works from the British context to mid-century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 370.

ENGL 367 - Contemporary Literature and Culture

★ 3 (fi 6) (either term, 3-0-0) Selected works from the contemporary context. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

of junior English plus WRS 101 or 102.

ENGL 352 - Nineteenth-Century British Literature

★ 3 (fi 6) (either term, 3-0-0) Selected works from 1830 to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 353 - Topics in Nineteenth-Century Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated if topics vary.**

ENGL 357 - Topics in American Studies

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated if topics vary.**

ENGL 358 - American Texts to 1900

★ 3 (fi 6) (either term, 3-0-0) Studies in selected American literary and cultural texts (film, media, material objects) to 1900.

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 360 - Race in American Texts

★ 3 (fi 6) (either term, 3-0-0) Studies in issues and problems of racialization in American literary and cultural texts (film, media, material objects).

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 361 - Topics in Transnational American Texts

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. **Note: variable content course which may be repeated if topics vary.**

ENGL 362 - American Texts After 1900

★ 3 (fi 6) (either term, 3-0-0) Studies in selected American literary and cultural texts (film, media, material objects)

from 1900 until the present. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 363 - Modernist Literature

★ 3 (fi 6) (either term, 3-0-0) Studies in high, low and late modernism, and the avant-garde from 1900 to 1950. Note:

not to be taken by students with credit in former ENGL 370. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 367 - Topics in Contemporary Literature

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 373 - Canadian Literature and Culture: Writing and Colonization

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Canadian context, first contact to 1900. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 371.

ENGL 374 - Canadian Literature and Culture: Early 20th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Canadian context to mid-century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: Not to be taken by students with credit in ENGL 372.

ENGL 375 - Canadian Literature and Culture: Reading Canadian Cultures

★ 3 (fi 6) (either term, 3-0-0) Studies in the cultural politics of representation in Canadian texts. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 376 - Canadian Literature and Culture: Late 20th-Century Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Canadian context since mid-century. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 372.

ENGL 378 - Canadian Literature and Culture: Contemporary Cultural Texts

★ 3 (fi 6) (either term, 3-0-0) Selected works from the contemporary Canadian context. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 380 - Canadian Literature and Culture: Reading the Local

★ 3 (fi 6) (either term, 3-0-0) Studies in regional writing in Canada. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 384 - Popular Culture: Reading Popular Texts

★ 3 (fi 6) (either term, 3-0-0) Studies in the popular tradition. Content and period focus may vary. Note: not to be taken by students with credit in the former ENGL 383. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 385 - Popular Culture: Issues in Popular Culture

★ 3 (fi 6) (either term, 3-0-0) The theory and practice of popular culture studies. Content and period focus may vary. Note: not to be taken by students with credit in the former ENGL 383. *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 388 - Children's Literature and Culture: Oral Traditions

ENGL 388 - Children's Literature and Culture: Oral Traditions

★ 3 (fi 6) (either term, 3-0-0) Studies in texts from oral traditions, their modern derivatives, and historical, critical

Note: variable content course which may be repeated if topics vary.

ENGL 372 - Publishing Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) Addresses issues of production, circulation, and consumption in Canadian literary culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 373 - Colonialism and Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) A consideration of literature's role in and responses to settler colonialism. material includes both pre- and post-1900 texts.

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 374 - Topics in Twentieth-Century Canadian Literary Movements

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 375 - Writers, Institutions and the Canadian Literature Centre

★ 3 (fi 6) (either term, 3-0-0) Considers Indigenous, marginalized, and mainstream writings and their complicated relationship to the institutions of "CanLit."

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 376 - Topics in Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 378 - Contemporary Canadian Literatures

★ 3 (fi 6) (either term, 3-0-0) Selected works from literatures produced after 2000. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 380 - Writing from Here

★ 3 (fi 6) (either term, 3-0-0) Selected works from the Amiskwaciwâskahikan / Edmonton area and the prairies.

Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 385 - Topics in Popular Culture

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 387 - Youth Cultures

★ 3 (fi 6) (either term, 3-0-0) The study of the cultures of young people which may include literature, television, digital cultures, and other media formats. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 388 - Children's Literature

and theoretical approaches to oral texts. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 389 - Children's Literature and Culture: Print Traditions

★ 3 (fi 6) (either term, 3-0-0) Studies in texts from the print traditions, including picture books, historical, critical and theoretical approaches to print texts. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 390 - Women's Writing: Writing by Women Pre-1900

★ 3 (fi 6) (either term, 3-0-0) Selected works by women writers in English before the twentieth century. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: Not to be taken by students with credit in former ENGL 390.

ENGL 391 - Women's Writing: Writing by Women Post-1900

★ 3 (fi 6) (either term, 3-0-0) Selected works by women writers in English since 1900. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101. Note: not to be taken by students with credit in ENGL 391 Writing by Women II.

ENGL 392 - Queer Writing

★ 3 (fi 6) (either term, 3-0-0) Studies in the movements, literatures, and cultures of sexual minorities, including gay, lesbian, bisexual and transgendered people. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

ENGL 395 - Media Culture and History

★ 3 (fi 6) (either term, 3-0-0) Studies in the history, theory, aesthetics, and critical analysis of media. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101.

★ 3 (fi 6) (either term, 3-0-0) Studies in print and oral texts, including picture books, historical, critical and theoretical approaches to literature for young people.

Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 391 - Topics in Women's Writing

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 392 - Queer and Trans Studies

★ 3 (fi 6) (either term, 3-0-0) Studies in the cultures, politics, forms, and theories of queer and trans life across a range of texts and formats. Content and period focus may vary. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 393 - Topics in Literature and the Environment

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 394 - Race, Capitalism and Culture

★ 3 (fi 6) (either term, 3-0-0) Studies in the cultural formations and contradictions of racial capitalism. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 395 - Topics in Print Culture and Media Studies

★ 3 (fi 6) (either term, 3-0-0) Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: variable content course which may be repeated if topics vary.

ENGL 396 - Aesthetics and Politics

★ 3 (fi 6) (either term, 3-0-0) Studies in the relation between aesthetics and politics across a variety of cultural forms and contexts. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.

ENGL 397 - History of the Book

★ 3 (fi 6) (either term, 3-0-0) Studies in the social and cultural history of the material text, and to the critical concepts and methods key to its study, that emphasizes the relationship between the production of books and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102. Note: not to be taken by students with credit in ENGL 208.

ENGL 398 - Histories of Reading

★ 3 (fi 6) (either term, 3-0-0) Studies in the social and cultural histories of reading, and to the critical concepts and methods key to its study, that emphasizes the relationship between reading and the production of culture. Prerequisite: *6 of junior English, or *3 of junior English plus WRS 101 or 102.
Note: not to be taken by students with credit in ENGL 209.

Department Contact:	Department Council Approval Date:
Chair or Designate:	Signature:

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Undergraduate Student Services

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT Faculty Regulations - Graduation	PROPOSED Faculty Regulations - Graduation
<p>Graduation BEd and BEd (After Degree)</p> <p>1. To receive the Bachelor of Education degree, students must:</p> <ol style="list-style-type: none"> a. successfully complete a minimum of ★60 of their program at the University of Alberta and a minimum of ★45 after admission to the Faculty of Education (After Degree students must complete a minimum of ★30 after admission to the Faculty of Education); b. obtain a graduation GPA of 2.0 calculated on the most recent ★60 completed at the University of Alberta for the Bachelor of Education or the most recent ★45 completed at the University of Alberta for the Bachelor of 	<p>Graduation BEd and BEd (After Degree)</p> <p>1. To receive the Bachelor of Education degree, students must:</p> <ol style="list-style-type: none"> a. successfully complete a minimum of ★60 of their program at the University of Alberta and a minimum of ★45 after admission to the Faculty of Education (After Degree students must complete a minimum of ★30 after admission to the Faculty of Education); b. obtain a graduation GPA of 2.0 calculated on the most recent ★60 completed at the University of Alberta for the Bachelor of Education or the most recent ★45 completed at the University of Alberta for the Bachelor of

Education/After Degree.
Courses with non-numeric marks are included in the credit count but not in the calculation of the average; and

c. successfully complete all field experience requirements.

2. Students may complete up to ★12 in addition to those required for the degree program to raise their graduation GPA to the required level of 2.0.
3. To qualify for the notation "With Distinction" on their parchment, students must have achieved a graduation GPA of 3.5.
4. For students expecting to convocate at Spring Convocation, all course requirements must be completed by April 30. Those completing degree requirements during Spring/Summer will be eligible for Fall Convocation.
5. For the After Degree Program students must graduate with the following courses:

Elementary Route

- ★54 - ★60 in Education courses
- ★6 in English Literature and Composition
- ★3 in Mathematics

Secondary Route

- ★48 - ★54 in Education courses
- ★36 in the Major
- ★18 in the Minor
- ★6 in English/French Literature and Composition

Some of these requirements may be completed prior to admission.

Education/After Degree,
Courses with non-numeric marks are included in the credit count but not in the calculation of the average; and

c. successfully complete all field experience requirements.

2. Students may complete up to ★12 in addition to those required for the degree program to raise their graduation GPA to the required level of 2.0.
3. To qualify for the notation "With Distinction" on their parchment, students must have achieved a graduation GPA of 3.5, on a minimum of ★45 completed at the University of Alberta.
4. For students expecting to convocate at Spring Convocation, all course requirements must be completed by April 30. Those completing degree requirements during Spring/Summer will be eligible for Fall Convocation.
5. For the After Degree Program students must graduate with the following courses:

Elementary Route

- ★54 - ★60 in Education courses
- ★6 in English Literature and Composition
- ★3 in Mathematics

Secondary Route

- ★48 - ★54 in Education courses
- ★36 in the Major
- ★18 in the Minor
- ★6 in English/French Literature and Composition


Some of these requirements may be completed prior to admission.

Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

As per University Graduating Standards:

Degrees with Distinction: At the discretion of the faculty concerned, the notation "With Distinction" is inscribed on the permanent record and graduation parchment of a candidate for any degree, except an honors or graduate degree, if the candidate has obtained a grade point average of 3.5 or higher over the last two years of the program.

It is possible for Education after-degree students to graduate with less than ★45 completed at the University of Alberta, if they complete coursework towards the after-degree outside of the U of A. As we calculate graduation grade point average using only courses completed at the U of A, with the field experience components of their program being CR/NC students could receive the notation of with distinction with only ★15 in graded coursework. As such, it is our graduation clearing procedure to require a minimum of ★45 completed at the U of A towards the Bed degree to be considered for the notation of With Distinction. The proposed addition clarifies the graduation processing procedures in place within our faculty.

