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## FACULTY OF ARTS AND SCIENCE

### FIVE YEAR RULE REPORT

The following courses have not been offered in five or more academic years and are now being inactivated.

*Note:* It is possible that some of the courses on this list were inactivated in a previous curriculum cycle but the inactivation in Course Catalogue was missed. This process frees up course numbers for future use and improves the accuracy of our catalogue/calendar.

All reference to the following courses will be removed from the 2024-25 Academic Calendar.





CISC	236	2001 Winter
CISC	425	2017 Fall
CISC	434	2015 Fall
CISC	462	2018 Fall
CISC	491	2014 Winter
CLST	100	Fall 2007/2008 Winter
CLST	206	2018 Summer
CLST	332	2017 Fall
COGS	300	2017 Winter
COMP	230	2009 Fall
COMP	329	2014 Fall
DRAM	181	2013 Fall/2014 Winter
DRAM	201	2011 Fall
DRAM	202	2012 Winter
DRAM	210	2011 Fall/2012 Winter
DRAM	289	2013 Fall

GPHY	413	2010 Winter
GPHY	417	2016 Winter
GPHY	493	2004 Fall
GPHY	494	2008 Winter
GREK	430	2011 Fall/2012 Winter
GREK	591	2006 Winter
GRMN	203	2012 Winter