Submitted by:	Signature of Department Chair or Designee 	Date: 2020-09-17	Department Council Approval Date: UAAC, Sept 24, 2020
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Submit completed, signed pdf and Word Versions to the [Google Drive Calendar Change Submissions Folder](#)

2020-2021 Undergraduate Academic Affairs Council Schedule:

- September 24, 2020
- October 22, 2020
- November 26, 2020
- January 28, 2021
- February 18, 2021
- March 25, 2021
- April 22, 2021
- May 27, 2021

FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: Hosted by Faculty of Education

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
(Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) <i>(Underline all additions)</i>
Certificate in Global Citizenship For information, contact: gccd@ualberta.ca. Website: https://www.ualberta.ca/education/departments/international-office/certificate-in-global-citizenship Requirements <ul style="list-style-type: none"> • INT D 404 - Global Citizenship: Contemporary Issues and Perspectives ★9 selected from: <ul style="list-style-type: none"> • ADMI 342 - Introduction au Commerce International • ALES 391 - Topics in Agricultural, Life and Environmental Sciences * • ANTHE 320 - Anthropologie de la religion • ANTHR 230 - Anthropology of Science, Technology, and Environment • ANTHR 310 - The Anthropology of Gender • ANTHR 372 - Anthropology of Food • ANTHR 393 - Health and Healing • ANTHR 417 - Anthropology of Modernity • ARAB 399 - Special Topics 	Certificate in Global Citizenship For information, contact: gccd@ualberta.ca. Website: https://www.ualberta.ca/education/departments/international-office/certificate-in-global-citizenship Requirements <ul style="list-style-type: none"> • INT D 404 - Global Citizenship: Contemporary Issues and Perspectives ★9 selected from: <ul style="list-style-type: none"> • ADMI 342 - Introduction au Commerce International • ALES 391 - Topics in Agricultural, Life and Environmental Sciences * • ANTHE 320 - Anthropologie de la religion • ANTHR 230 - Anthropology of Science, Technology, and Environment • ANTHR 310 - The Anthropology of Gender • ANTHR 320 - Anthropology of Religion • ANTHR 372 - Anthropology of Food • ANTHR 393 - Health and Healing • ANTHR 417 - Anthropology of Modernity

- AREC 365 - Natural Resource Economics
- AREC 375 - World Food and Agriculture
- AREC 485 - Trade and Globalization in Food and Resources
- B LAW 428 - Natural Resource and Environmental Law
- BIOL 332 - Community Ecology
- BIOL 367 - Conservation Biology
- BIOL 381 - A Planet in Crisis
- BIOL 498 - Research Project *
- BUEC 342 - Introduction to International Business
- BUEC 463 - Energy and the Environment: Industry Structure, Performance and Challenges
- BUS 466 - International Internship
- C LIT 101 - World Literature I
- C LIT 102 - World Literature II
- C LIT 220 - Mythology and Literature
- C LIT 228 - Literature, Popular Culture, and the Visual Arts
- C LIT 242 - Science Fiction
- C LIT 243 - Fairy Tales and Folk Tales
- C LIT 266 - Women and World Literature
- C LIT 347 - Elements of Genre
- C LIT 352 - Literature and the Other Arts
- C LIT 358 - Great Themes of Literature and Art
- C LIT 425 - East/West Critical Theory
- C LIT 426 - Orientalisms and Occidentalisms
- C LIT 440 - Comparative Studies in Popular Culture
- C LIT 460 - Fundamentals of Comparative Literature
- C LIT 497 - Special Topics in Comparative Literature
- CHIM 340 - Chimie verte

- ARAB 399 - Special Topics
- AREC 365 - Natural Resource Economics
- AREC 375 - World Food and Agriculture
- AREC 485 - Trade and Globalization in Food and Resources
- B LAW 428 - Natural Resource and Environmental Law
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- BIOL 367 - Conservation Biology
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- C LIT 440 - Comparative Studies in Popular Culture
- C LIT 460 - Fundamentals of Comparative Literature
- C LIT 497 - Special Topics in Comparative Literature

- CHRTC 221 - Indigenous Spiritual Traditions and Christianity
- CHRTC 339 - International Service Learning
- CHRTC 349 - Social Justice and Christianity
- CSL 100 - An Introduction to Community Engagement
- CSL 200 - Theory and Practice in Community Service-Learning
- CSL 350 - Selected Topics in Community Service-Learning
- CSL 360 - Community Service-Learning Practicum
- CSL 480 - Individual Study in Community Service-Learning *
- D HYG 440 - Advocacy for Change in Healthcare
- EAS 208 - Introduction to Global Change
- EAS 457 - Global Change
- EASIA 101 - Understanding East Asia
- EASIA 205 - Language in Chinese Society
- EASIA 223 - East Asian Religions
- EASIA 236 - Modernity and Contemporary Chinese Civilization
- EASIA 239 - Daoism and Chinese Civilization
- EASIA 240 - Overview of Japanese Culture
- EASIA 316 - Japanese Sociolinguistics
- EASIA 323 - Topics in East Asian Religions
- EASIA 351 - Culture and Identity in Taiwan
- EASIA 423 - Topics in Japanese Religions
- EASIA 425 - Topics in East/West Critical Theory
- EASIA 427 - Colonial and Post Colonial Culture in East Asia
- EASIA 438 - Topics in Chinese Studies
- EASIA 456 - Languages and Cultures of the Ryukyus
- EASIA 471 - Topics in Korean Studies

- CHIM 340 - Chimie verte
- CHRTC 221 - Indigenous Spiritual Traditions and Christianity
- CHRTC 339 - International Service Learning
- CHRTC 347 - World War II and Christians
- CHRTC 349 - Social Justice and Christianity
- CHRTC 396 - Environmental Issues: Christian Perspectives
- CLASS 102 - Greek and Roman Mythology
- CLASS 103 - Intro to Ancient Greece
- CLASS 104 - Intro to Ancient Rome
- CLASS 110 - The Ancient World
- CLASS 261 - Women, Gender and Sexuality in the Ancient World
- CLASS 400 - Topics in the Culture and Society of Greco-Roman Antiquity
- CLASS 475 - Techniques of Classical Field Archaeology
- CLASS 476 - Advanced Field Techniques in Classical Archaeology
- CSL 100 - An Introduction to Community Engagement
- CSL 200 - Theory and Practice in Community Service-Learning
- CSL 350 - Selected Topics in Community Service-Learning
- CSL 360 - Community Service-Learning Practicum
- CSL 480 - Individual Study in Community Service-Learning *
- D HYG 440 - Advocacy for Change in Healthcare
- Drama 203 - Performance Analysis
- Drama 302 – Modern Canadian Theatre
- Drama 312 - Indigenous Theatre in Canada
- Drama 327 - Community Based Theatre

<ul style="list-style-type: none"> • EASIA 472 - Topics in Korean Literary History • ECON 211 - Chinese Economic Development • ECON 213 - An Introduction to the Economics of Developing Countries • ECON 323 - International Economics • ECON 410 - Pacific Rim Economic Development • ECON 421 - International Trade • ECON 422 - International Payments • ECON 467 - Environmental and Natural Resource Policy • ECONE 223 - Enjeux économiques mondiaux • EDPS 422 - International Development Education • EDPS 425 - Global Education: Issues and Strategies for Teachers • EDFX 425 - Elementary Route: Advanced Field Experience * • EDFX 450 - Secondary Route: Advanced Field Experience * • EDFX 490 - Additional Placement in an Education Related and/or Outside Alberta Context • EDU M 498 - Séminaire citoyenneté globale et justice sociale • EDU S 350 • EDU P 333 - École, famille, communauté • ENGL 220 - Reading Gender and Sexuality • ENGL 221 - Reading Class and Ideology • ENGL 222 - Reading Race and Ethnicity • ENGL 223 - Reading Empire and the Postcolonial • ENGL 300 - Social and Cultural History of the English Language • ENGL 308 - Indigenous Literatures: Intellectual Traditions • ENGL 309 - Indigenous Literatures: Literary Movements • ENGL 312 - Postcolonial Literature and Culture: African Writing in English 	<ul style="list-style-type: none"> • Drama 427 - Topics in Community Based and Applied Theatre • EAS 208 - Introduction to Global Change • EAS 457 - Global Change • EASIA 101 - Understanding East Asia • EASIA 205 - Language in Chinese Society • EASIA 223 - East Asian Religions • EASIA 236 - Modernity and Contemporary Chinese Civilization • EASIA 239 - Daoism and Chinese Civilization • EASIA 240 - Overview of Japanese Culture • EASIA 316 - Japanese Sociolinguistics • EASIA 323 - Topics in East Asian Religions • EASIA 351 - Culture and Identity in Taiwan • EASIA 423 - Topics in Japanese Religions • EASIA 425 - Topics in East/West Critical Theory • EASIA 427 - Colonial and Post Colonial Culture in East Asia • EASIA 438 - Topics in Chinese Studies • EASIA 456 - Languages and Cultures of the Ryukyus • EASIA 471 - Topics in Korean Studies • EASIA 472 - Topics in Korean Literary History • ECON 211 - Chinese Economic Development • ECON 213 - An Introduction to the Economics of Developing Countries • ECON 323 - International Economics • ECON 410 - Pacific Rim Economic Development • ECON 421 - International Trade • ECON 422 - International Payments • ECON 467 - Environmental and Natural Resource Policy • ECONE 223 - Enjeux économiques mondiaux
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<ul style="list-style-type: none"> • ENGL 314 - Postcolonial Literature and Culture: Irish Writing in English • ENGL 315 - Postcolonial Literature and Culture: Indian Writing in English • ENGL 316 - Postcolonial Literature and Culture: Middle-Eastern Writing in English • ENGL 373 - Canadian Literature and Culture: Writing and Colonization • ENGL 380 - Canadian Literature and Culture: Reading the Local • ENGL 390 - Women's Writing: Writing by Women Pre-1900 • ENGL 391 • ENGL 392 - Queer Writing • ENGL 465 - Studies in Gender and Sexualities • ENGL 467 - Studies in Race and Ethnicity • ENGL 481 - Studies in Empire and the Postcolonial • FOREC 473 - Forest Policy • FREN 316 • FREN 399 - Special Topics • FREN 499 - Special Topics • LITT 230 - Francophonies littéraires hors Canada • LITT 335 - Francophonies littéraires et discours identitaires • GERM 343 - Postwar Cultures • GERM 353 - Myths, Tales, and Legends • GERM 451 - Genre and Aesthetics • GERM 453 - Cultural and Literary Theories • GERM 454 - Gender and Sexuality • HADVC 301 - Geographies of Art, Design, and Visual Culture • HADVC 412 - Topics in Asian Art, Design and Visual Culture 	<ul style="list-style-type: none"> • EDPS 422 - International Development Education • EDPS 425 - Global Education: Issues and Strategies for Teachers • EDFX 425 - Elementary Route: Advanced Field Experience * • EDFX 450 - Secondary Route: Advanced Field Experience * • EDFX 490 - Additional Placement in an Education Related and/or Outside Alberta Context • EDU M 498 - Séminaire citoyenneté globale et justice sociale • EDU S 350 • EDU P 333 - École, famille, communauté • ENCS 473 - Environmental and Conservation Policy • ENGL 220 - Reading Gender and Sexuality • ENGL 221 - Reading Class and Ideology • ENGL 222 - Reading Race and Ethnicity • ENGL 223 - Reading Empire and the Postcolonial • ENGL 300 - Social and Cultural History of the English Language • ENGL 308 - Indigenous Literatures: Intellectual Traditions • ENGL 309 - Indigenous Literatures: Literary Movements • ENGL 312 - Postcolonial Literature and Culture: African Writing in English • ENGL 314 - Postcolonial Literature and Culture: Irish Writing in English • ENGL 315 - Postcolonial Literature and Culture: Indian Writing in English • ENGL 316 - Postcolonial Literature and Culture: Middle-Eastern Writing in English • ENGL 373 - Canadian Literature and Culture: Writing and Colonization • ENGL 380 - Canadian Literature and Culture: Reading the Local
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<ul style="list-style-type: none"> • HECOL 441 - Textiles and Apparel in the Global Economy • HGP 452 • HIST 111 - The Early Modern World • HIST 112 - The Modern World • HIST 114 - The History of the World in the Last 10 Years • HIST 123 - Plague: Disease and Epidemics in History • HIST 127 - Drugs in Modern Global History • HIST 128 - War, Revolution, and Society • HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe • HIST 210 - Europe in the 19th and 20th Centuries • HIST 241 - Colonial Latin America • HIST 242 - Modern Latin America • HIST 246 - Africa from Medieval to Modern Times • HIST 247 - Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations • HIST 250 - American History to 1865 • HIST 251 - From the End of Slavery to the Present: American History Since 1865 • HIST 280 - East Asia to 1500 • HIST 281 - East Asia from 1500 • HIST 285 - China and the West • HIST 312 - Foundations of East European History • HIST 313 - Medieval and Early Imperial Russia • HIST 320 - Russia from Reform to Revolution, 1800-1917 • HIST 322 - Russia in the 20th Century • HIST 323 - The Middle East in the Making: 1300-1920 • HIST 342 - Political and Social Revolution in Latin America • HIST 352 - African American History from Slavery to Black Power 	<ul style="list-style-type: none"> • ENGL 390 - Women's Writing: Writing by Women Pre-1900 • ENGL 391 • ENGL 392 - Queer Writing • ENGL 465 - Studies in Gender and Sexualities • ENGL 467 - Studies in Race and Ethnicity • ENGL 481 - Studies in Empire and the Postcolonial • FOREC 473 - Forest Policy • FREN 316 • FREN 399 - Special Topics • FREN 499 - Special Topics • LITT 230 - Francophonies littéraires hors Canada • LITT 335 - Francophonies littéraires et discours identitaires • GERM 343 - Postwar Cultures • GERM 353 - Myths, Tales, and Legends • GERM 451 - Genre and Aesthetics • GERM 453 - Cultural and Literary Theories • GERM 454 - Gender and Sexuality • HADVC 301 - Geographies of Art, Design, and Visual Culture • HADVC 412 - Topics in Asian Art, Design and Visual Culture • HECOL 441 - Textiles and Apparel in the Global Economy • HGP 452 • HIST 111 - The Early Modern World • HIST 112 - The Modern World • HIST 114 - The History of the World in the Last 10 Years • HIST 123 - Plague: Disease and Epidemics in History • HIST 127 - Drugs in Modern Global History
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<ul style="list-style-type: none"> • HIST 380 • HIST 383 - The Civilization and Culture of Early China • HIST 384 • HIST 385 - Modern China • HIST 387 - History of Indian Yoga and Meditation • HIST 390 - Imperial China from circa 600 to 1911 • HISTE 121 - Histoire des mondes connectés: 1500-1815 • HISTE 122 - Histoire des mondes connectés depuis 1815 • HISTE 303 • HISTE 311 - Histoire de l'Afrique francophone • HISTE 255 - Histoire des États-Unis dans l'espace nord-américain • INT D 240 - Scientific and Human Aspects of Global Issues • INT D 303 - Economics of World Food and Agriculture • INT D 370 • INT D 361 • INT D 375 - Intercultural Exploration of Health and Practice in Italy • INT D 393 • INT D 457 - Global Health - China Collaboration • ITAL 299 - Special Topics • KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society • KRLS 440 - Play Around the World Program Preparation * • KRLS 441 - Play Around the World - Field Placement * • KRLS 451 - Cultural Studies of Sport and Leisure • LA ST 205 - Mexico, Central America and the Caribbean • LA ST 210 - South America • LA ST 313 - Women in Latin America • LA ST 320 	<ul style="list-style-type: none"> • HIST 128 - War, Revolution, and Society • HIST 130 - Democracy, War and Consumer Capitalism: The Making of Modern Europe • HIST 179 - Sex Work and Intimate Labour in Global History • HIST 205 - Capitalism • HIST 206 - Women and Gender in Modern Europe • HIST 210 - Europe in the 19th and 20th Centuries • HIST 212 - Pre-Modern Europe II • HIST 237 - The Pacific World Since 1500 • HIST 241 - Colonial Latin America • HIST 242 - Modern Latin America • HIST 246 - Africa from Medieval to Modern Times • HIST 247 - Africa in the 20th and 21st Centuries: From Colonial Rule to Modern Nations • HIST 250 - American History to 1865 • HIST 251 - From the End of Slavery to the Present: American History Since 1865 • HIST 252 - Slavery in the Americas • HIST 280 - East Asia to 1500 • HIST 281 - East Asia from 1500 • HIST 285 - China and the West • HIST 293 - History of Science, Technology and Medicine: Key Moments • HIST 294 - An Introduction to the History of Sciences, Technology, and Medicine • HIST 296 - World War Two • HIST 306 - France in the 20th Century and Beyond • HIST 308 - Sexuality and Gender in Modern Europe • HIST 310 - A History of the Habsburg Monarchy, 1526-1918 • HIST 312 - Foundations of East European History
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<ul style="list-style-type: none"> • LA ST 399 - Topics in Latin American Studies • LA ST 499 - Special Topics • LING 224 - Endangered Languages • MARK 455 - Sustainability and Responsible Marketing • MEAS 300* • MLCS 210 - Language(s) of Culture • MLCS 299 - Special Topics • MLCS 399 - Special Topics • MLCS 473 • MLCS 475 - X-Rated: Sex on Screen • MLCS 499 - Special Topics • MUSIC 102 - Introduction to World Music • MUSIC 143 - Indian Music Ensemble I • MUSIC 144 - West African Music Ensemble I * • MUSIC 148 - Middle Eastern and North African Music Ensemble I • MUSIC 202 - Studies in World Music • MUSIC 365 - Topics in Ethnomusicology * • MUSIC 443 - Indian Music Ensemble • MUSIC 444 - West African Music Ensemble * • MUSIC 448 - Middle Eastern and North African Music Ensemble • MUSIC 464 • MUSIC 465 - Area Studies in Ethnomusicology • MUSIC 466 • MUSIC 468 - Area Studies in Ethnomusicology: The Arab World • MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam • MUSIC 472 - Area Studies in Ethnomusicology: Africa • MUSIC 473 - Area Studies in Ethnomusicology: The 	<ul style="list-style-type: none"> • HIST 313 - Medieval and Early Imperial Russia • HIST 318 - Modern Ukraine • HIST 320 - Russia from Reform to Revolution, 1800-1917 • HIST 322 - Russia in the 20th Century • HIST 323 - The Middle East in the Making: 1300-1920 • HIST 339 – The Modern British Empire and the Commonwealth Experience • HIST 342 - Political and Social Revolution in Latin America • HIST 352 - African American History from Slavery to Black Power • HIST 382 – Search for a Destiny: Japan’s Modern Era, 1868-Present • HIST 383 - The Civilization and Culture of Early China • HIST 385 - Modern China • HIST 387 - History of Indian Yoga and Meditation • HIST 390 - Imperial China from circa 600 to 1911 • HIST 395 – The Early British Empire • HIST 405 - Fashion and Material Culture c. 1600-1900 • HISTE 121 - Histoire des mondes connectés: 1500-1815 • HISTE 122 - Histoire des mondes connectés depuis 1815 • HISTE 303 • HISTE 311 - Histoire de l'Afrique francophone • HISTE 255 - Histoire des États-Unis dans l'espace nord-américain • HISTE 390 - Histoire publique et engagement communautaire • INT D 240 - Scientific and Human Aspects of Global Issues • INT D 303 - Economics of World Food and Agriculture • INT D 370
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<p>Persianate World</p> <ul style="list-style-type: none"> • MUSIC 482 - Studies in Music and Gender • MUSIC 489 - Studies in Music and Identity • MUSIQ 301 - Musique et société • NS 111 - Contemporary Perspectives in Indigenous Studies • NS 300 - Traditional Cultural Foundations I • NS 355 - Indigenous Knowledge and Oral Traditions • NS 361 - Race, Stereotypes, and Indigeneity • NS 405 • NS 405 - Selected Topics in International Indigenous Studies • NURS 474 • NURS 494 - Nursing in Context D1 * • NURS 495 - Nursing Practice VIII * • PHARM 453 - Intercultural Exploration of Pharmacy and Health • PHIL 270 - Political Philosophy • PHIL 302 • PHIL 339 - Contemporary World Views and Christianity • PHIL 355 - Environmental Ethics • PHILE 242 - Introduction aux philosophies non occidentales • POL S 101 - Introduction to Politics • POL S 211 - Introduction to History of Political Theory • POL S 212 - Introduction to Contemporary Political Theory • POL S 235 - Introduction to Comparative Politics • POL S 237 - Introduction to Chinese Politics • POL S 250 - The Politics of Gender • POL S 260 • POL S 261 - International Relations 	<ul style="list-style-type: none"> • INT D 361 • INT D 375 - Intercultural Exploration of Health and Practice in Italy • INT D 393 • INT D 457 - Global Health - China Collaboration • ITAL 299 - Special Topics • KRLS 104 - Introduction to Sociology of Sport and Leisure in Canadian Society • KRLS 440 - Play Around the World Program Preparation * • KRLS 441 - Play Around the World - Field Placement * • KRLS 451 - Cultural Studies of Sport and Leisure • LA ST 205 - Mexico, Central America and the Caribbean • LA ST 210 - South America • LA ST 313 - Women in Latin America • LA ST 320 • LA ST 399 - Topics in Latin American Studies • LA ST 499 - Special Topics • LING 224 - Endangered Languages • MARK 455 - Sustainability and Responsible Marketing • MEAS 300* • MLCS 210 - Language(s) of Culture • MLCS 299 - Special Topics • MLCS 345 - Videogames Across Cultures • MLCS 399 - Special Topics • MLCS 473 - Cultural Representations, World Media and Ethics • MLCS 475 - X-Rated: Sex on Screen • MLCS 499 - Special Topics • MUSIC 102 - Introduction to World Music • MUSIC 143 - Indian Music Ensemble I
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<ul style="list-style-type: none"> • POL S 266 • POL S 299 - Citizenship for Democracy • POL S 304 - Modern Political Theory • POL S 327 - Aboriginal Peoples and Politics in Canada • POL S 332 - Introduction to United States Politics and Government • POL S 333 - Ecology and Politics • POL S 360 - Politics of International Development • POL S 364 - Introduction to International Political Economy • POL S 370 - Politics of the European Union • POL S 375 - Politics of East Asia • POL S 390 - Law and Politics • POL S 396 • POL S 404 - Topics in Political Theory • POL S 417 - Philosophical Issues of Human Rights • POL S 441 - Gender and Public Policy • POL S 442 - The Canadian State and Identity Politics • POL S 443 - Globalization, Ethnic Politics and the Nation-State • POL S 444 - Global Critical Race Theory • POL S 445 - Topics in Globalization and Governance • POL S 448 - Gender Politics and Mass Media • POL S 452 - Politics in the Middle East and North Africa • POL S 455 - Topics in Gender and Politics • POL S 458 - United States Foreign Policy • POL S 459 - Topics in International Politics • POL S 460 - Global Security • POL S 461 - International Relations of the Middle East • POL S 468 - International Organization 	<ul style="list-style-type: none"> • MUSIC 144 - West African Music Ensemble I * • MUSIC 148 - Middle Eastern and North African Music Ensemble I • MUSIC 202 - Studies in World Music • MUSIC 365 - Topics in Ethnomusicology * • MUSIC 443 - Indian Music Ensemble • MUSIC 444 - West African Music Ensemble * • MUSIC 448 - Middle Eastern and North African Music Ensemble • MUSIC 464 • MUSIC 465 - Area Studies in Ethnomusicology • MUSIC 466 • MUSIC 468 - Area Studies in Ethnomusicology: The Arab World • MUSIC 469 - Area Studies in Ethnomusicology: Music and Islam • MUSIC 472 - Area Studies in Ethnomusicology: Africa • MUSIC 473 - Area Studies in Ethnomusicology: The Persianate World • MUSIC 482 - Studies in Music and Gender • MUSIC 489 - Studies in Music and Identity • MUSIQ 301 - Musique et société • NS 111 - Contemporary Perspectives in Indigenous Studies • NS 300 - Traditional Cultural Foundations I • NS 355 - Indigenous Knowledge and Oral Traditions • NS 361 - Race, Stereotypes, and Indigeneity • NS 405 • NS 405 - Selected Topics in International Indigenous Studies • NURS 474 • NURS 425 - Nursing Leadership in a Focus Area*
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- POL S 469 - Ethics in International Relations
- POL S 477 - Topics in Islamic Politics
- POL S 486 - Topics in European Politics
- POL S 487 - Topics in European Union Politics
- R SOC 355 - Rural Communities and Global Economies
- R SOC 365 - Sociology of Environment and Development
- R SOC 450 - Environmental Sociology
- REN R 100 - Forests: Ecology, Use and Society
- REN R 205 - Wildlife Biodiversity and Ecology
- REN R 322 - Forest Ecosystems
- REN R 333 - Wetland Sciences and Management
- REN R 360 - Soil and Water Conservation
- REN R 364 - Principles of Managing Natural Diversity
- REN R 365 - Ecology of Northern Landscapes
- REN R 376 - Fisheries and Wildlife Management
- REN R 427 - Science Policy and Canada's North
- REN R 440 - Disturbance Ecology Fundamentals
- REN R 446 - Climates and Ecosystems
- REN R 450 - Environmentally Sustainable Agriculture
- REN R 452 - Forest Watershed Management
- REN R 462 - Parks, Ecology, and Society
- REN R 464 - Conservation and Management of Endangered Species
- REN R 466 - Climate Change and the North
- REN R 468 - Conservation of Genetic Resources
- REN R 469 - Biodiversity Analysis
- REN R 473 - Northern Resource Management
- REN R 474 - Utilization of Wildlife Resources
- RLS 100 - Life, Leisure, and the Pursuit of Happiness

- **NURS 485 - Nursing Practice in a Focused Area***
- **NURS 498 - Special Study – Nursing***
- PHARM 453 - Intercultural Exploration of Pharmacy and Health
- PHIL 270 - Political Philosophy
- **PHIL 202 – Indian Philosophy**
- **PHIL 203 - Islamic Philosophy**
- PHIL 339 - Contemporary World Views and Christianity
- PHIL 355 - Environmental Ethics
- **PHIL 357 - Philosophy of Religion**
- PHILE 242 - Introduction aux philosophies non occidentales
- POL S 101 - Introduction to Politics
- POL S 211 - Introduction to History of Political Theory
- POL S 212 - Introduction to Contemporary Political Theory
- POL S 235 - Introduction to Comparative Politics
- POL S 237 - Introduction to Chinese Politics
- POL S 250 - The Politics of Gender
- POL S 260
- POL S 261 - International Relations
- POL S 266
- POL S 299 - Citizenship for Democracy
- POL S 304 - Modern Political Theory
- POL S 327 - Aboriginal Peoples and Politics in Canada
- POL S 332 - Introduction to United States Politics and Government
- POL S 333 - Ecology and Politics
- POL S 360 - Politics of International Development
- POL S 364 - Introduction to International Political Economy
- POL S 370 - Politics of the European Union

<ul style="list-style-type: none"> • RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure • RLS 223 - Leisure and Human Behavior • RLS 263 - Principles of Tourism • RLS 452 • RLS 463 - Issues in Tourism Development • RLS 465 - Natural Area Tourism • SC PO 261 - Relations internationales I • SC PO 262 - Relations internationales II • SCAND 399 - Special Topics • SCI 299 - Science Citizenship • SCSOC 301 - Musique et société • SLAV 299 - Special Topics • SLAV 399 - Special Topics • SLAV 499 - Special Topics • SOC 269 - Introductory Sociology of Globalization • SOC 291 - Introduction to Environmental Sociology • SOC 343 - Social Movements • SOC 369 - Sociology of Globalization • SOC 370 - Racism and Decolonization • SOC 496 - Human Rights in International Perspective • SOCIE 260 - Inégalité et stratification sociales • SOCIE 369 - Sociologie de la mondialisation • SOCIE 348 - Sociologie des média et de l'information • SOCIE 412 - Sociologie du développement • SMO 417 - Managing the Work Force: International Perspectives • SMO 435 - Managing International Business • SMO 437 - Managing Culture • SMO 442 - International Family Enterprise 	<ul style="list-style-type: none"> • POL S 375 - Politics of East Asia • POL S 390 - Law and Politics • POL S 396 • POL S 404 - Topics in Political Theory • POL S 417 - Philosophical Issues of Human Rights • POL S 441 - Gender and Public Policy • POL S 442 - The Canadian State and Identity Politics • POL S 443 - Globalization, Ethnic Politics and the Nation-State • POL S 444 - Global Critical Race Theory • POL S 445 - Topics in Globalization and Governance • POL S 448 - Gender Politics and Mass Media • POL S 452 - Politics in the Middle East and North Africa • POL S 455 - Topics in Gender and Politics • POL S 458 - United States Foreign Policy • POL S 459 - Topics in International Politics • POL S 460 - Global Security • POL S 461 - International Relations of the Middle East • POL S 468 - International Organization • POL S 469 - Ethics in International Relations • POL S 477 - Topics in Islamic Politics • POL S 486 - Topics in European Politics • POL S 487 - Topics in European Union Politics • R SOC 355 - Rural Communities and Global Economies • R SOC 365 - Sociology of Environment and Development • R SOC 443 - Resilience and Global Change • R SOC 450 - Environmental Sociology • R SOC 460 - Perspectives on Traditional Knowledge • RELIG 205 - Introduction to Judaism
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<ul style="list-style-type: none"> • SPAN 320 - Introduction to Literary Analysis • SPAN 321 - Foundational Fictions of Spanish America • SPAN 323 - Latin American Literature and the Environment • SPAN 325 - Introduction to Cinema • SPAN 333 - Reading Popular Culture • SPAN 341 - The 'Roaring Twenties' in Transatlantic Perspective • SPAN 373 - Spanish as a World Language • SPAN 399 - Special Topics in Literature/Culture • SPAN 405 - Exercises in Translation: Spanish into English • SPAN 406 - Exercises in Translation: English into Spanish • SPAN 425 - Hispanic Filmmakers • SPAN 441 - Reading Colonial Culture • SPAN 475 - Spanish in Society • SPAN 499 - Special Topics in Literature/Culture • WGS 102 - Gender and Social Justice • WGS 260 - Women and War • WGS 310 - Gender and Social Justice in Contemporary Africa • WGS 365 • WGS 498 - Special Topics <p>Notes</p> <p>Maximum of ★3 from any given course can be used for the certificate.</p> <p>No more than ★3 of the ★12 credits may be transfer credits from other postsecondary institutions.</p> <p>Students must meet the necessary prerequisites, co-requisites, and/or restrictions for courses used to satisfy the ★9 set out in ★9 selected from.</p> <p>* Course/Section Clarifications:</p>	<ul style="list-style-type: none"> • RELIG 212 - Introduction to Christianity • RELIG 220 - Introduction to Islam • RELIG 230 - Introduction to Hinduism • RELIG 240 - Introduction to Buddhism • RELIG 320 - The Qur'an • RELIG 333 - Modern Yoga • RELIG 343 - Zen/Chan Buddhism • RELIG 345 - Tantric Traditions • RELIG 375 - Approaches to the Study of Religion • REN R 100 - Forests: Ecology, Use and Society • REN R 205 - Wildlife Biodiversity and Ecology • REN R 260 - History and Fundamentals of Environmental Protection and Conservation • REN R 322 - Forest Ecosystems • REN R 333 - Wetland Sciences and Management • REN R 360 - Soil and Water Conservation • REN R 364 - Principles of Managing Natural Diversity • REN R 365 - Ecology of Northern Landscapes • REN R 376 - Fisheries and Wildlife Management • REN R 427 - Science Policy and Canada's North • REN R 440 - Disturbance Ecology Fundamentals • REN R 446 - Climates and Ecosystems • REN R 450 - Environmentally Sustainable Agriculture • REN R 452 - Forest Watershed Management • REN R 462 - Parks, Ecology, and Society • REN R 464 - Conservation and Management of Endangered Species • REN R 466 - Climate Change and the North • REN R 468 - Conservation of Genetic Resources • REN R 469 - Biodiversity Analysis
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ALES 391 is applicable only for sections that are a part of the Field Course in Agriculture and Food Production (AlbertA/Hiroshima Exchange Program).

BIOL 498 is applicable only for sections that are a component of the Southern African Field School, as verified in writing by the Department of Biological Sciences.

CSL 480 is applicable under the following conditions: For students in the Faculty of Pharmacy and Pharmaceutical Sciences, please ensure you are registered in the appropriate section for your Faculty, as approved by the Faculty's Associate Dean (Undergraduate Programs). For students outside of the Faculty of Pharmacy and Pharmaceutical Sciences, please obtain information on the eligibility of other sections from Community Service Learning, University of Alberta at cslinfo@ualberta.ca.

EDFX 425 and EDFX 450, are applicable only for international sections.

KRLS 440/KRLS 441 or equivalent, as verified in writing by the Play Around the World Program Director, will be applicable.

MEAS 300, MUSIC 144, MUSIC 444 and MUSIC 365 are applicable only for sections that are part of the Education Abroad Program in Ghana.

NURS 494/NURS 495 is applicable only for sections with the variable title: International.

- REN R 473 - Northern Resource Management
- REN R 474 - Utilization of Wildlife Resources
- RLS 100 - Life, Leisure, and the Pursuit of Happiness
- RLS 130 - Collaborative Skills and Processes for Community Recreation and Leisure
- RLS 223 - Leisure and Human Behavior
- RLS 263 - Principles of Tourism
- RLS 463 - Issues in Tourism Development
- RLS 465 - Natural Area Tourism
- **SC PO 101 - Introduction au gouvernement**
- SC PO 261 - Relations internationales I
- SC PO 262 - Relations internationales II
- SCAND 399 - Special Topics
- SCI 299 - Science Citizenship
- SCSOC 301 - Musique et société
- **SCSOC 311 - Histoire de la pensée politique et sociale I**
- SLAV 299 - Special Topics
- SLAV 399 - Special Topics
- SLAV 499 - Special Topics
- SOC 269 - Introductory Sociology of Globalization
- SOC 291 - Introduction to Environmental Sociology
- **Soc 302: Topics in Sociology***
- SOC 343 - Social Movements
- SOC 369 - Sociology of Globalization
- SOC 370 - Racism and Decolonization
- **Soc 402: Topics in Sociology***
- **Soc 425: Sociology of Terrorism**
- SOC 496 - Human Rights in International Perspective
- SOCIE 260 - Inégalité et stratification sociales

- SOCIE 369 - Sociologie de la mondialisation
- SOCIE 348 - Sociologie des média et de l'information
- SOCIE 412 - Sociologie du développement
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- **SPAN 299 Special Topics**
- SPAN 320 - Introduction to Literary Analysis
- SPAN 321 - Foundational Fictions of Spanish America
- SPAN 323 - Latin American Literature and the Environment
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- WGS 102 - Gender and Social Justice
- WGS 260 - Women and War
- WGS 310 - Gender and Social Justice in Contemporary Africa
- WGS 365

- WGS 498 - Special Topics

Notes

Maximum of ★3 from any given course can be used for the certificate.

No more than ★3 of the ★12 credits may be transfer credits from other postsecondary institutions.

Students must meet the necessary prerequisites, co-requisites, and/or restrictions for courses used to satisfy the ★9 set out in ★9 selected from.

* Course/Section Clarifications:

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NURS 425, NURS 485 and NURS 498 are applicable only for sections with the variable title: International.

Soc 302 is applicable only for sections with the variable title: Anti-Racism and Racial Injustice.

SOC 402 is applicable only for sections with the variable titles: The Commons and Climate Justice, Indigenous-Settler Relations, Migration & Public Policy, or Gender, Race & Culture.

Justification: *(Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)*

Submitted by:	Signature of Department Chair or Designee 	Date: 2020-09-17	FACULTY USE ONLY Approval Process _____ Date _____ Academic Affairs _____ September 24, 2020
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FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: **Secondary Education**

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial


*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Applicable: Yes No

†Attachments: Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
 (Completed by course developers and instructors)

CURRENT	PROPOSED
Calendar Section Number (\$) Course Listings: https://calendar.ualberta.ca/content.php?catoid=29&navoid=7430#course-listings <i>(Use strike out for all changes)</i>	Calendar Section Number (\$) Course Listings: https://calendar.ualberta.ca/content.php?catoid=29&navoid=7430#course-listings <i>(Underline all additions)</i>
<p>Course Listings</p> <p>EDSE 439 - Specialized Methods in Secondary School Mathematics Teaching</p> <hr style="width: 20%; margin: 5px auto;"/> <p>★ 3 (fi 6) (either term, 3-0-0) This course explores a range of particular methods relevant to the teaching of secondary school mathematics. Prerequisite: Secondary mathematics major and minor students must have completed an EDSE curriculum course or the Introductory Professional Term. All others require consent of the Department.</p> <p>EDSE 442 - The Use of Computers in the Teaching and Learning of Mathematics</p> <hr style="width: 20%; margin: 5px auto;"/> <p>★ 3 (fi 6) (either term, 3-0-1) This course explores the uses of technology in the teaching and learning of secondary school mathematics. Prerequisite: Secondary mathematics majors and minors must have completed an EDSE curriculum course or the Introductory Professional Term. All others require consent of the Department.</p>	<p>Course Listings</p> <p>EDSE 439 - Specialized Methods in Secondary School Mathematics Teaching</p> <hr style="width: 20%; margin: 5px auto;"/> <p>★ 3 (fi 6) (either term, 3-0-0) This course explores a range of particular methods relevant to the teaching of secondary school mathematics. Prerequisite: Secondary mathematics major and minor students must have completed an EDSE curriculum course or the Introductory Professional Term. Teachers and Diploma students require consent of the Department.</p> <p>EDSE 442 - The Use of Computers in the Teaching and Learning of Mathematics</p> <hr style="width: 20%; margin: 5px auto;"/> <p>★ 3 (fi 6) (either term, 3-0-1) This course explores the uses of technology in the teaching and learning of secondary school mathematics. Prerequisite: Secondary mathematics majors and minors must have completed an EDSE curriculum course or the Introductory Professional Term. Teachers and Diploma students require consent of the Department.</p>

Justification: (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

Rationale: Updating prerequisites for EDSE 439 and EDSE 442.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee 	Date: February 28, 2020	FACULTY USE ONLY Approval Process Date <input checked="" type="checkbox"/> Academic Affairs <u>May 28, 2020</u>
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Educational Policy Studies

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT Calendar Section Title and web link (Use <u>yellow highlight and strike out</u> for all changes)	PROPOSED Calendar Section Title and web link (Use <u>yellow highlight and underline</u> all additions)
NEW COURSE	<p><u>EDPS 412: Multicultural and Anti-Racism Education</u> <u>3-0-0, *3, fi 6, either term</u> This course examines key theoretical and pedagogical aspects of multicultural and anti-racism education with a focus on how race, ethnicity, colonialism, and diversity shape issues of equity within school systems and the communities they serve. The course presents various social processes fundamental to shaping constructions of racial and cultural difference historically and in contemporary times, examining how such differences work at various levels, from everyday micro interactions to societal institutions and larger macro social structures.</p>

Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

Background

This course has been taught as an EDPS 401: Selected Topics in Educational Policy Studies course in Fall 2019 and will be taught again in Fall 2020. This change request form is to make it a permanent EDPS offering.

Context and Content

Albertan, Canadian, and other global contexts increasingly demand that people, and in particular teachers, understand diversity in a substantive fashion that accounts for the histories, processes, and power relations that have brought people together and into contact with one another here and elsewhere. Understanding the ways in which racial and cultural differences emerged historically, have changed over time, and shape relations within institutions such as schools, universities, and community organizations, among others, provides an invaluable tool for our students to become critical, engaged citizens.

Currently, there is no course in the Faculty of Education dedicated solely to examining theoretical and pedagogical approaches to multicultural and/or anti-racism education, two influential fields in education that offer critical knowledge both for the classroom and to cultivate a sense of belonging and community in schools. This course fills this significant gap in the curriculum and provides coursework for pre-service teachers that complements and extends other knowledge and practice related to equity, diversity, and inclusion they acquire in our program. The course balances historical and conceptual grounding for understandings of multiculturalism and anti-racism with discussions, texts, and assignments that help students move toward applying approaches that are age and grade-level appropriate. The course also encourages self-reflexivity and personal exploration as students situate themselves within complex histories of race, ethnicity, and colonialism. Such self-reflection is key for pre-service teachers to further understanding of their own identities in the classroom as well as to develop the ability to think relationally about issues of power and difference.

Overall, by adding to the important and varied course offerings that exist across departments in the Faculty, the course both increases student access to diverse educational perspectives and knowledge while supporting the preparation of thoughtful, engaged educators.

Links to Faculty Mission, Strategic Plan, and Alberta TQS

Faculty of Education Mission Statement

The course embodies aspects of the mission of the Faculty of Education, including:

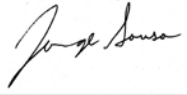
- Honouring diverse histories and experiences of First Nations, Métis, Inuit, and First Peoples of Canada.
- Educating pre-service teachers to work in complex, diverse, and changing contexts.
- Seeks to cultivate the world as a better, more livable place through anti-oppressive, anti-racist teaching and engagement with research and scholarship at the forefront of this work. \
- Aims for social transformation, through exposing pre-service teachers to a rigorous examination of a variety of important issues and topics related to race, ethnicity, colonialism, equity, and diversity.

Faculty Strategic Plan

This course seeks to engage in transformative teaching and learning. It aligns strongly with the core values of equity, diversity and inclusion in the Faculty Strategic Plan through its focus on histories and structures that shape lived experiences inside and outside education along the lines of race, ethnicity, and Indigenous status and identity. The course contributes to infusing diverse approaches and contexts of anti-oppressive and social justice education and preparing teachers to foster a sense of belonging and community among themselves, their future students, within schools, and in relation to communities.

Teaching Quality Standards

(see chart below)

Submitted by: Noella Steinhauer	Signature of Department Chair or Designee 	Date: April 22, 2020	Department Council Approval Date: March 20 th , 2020
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Submit completed, signed pdf **and** Word Versions to the [Google Drive Calendar Change Submissions Folder](#)

2018-2019 Undergraduate Academic Affairs Council Schedule:

September 27, 2018

October 25, 2018

November 29, 2018

January 24, 2019

March 21, 2019

April 25, 2019

Undergraduate Academic Affairs Council - TQS Template for Course Outlines

This course is proposed to be a component of the Bachelor of Education program that prepares students for Interim Professional Certification by Alberta Education. This course prepares students to meet the [Alberta Teaching Quality Standard](#):

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

The Alberta Teaching Quality Standard refers to a series of expected competencies:

1. **Fostering Effective Relationships:** A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
2. **Engaging in Career-Long Learning:** A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
3. **Demonstrating a Professional Body of Knowledge:** A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
4. **Establishing Inclusive Learning Environments:** A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
5. **Applying Foundational Knowledge about First Nations, Métis and Inuit:** A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
6. **Adhering to Legal Frameworks and Policies:** A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

The TQS document provides example indicators for each competency,

<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>.

Please note that the indicators are for example purposes and should not be viewed as specific requirements.

New Course Submission

In regard to the Alberta Teaching Quality Standard, this course prepares students to meet the following competencies:

- indicate the degree to which the listed competencies are addressed in the proposed new course offering
- briefly outline how the course will intentionally prepare students to meet the competency
- not all courses are expected to address all competencies

Proposed Course Name: Multicultural and Anti-Racism Education **Proposed Course Number:** 412

Overview of Specific Course Objectives:

- Develop an understanding of multiculturalism as official policy, popular discourse, and societal identity in Canada and examine the ways these affect the experiences of different groups within the education system.
- Examine approaches to the study of race, ethnicity, and multiculturalism and learn how to apply these to the analysis of diversity and equity in a variety of areas of social life.
- Identify and analyse the ways in which racial and cultural difference and inequality play a role in colonialism, political inclusion/exclusion, personal and national identity formation, institutional practices, immigration, and education.
- Investigate various pedagogical approaches within the areas of multicultural and anti-racism education and examine their application in K-12 and community contexts.
- Consider the specific forms of racialization affecting different communities and groups in what is now called Canada.

Competency Rating: 1 = Not Covered 2 = Minimally Covered 3 = Moderately Covered 4 = Very Well Covered

Competencies	1	2	3	4	Briefly outline how competency is intended to be met
1. Fostering Effective Relationships: A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.				X	This competency is met through studying the ways in which <i>both</i> the contexts of education and students' personal and family experiences are shaped by race, ethnicity, and Indigenous status (First Nations, Métis, and Inuit), as well as how these aspects interlock with class, gender, and disability. Knowledge in the course helps pre-service teachers to learn how to honour cultural diversity and develop intercultural understanding in ways that inform how they cultivate school-family relationships. The course explicitly links this subject matter to meeting diverse student learning needs in culturally responsive ways. In so doing, teachers can understand why and begin to consider how to engage in respectful practices that foster a community for teaching and learning that is welcoming and cultivates belonging for all students, families, and teachers in the school space.
2. Engaging in Career-Long Learning: A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.			X		The course focuses on questions of individual and group differences (racial, cultural, gender, etc) in ways that help build pre-service teacher capacity to foster, as well as support the success of all students in, inclusive, welcoming, caring, respectful and safe learning environments. This is done via critical study and discussion of philosophical, sociological, historical, and practice-oriented educational research that outlines different approaches to anti-racism and multiculturalism in education. The

				course also engages issues around knowledge and power in relation to the experiences and knowledge of First Nations, Métis and Inuit peoples. In this way, the course promotes the development of pre-service teachers' ability for critical self-reflection and establishes that learning about frameworks like anti-racism and multiculturalism require ongoing inquiry and practice throughout one's career and professional development.
<p>3. Demonstrating a Professional Body of Knowledge: A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p>		X		<p>The course helps students consider important factors related to planning learning activities that:</p> <ul style="list-style-type: none"> • incorporate instructional strategies that work with and in relation to cultural difference and diversity • consider how cultural and racial diversity shape how high expectations are communicated to students; • help their future students consider relevant local, provincial, national and international contexts and issues related to diversity and inclusion; • create culturally relevant, inclusive and engaging assignments are varied, engaging and relevant to students; • consider student variables, including: ethnicity, religion, socio-economic status; prior knowledge and learning; cultural and linguistic background; second language learning; <p>The course also allows students to reflect upon how instructional strategies build upon an understanding of students' backgrounds, prior knowledge and experiences.</p> <p>The course also has assignments for students to consider and apply anti-racism and multicultural education practices within and in relation to the specialized knowledge of the subject areas they teach.</p>
<p>4. Establishing Inclusive Learning Environments: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p>			X	<p>This is one of the main standards that the course addresses in terms of questions of ethnic, racial, religious, and cultural differences, immigration and language, among others. As such, the course helps:</p> <ul style="list-style-type: none"> • Teachers foster in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms • Teachers understand how to search for an use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth; • Communicate and educate pre-service teachers around a philosophy of education affirming that every student can learn and be successful; • Understand how key course themes intersect with the emotional and mental health needs of students; • Teachers recognize and respond to specific learning needs of individual or small groups of students to enable achievement of the learning outcomes; • Teachers incorporate students' personal and cultural strengths into teaching and learning
<p>5. Applying Foundational Knowledge about First Nations, Métis and Inuit: A teacher develops and</p>			X	<p>The course lays a strong foundation for pre-service teachers in terms of understanding sociological, philosophical, and historical aspects of Canadian society as well as education, knowledge, and power</p>

<p>applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>				<p>in relation to Indigenous peoples, including the relationships between Indigenous and non-Indigenous people in Canada. Topics examined include:</p> <ul style="list-style-type: none"> • The history of colonialism and its effects on Indigenous peoples experiences of education and other aspects of social and cultural life. • Mainstream representations of Canadian state relationships with Indigenous peoples. • The importance of treaty and ideas about nationhood versus Western state systems based on political constructions of the nation-state • The violence of colonialism, including residential schools and their legacy in terms of education and schooling; • How Multiculturalism as a framework relates to Indigenous peoples in education and the larger society <p>The course also helps all pre-service teachers “develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit”.</p>
<p>6. Adhering to Legal Frameworks and Policies: A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</p>	<p>X</p>			<p>n/a</p>

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: **Secondary Education**

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No


†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
 (Completed by course developers and instructors)

CURRENT	PROPOSED
Calendar Section Number (§) Education Chart 1, https://calendar.ualberta.ca/preview_program.php?catoid=29&poiid=28279 <i>(Use strike out for all changes)</i>	Calendar Section Number (§) Education Chart 1, https://calendar.ualberta.ca/preview_program.php?catoid=29&poiid=28279 <i>(Underline all additions)</i>
Social Studies (★36) [Education] Requirements ★12 in Canadian Studies a. ★9 chosen from <ul style="list-style-type: none"> • EDSE 409 – Indigenous Curriculum and Pedagogy • HIST 260 – Pre-Confederation Canada • HIST 261 – Post-Confederation Canada • NS 110 - Historical Perspectives in Native Studies • NS 111 - Contemporary Perspectives in Native Studies • NS 200 - Aboriginal Canada: Looking Forward/Looking Back • NS 300 - Traditional Cultural Foundations I • NS 314 - History of Indians of Western Canada • NS 370 - The Métis: The Emergence of a People • POL S 221 • POL S 224 – Canadian Government • POL S 225 – Canadian Politics 	Social Studies (★36) [Education] Requirements ★12 in Canadian Studies a. ★9 chosen from <ul style="list-style-type: none"> • EDSE 409 – Indigenous Curriculum and Pedagogy • HIST 260 – Pre-Confederation Canada • HIST 261 – Post-Confederation Canada • NS 110 - Historical Perspectives in Native Studies • NS 111 - Contemporary Perspectives in Native Studies • NS 200 OR NS 201 - Aboriginal Canada: Looking Forward/Looking Back • NS 300 - Traditional Cultural Foundations I • NS 314 - History of Indians of Western Canada • NS 370 - The Métis: The Emergence of a People • POL S 221 • POL S 224 – Canadian Government • POL S 225 – Canadian Politics

<ul style="list-style-type: none"> • POL S 235 – Introduction to Comparative Politics • POL S 299 – Citizenship for Democracy <p>[NO FURTHER CHANGES]</p>	<ul style="list-style-type: none"> • POL S 235 – Introduction to Comparative Politics • POL S 299 – Citizenship for Democracy <p>[NO FURTHER CHANGES]</p>
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Justification: *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Rationale: Add NS 201 as an option under the Canadian Studies requirement area.

Submitted by: Dr. Jason Wallin	Signature of Department Chair or Designee 	Date: February 28, 2020	FACULTY USE ONLY Approval Process Date <input checked="" type="checkbox"/> Academic Affairs May 28, 2020
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Undergraduate Student Services

Implementation: NORMAL
 EARLY

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Please attach documentation confirming you have consent when applicable.*

***Applicable Attachment:** Yes No

†Attachments: Course Outline
 TQS/Competencies Info Sheet (Completed by course developers and instructors)

CURRENT <u>BEd (After Degree) Secondary Education Route [Education]</u>	PROPOSED <u>BEd (After Degree) Secondary Education Route [Education]</u>
<p>Program Completion Requirements</p> <p>No changes until...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Students should be aware of course prerequisites and refer to their individual program sheets for the proper sequencing of courses. 2. Courses taken in the Field Experience Terms are normally taken concurrently. 3. ★9 in the minor teaching subject is a prerequisite for EDSE 3XX. See the Education Chart 4 for the specific EDSE 3XX course required. 4. ★9 in the major teaching subject are prerequisites for the Introductory Professional Term. See Education Chart 3 for the specific EDSE 3XX course required. 	<p>Program Completion Requirements</p> <p>No changes until...</p> <p>Notes</p> <ol style="list-style-type: none"> 1. Students should be aware of course prerequisites and refer to their individual program sheets for the proper sequencing of courses. 2. Courses taken in the Field Experience Terms are normally taken concurrently. 3. ★9 in the minor teaching subject is a prerequisite for EDSE 3XX. See the Education Chart 4 for the specific EDSE 3XX course required. 4. ★9 in the major teaching subject are prerequisites for the Introductory Professional Term. See Education Chart 3 for the specific EDSE 3XX course required.

<p>5. ★24 in the major teaching subject and the Introductory Professional Term are prerequisites for the Advanced Professional Term. See Education Chart 3 for the specific EDSE 4XX course required</p> <p><i>No further changes</i></p>	<p>5. ★24 in the major teaching subject and the Introductory Professional Term are prerequisites for the Advanced Professional Term. See Education Chart 3 for the specific EDSE 4XX course required</p> <p>6. <u>No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program.</u></p> <p><i>No further changes</i></p>
<p style="text-align: center;">CURRENT <u>Elementary Education Route</u></p>	<p style="text-align: center;">PROPOSED <u>Elementary Education Route</u></p>
<p><i>No changes until...</i></p> <p>Components of the Program All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Undergraduate Student Services Office.</p> <p><i>No further changes</i></p>	<p><i>No changes until...</i></p> <p>Components of the Program All students in the Elementary Route are enrolled in a generalist program that prepares prospective teachers in the required elementary school subjects. This degree consists of ★120. Students should consult the program sheet provided at admission and seek advice from the Faculty of Education Undergraduate Student Services Office.</p> <p>Note <u>No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program</u></p> <p><i>No further changes</i></p>
<p style="text-align: center;">CURRENT <u>Secondary Education Route</u></p>	<p style="text-align: center;">PROPOSED <u>Secondary Education Route</u></p>
<p><i>No changes until...</i></p> <p>Components of the Program All students in the Secondary Route must choose a Major teaching subject (★36) and a Minor teaching subject (★18) which prepares</p>	<p><i>No changes until...</i></p> <p>Components of the Program All students in the Secondary Route must choose a Major teaching subject (★36) and a Minor teaching subject (★18) which prepares</p>


<p>them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 1, and available Minors are listed in Education Chart 2. Students pursuing the Secondary Route are strongly encouraged to take the following components as early as possible in their program: ★6 in English/French Literature and Composition, EDU 100, EDU 210, EDU 211, at least ★9 in the Major teaching subject, at least ★9 in the Minor teaching subject all of which are required for later professional terms.</p> <p>No further changes</p>	<p>them for teaching in specific subjects of school instruction. Available Majors are listed in Education Chart 1, and available Minors are listed in Education Chart 2. Students pursuing the Secondary Route are strongly encouraged to take the following components as early as possible in their program: ★6 in English/French Literature and Composition, EDU 100, EDU 210, EDU 211, at least ★9 in the Major teaching subject, at least ★9 in the Minor teaching subject all of which are required for later professional terms.</p> <p>Note</p> <p>No more than ★6 in junior English, or equivalent, may be taken for credit in a Bachelor of Education degree program</p> <p>No further changes</p>
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Justification: (Note: A detailed justification must be provided. If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.)

The Faculty of Arts, [Department of English and Film Studies listings for English](#) states in the ENGL course notes that “No more than ★6 in junior English, or equivalent, may be taken for credit in an undergraduate program.”

The Faculty of Education has always followed this requirement for any Bachelor of Education program; however, it has not been outlined in our section of the Calendar and this addition will add clarity on this policy for BEd students.

Please note that due to the structure of the Elementary After Degree program, it would not be possible for students to complete beyond ★6 in junior English within the degree and therefore, no change is required for this program.

Submitted by:	Signature of Department Chair or Designee 	Date: 2020-09-17	Department Council Approval Date: Sept 24, 2020
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Submit completed, signed pdf and Word Versions to the [Google Drive Calendar Change Submissions Folder](#)

2020-2021 Undergraduate Academic Affairs Council Schedule:

- September 24, 2020
- October 22, 2020
- November 26, 2020
- January 28, 2021
- February 18, 2021
- March 25, 2021
- April 22, 2021
- May 27, 2021

COURSE CHANGE PROPOSAL FORM

Faculty of Kinesiology, Sport, and Recreation

The following is a proposal for a change in:

	Course Prefix or Number
	Course Title
	Hours (weight, term, or hours of instruction)
X	Course Description
	Prerequisite(s)
	Other Information or Notes

Current Course Description

as it appears in the current Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

RLS 100 - Life, Leisure, and the Pursuit of Happiness

★ 3 (fi 6) (either term, 3-0-0) ~~Examination of the nature, characteristics, and functions of leisure in modern Canada. Review of relationships between leisure and time, play, work, family, education, ethnicity, gender, and environment. Discussion of ideas about conventional leisure, serious leisure, and deviant leisure. Overview of the structure of the Canadian recreation and tourism delivery systems.~~

~~Highlight and strikethrough~~ removed text on this side

Proposed Course Description

as it should appear in the Calendar (including prefix, number, title, hours, description, prerequisites, etc.):

RLS 100 - Life, Leisure, and the Pursuit of Happiness

★ 3 (fi 6) (either term, 3-0-0) This is a foundational, introductory course to recreation and leisure studies, with an emphasis on exploring leisure's contributions to happiness from a multi-disciplinary perspective. Various theories and evidence to support leisure's roles in the pursuit of happiness are covered, along with prominent subtopics within leisure studies. Students will be expected to apply the learned content to issues they face in their own leisure life and/or future professional life.

Highlight and underline new text on this side

Rationale for the proposed change:

Essentially, the change is proposed to reflect the learning content in this course onto the course description. The old course description does not address "happiness" at all, which is clearly a major topic in this course (see the course title). The old course description also gives an impression that the course covers only or mostly Canadian issues and is very "domestic," although it actually addresses different cultures and takes a global perspective. Moreover, the course has been highly interdisciplinary, which was not clear in the old description. These characteristics should be highlighted, I believe, as this reflects course content more accurately and is more informatively directive for students within the Faculty of KSR and as well as beyond.

Approval

Undergraduate Programs Committee: February 5, 2020

Faculty Council: March 25, 2020

Proposed by: Shintaro Kono

Changes passed at LFC on October 6, 2020

Link to affected part of the calendar:

https://calendar.ualberta.ca/preview_program.php?catoid=33&poid=37020

Required Courses for the Completion of the JD

Year 1

(See Note)

- [LAW 401 - Foundations to Law](#)
- [LAW 405 - Legal Research and Writing](#)
- [LAW 410 - Contracts](#)
- [LAW 420 - Criminal Law](#)
- [LAW 430 - Torts](#)
- [LAW 435 - Constitutional Law](#)
- [LAW 440 - Property Law](#)

Upper Year Required Courses

- [LAW 450 - Administrative Law](#)
- [LAW 451 - Corporations Law](#)
- [LAW 452 - Civil Procedure](#)
- [LAW 453 - Evidence](#)
- [LAW 456 - Professional Responsibility](#)
-
- [LAW 486 - Jurisprudence](#) OR
- [LAW 496 - Legal History](#)
- [One course in Indigenous People and the Law selected from a roster of courses approved by the Indigenous and Aboriginal Law Committee.](#)

Faculty of Medicine and Dentistry
Calendar Entry
Effective Academic Session 2021-2022

Dated: July 2020

Current found in: Undergraduate Programs – Faculty of Medicine and Dentistry – Bachelor of Science (Dental Hygiene)	Proposed: Undergraduate Programs – Faculty of Medicine and Dentistry – Bachelor of Science (Dental Hygiene)
<p>D HYG 360 - Dental Hygiene Theory and Practice II</p> <p>★ <u>12 (fi 24)</u> (two term, <u>340</u> hours) A clinical course that prepares students for delivering comprehensive patient care for <u>clients</u> with chronic and acute variances in oral health. The course includes delivery of local anesthesia. Learning activities occur in a simulated laboratory, the <u>school dental clinic</u> and in alternative practice settings external to university campus. Prerequisite: D HYG 260.</p>	<p>D HYG 360 - Dental Hygiene Theory and Practice II</p> <p>★ <u>10 (fi 20)</u> (two term, <u>320</u> hours) A clinical course that prepares students for delivering comprehensive care for <u>patients</u> with chronic and acute variances in oral health. The course includes delivery of local anesthesia. Learning activities occur in a simulated laboratory, the <u>Oral Health Clinic</u> and in alternative practice settings external to university campus. Prerequisite: D HYG 260.</p>
<p>D HYG 460 - Dental Hygiene Theory and Practice III</p> <p>★ <u>8 (fi 16)</u> (two term, <u>250</u> hours) A clinical <u>practice</u> course with increased practicum experiences in alternative settings with diverse individuals and population groups. Students will be scheduled in numerous external settings as well as <u>clinics within the school dental clinic.</u></p>	<p>D HYG 460 - Dental Hygiene Theory and Practice III</p> <p>★ <u>10 (fi 20)</u> (two term, <u>330</u> hours) A clinical course with increased practicum experiences in external alternative settings with diverse individuals and population groups. Students will be scheduled in numerous external settings as well as <u>onsite, in the Oral Health Clinic. Prerequisite: D HYG 360.</u></p>

Rationale:

The Dental Hygiene program has distributed the *20 ucw of clinical learning and distributed the imbalance of hours between the third and fourth years of the program in order for the student to continuously build their practicum hours throughout the program, as opposed to the higher clinical hours currently in third year. When students complete the Dental Hygiene program, they are eligible to proceed directly into practice; therefore, it is important that the clinical education hours remain consistent in the final two fundamental clinical years to prepare the student for entry-to-practice in the dental hygiene profession.

Approved/Reviewed by:
FoMD Faculty Learning Committee (Faculty Council Delegated Approver): July 30, 2020
FoMD Faculty Council (Review): August 25, 2020

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2020-2021

Implementation: NORMAL _____ EARLY ____X____

Type of Change: PROGRAM Change _____

NEW COURSE _____ COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE __X_____

Current

Proposed

**BA (Native Studies)/BEd (Elementary) Five Year
 Combined Degrees [Native Studies]**

**BA (Native Studies)/BEd (Elementary) Five Year
 Combined Degrees [Native Studies]**

[No changes until...]

[No changes until...]

Notes

Notes

1. Program advice should be obtained from both Education and Native Studies.
2. Program Requirements (★150)
 Education Core (★57)
 Native Studies Core (★51)
 Minor (★18)
 Options (★24)
3. Students in this program must select one of the following minors (★18): Indigenous Curriculum and Knowledges, Cree Language or Social Studies.

1. Program advice should be obtained from both Education and Native Studies.
2. Program Requirements (★150)
 Education Core (★57)
 Native Studies Core (★51)
 Minor (★18)
 Options (★24)
3. Students in this program must select one of the following minors (★18): Native Education, Cree Language or Social Studies.

Indigenous Curriculum and Knowledges (★18)

Native Education (★18)

Rationale: This calendar change is to correct the error from “Indigenous Curriculum and Knowledges” to “Native Education”. Previously, this change was from the Faculty of Education to change the Native Education Minor to Indigenous Curriculum and Pedagogy however has not been sent for change yet.

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2021-2022

Implementation: NORMAL _____ EARLY X _____ ***Early Implementation Winter 2021

Type of Change: PROGRAM Change _____

NEW COURSE X _____

COURSE CHANGE _____

COURSE DELETION _____ EDITORIAL _____

OTHER CHANGE _____

Current

Proposed

NEW

NS 115 Indigenous Peoples and Technoscience
*3 (fi 6) (either term, 3-0-0). This course introduces students to the long and complicated relationships between science and technology fields, broader dynamics of colonialism, and increasing demands for Indigenous governance of the sciences and technologies that affect them.

Rationale:

Historians of colonial science, for example, have posited a historically-located relationship between the development of what is now considered modern science, the technoscientific advances indelibly marking western civilization, and European imperialisms and colonialisms. Further, Indigenous Studies scholars have located modern science and technology among an ongoing colonial system, which working in tandem (and, at times, in tension) with other institutionalized fields, generate the power to rescript Indigenous peoples' knowledges of their existence *as* peoples in terms of the possessive logics of gender, race, rights, sovereignty, and capital. There are, however, few academic programs and courses that interrogate the relations through which scientific knowledge production, the institutionalization of science and technology fields (away and apart from those deemed social and humanist), and national science policy programmes have been produced and sustained with the formation of Anglo-First-World nation-states where formal colonialism never fully ended (i.e. Canada, the US, Hawai'i, Guam, Australia, and Aotearoa/New Zealand). This course proposes to do just that thereby offering students with timely instruction that will help equip them in understanding and working in 21st century contexts, including the accelerating pace of technoscientific advancement.

Faculty of Native Studies
Academic Planning and Undergraduate Programs
Calendar Change Request Form
2021-2022

Implementation: NORMAL _____ EARLY ___X___ ***Early Implementation Winter 2021

Type of Change: PROGRAM Change _____

 NEW COURSE ___X___ COURSE CHANGE _____

 COURSE DELETION _____ EDITORIAL _____

 OTHER CHANGE _____

Current	Proposed
<i>NEW</i>	<p>NS 161 Countering Stereotypes of Indigenous Peoples</p> <p><u>*3 (fi 6) (either term, 3-0-0). This course pulls the rug from underneath settler-based constructions of Indigeneity. Taking up the most prevalent stereotypes of Indigenous people, the course will provide context and reflection-based learning to give students the ability to unpack and challenge the narratives that both skew the lived experience of Indigenous peoples and allow the replication of stereotypes that reinforce colonial relationships.</u></p>

Rationale: This course is designed for students and learners who are encountering stereotypes in all areas of society: education, government, child welfare, health, and others, and who require the knowledge to unpack, challenge, and discard harmful stereotypes of Indigenous people. The course will provide a foundation for students to take further courses in Indigenous studies.

Calendar Change Request Form

Implementation Type: *Normal Early* Implementation Calendar Year: *2021-20*

Type of Change: *Program Regulations New Course Course Deletion Course Change Editorial*

Current	Proposed
<p>Course Listings</p> <p>PHARM 443 - Pharmacotherapy 6 ★ 3 (fi 6) (first term, 3-1s-0) Students will develop fundamental knowledge in the areas of reproductive and sexual health, as well as musculoskeletal / joint conditions and will apply therapeutic and pharmaceutical science knowledge to various patient care scenarios , with increasing complexity. Students will further develop their critical thinking and self-directed learning skills, along with their breadth and depth of therapeutic knowledge, as they incorporate principles of evidence-based therapeutic decision making within the patient care process framework. (Restricted to Pharmacy students.)</p> <p>PHARM 204 - Physiology and Anatomy for Pharmacy ‡ ★ 3 (fi 6) (first term, 3-1s-0) Provides students with a basic understanding of healthy anatomy and physiology using a systems-based approach relevant to pharmacist's practice. Students will develop critical thinking, self-directed learning, and collaboration skills as they apply their knowledge of anatomy and physiology. (Restricted to Pharmacy students.)</p> <p>PHARM 313 - Behavioral, Administrative, Social and Evidence-based Pharmacy 4 ★ 3 (fi 6) (second term, 3-1s-0) Topics covered include application of pharmacy practice management and patient safety culture to pharmacy practice across settings. Skill development in engaging with patient's specific cultural or communication needs, working in groups, shared decision making, and appraising</p>	<p>Course Listings</p> <p>PHARM 443 - Pharmacotherapy 6 ★ 3 (fi 6) (first term, 3-1s-0) Students will develop fundamental knowledge in the areas of sexual and reproductive health, as well as musculoskeletal / joint conditions and will apply therapeutic and pharmaceutical science knowledge to various patient care scenarios , with increasing complexity. Students will further develop their critical thinking and self-directed learning skills, along with their breadth and depth of therapeutic knowledge, as they incorporate principles of evidence-based therapeutic decision making within the patient care process framework. (Restricted to Pharmacy students.)</p> <p>Pharm 204 - Anatomy and Physiology for Pharmacy ★ 3 (fi 6) (first term, 3-1s-0) Provides students with a fundamental understanding of human anatomy relevant to pharmacy practice using a system-based approach. Core concepts include human anatomy and anatomical function including physiology and pathophysiology within the context of drug action. (Restricted to Pharmacy students.)</p> <p>PHARM 313 - Behavioral, Administrative, Social and Evidence-based Pharmacy 4 ★ 3 (fi 6) (second term, 3-1s-0) Topics covered include application of pharmacy practice management and continuous quality improvement to pharmacy practice across settings. Skill development in engaging with patients with complex communication needs, shared decision making, and appraising and applying</p>

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Fax: 780.492.1217
www.pharmacy.ualberta.ca

synthesized resources and observational research. (Restricted to Pharmacy students.)	observational and pharmacoepidemiologic research to clinical practice. (Restricted to Pharmacy students.)
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Rationale: Changes to align with naming conventions and to better reflect course content developed and delivered in new PharmD curriculum.

Notes: For the 2021-20 Calendar

Submitted by: Jill Hall Assistant Dean, Professional Programs		
Faculty Approval:	Curriculum Committee Original Date: September 16, 2020	Faculty Council Date: September 21, 2020

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Calendar Change Request Form

Implementation Type: Normal Early Implementation Calendar Year: 2021-2022

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>PHARM 310 - Special Topics in Pharmacy ★ 1 (fi 2) (either term or Spring/Summer, variable) Covers specialized topics of current interest in pharmacy practice and pharmaceutical sciences.</p>	<p>PHARM 310 – Special Topics in Pharmacy: Immunology and Biotechnology ★ 1 (fi 2) (either term, 1-0-0) This course provides students with an understanding of immunology, molecular biology, and biotechnical processes and point of care tests that support therapeutic and diagnostic application in patient care. (Restricted to Pharmacy students.)</p>

Rationale:

Core content of Pharm 310 determined. Course title and descriptions edited to properly reflect course content.

Notes: For the 2021-2022 Calendar

Submitted by: Jill Hall, Assistant Dean, Professional Programs	
Faculty Approval:	<input type="checkbox"/> Curriculum Committee Original Date: 22Jan2020 <input checked="" type="checkbox"/> Faculty Council Date: 7Feb2020

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Calendar Change Request Form

Implementation Type: Normal Early Implementation Calendar Year: 2020-2021

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>PHARM 401 - Toxicology and Pharmacogenomics ★ 3 (fi 6) (second term, 3-0-0) Provides students with fundamental knowledge of toxicologic and pharmacogenomic concepts and their application in patient care. Clinical relevance of toxicology will be explored through the examination of drug toxicity to specific target organs and approaches to managing poisoning and adverse drug reactions. Principles and clinical applications of pharmacogenomics will be explored with relevance to drug metabolism, transport and drug targets. (Restricted to Pharmacy students.)</p>	<p>PHARM 401 – Toxicology, Drugs of Abuse and Related Pharmacology ★ 3 (fi 6) (second term, 3-0-0) Provides students with fundamental knowledge of toxicology of prescription and non-prescription medications and drugs of abuse, as well as select specialized topics in pharmacology. Clinical relevance of toxicology, including pharmacogenomic concepts, will be explored through the examination of drug toxicity to specific target organs and approaches to managing poisoning and adverse drug reactions. (Restricted to Pharmacy students.)</p>

Rationale:

Integrated pharmacogenomic content across 3 years of classroom coursework, requiring a shift in the composition of Pharm 401. Course title and description edited to properly reflect course content.

Notes: For the 2020-21 Calendar

<p>Submitted by: Jill Hall, Assistant Dean, Professional Programs</p>	
<p>Faculty Approval:</p>	<p><input checked="" type="checkbox"/> Curriculum Committee Original Date: 22Jan2020</p> <p><input checked="" type="checkbox"/> Faculty Council Date: 7Feb2020</p>

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Calendar Change Request Form

Implementation Type: Normal Early **Implementation Calendar Year:** 2021-2022

Type of Change: Program Regulations New Course Course Deletion Course Change Editorial

Current	Proposed
<p>PHARM 310 - Special Topics in Pharmacy</p> <p>★ 1 (fi 2) (either term or Spring/Summer, variable)</p> <p>Covers specialized topics of current interest in pharmacy practice and pharmaceutical sciences.</p>	<p>PHARM 310 – <u>Immunology and Biotechnology</u></p> <p>★ 1 (fi 2) (either term, 1-0-0)</p> <p><u>This course provides students with an understanding of immunology, molecular biology, and biotechnical processes and point of care tests that support therapeutic and diagnostic application in patient care. (Restricted to Pharmacy students.)</u></p>

Rationale:

Core content of Pharm 310 determined. Course title and descriptions edited to properly reflect course content.

Notes: For the 2021-2022 Calendar

<p>Submitted by:</p> <p>Jill Hall, Assistant Dean, Professional Programs</p>		
<p>Faculty Approval:</p>	<p>Curriculum Committee Original Date: 4Nov2020</p>	<p>Faculty Council Date:</p>

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Items Deemed Minor/Editorial A. Entrance Requirements for Communication Sciences & Disorders, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research (FGSR)
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Robert Haennel, Dean, Faculty of Rehabilitation Medicine Brooke Milne, Vice-Provost and Dean, FGSR
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) and Chair, GFC

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	See individual item for detail on proposed changes submitted by Faculties and the Office of the Registrar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are routine or editorial in nature. PC's Terms of Reference provide that "'Routine and/or Editorial' - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Editorial or routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations."
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Vice-Provost (Programs) and Chair, GFC Academic Standards Committee • Faculty Councils • Representatives of the Office of the Registrar
<For information on the protocol see the Governance	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> •

Item No. 5

Resources section Student Participation Protocol >	<u>Those who have been informed:</u> •
Approval Route (Governance) (including meeting dates)	See individual item for Faculty approval information GFC PC November 19, 2020

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Programs Committee (PC) Terms of Reference	

Attachments

1. A. MScSLP Standardized Language Requirement

Prepared by: Heather Richholt, Assistant Secretary to GFC, heather.richholt@ualberta.ca

CALENDAR CHANGE REQUEST FORM

 Department: **Communication Sciences & Disorders (Winter 2021)**

Highlight type of change request below:

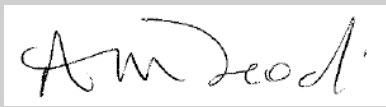
1. Course Change 2. Editorial Change 3.
- Admission Requirement**
4. Program Regulation

CURRENT	PROPOSED
<p>Strike through and highlight deletions</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>...</p> <p>Entrance Requirements</p> <p>English Language Proficiency</p> <p>The Test of English as a Foreign Language (TOEFL) scores required for admission are as follows:</p> <p>Internet Test (iBT) (Maximum 120) CSD Minimum requirements:</p> <ul style="list-style-type: none"> • Overall score: 115 • Speaking: 28 • Writing: 26 • Listening: 24 • Reading: 22 	<p><u>Underline and highlight</u> additions</p> <p>Communication Sciences and Disorders [Graduate]</p> <p>...</p> <p>Entrance Requirements</p> <p>English Language Proficiency</p> <p>The Test of English as a Foreign Language (TOEFL) scores required for admission are as follows:</p> <p>Internet Test (iBT) (Maximum 120) CSD Minimum requirements:</p> <ul style="list-style-type: none"> • Overall score: 102 • <u>Reading: 22</u> • <u>Listening: 26</u> • <u>Speaking: 26</u> • <u>Writing: 24</u> <p><u>The International English language testing system (IELTS)</u> <u>(Academic AC or General Training GT)</u></p> <ul style="list-style-type: none"> • <u>Total: 7.5</u> • <u>Reading: 7.5</u> • <u>Listening: 7.5</u> • <u>Speaking: 7.5</u> • <u>Writing: 7.5</u>

Rationale for change: (Not required for course deletion or editorial changes)

Revise the minimum English language proficiency scores to be consistent with the scores established in 2017 by Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR) and currently used by the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA). This includes changes to the TOEFL iBT scores, and the addition of International English language test system (IELTS) scores. These changes also are more consistent with those of other Canadian university SLP programs.

All names, signatures and dates are required:

Department Contact Name: Lu-Anne McFarlane	Department Chair or Designate Name: Andrea MacLeod	Date approved by Faculty Council: May 22, 2020
Email: luanne@ualberta.ca	Signature: 	Date Submitted: May 28, 2020

Email a signed PDF and an editable word version to noriko.hessmann@ualberta.ca

Date approved by FGSR Council: October 14, 2020

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed New Course Designator, SEM (Strategy, Entrepreneurship and Management), Faculty of Business
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Motion

<p>THAT the GFC Programs Committee approve, with delegated authority from General Faculties Council, the new course designator SEM (Strategy, Entrepreneurship and Management) to replace SMO (Strategic Management and Organization), as submitted by the Faculty of Business, to take effect fall 2021.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Joseph Doucet, Dean, Faculty of Business
Presenter(s)	Leo Wong, Associate Dean, Undergraduate

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To change the course designator of SMO to SEM in the Department of Strategy, Entrepreneurship and Management
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The Department of Strategic Management and Organization became the Department of Strategy, Entrepreneurship and Management on July 1, 2020. As a department we wanted a name that better reflected the broad areas of expertise within the group. We wanted a name that conveyed to students the kind of courses we offered, and a name that incorporated our three majors: (a) strategy, management (leadership) and organizations; (b) entrepreneurship and innovation; and (c) human resources management. Within the department, we are proud of our research culture and are well-known for the knowledge we generate in these general areas. It is noteworthy that many faculty with the department teach courses and conduct research in more than one of these areas. We felt a sharper, crisper name would make it easier for our external communities and potential donors to connect with our people, our students, and our research. Finally, by identifying with strategy, entrepreneurship and management we more clearly distinguish ourselves from the other departments within the school. Changing the course designator from SMO to SEM is a logical next step.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Faculty members in the Department of Strategy, Entrepreneurship and Management (previously Department of Strategic Management and Organization). We reached a consensus on the name change.
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Item No. 6

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Senior Faculty leadership • Departments of ABA, MBEL and Finance
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • All of the faculty within the school • Our students • Our external communities • General public via social media and web-page re-branding
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Undergraduate Studies Policy Committee, October 19, 2020 Graduate Studies Policy Committee, October 19, 2020 PhD Studies Policy Committee, October 19, 2020 Business Council, October 23, 2020 GC Programs Committee, November 19, 2020</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 21</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success		
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference</p>		

Attachments
n/a

Prepared by: Nicole Lazorek, Academic Officer, Undergraduate, nlazorek@ualberta.ca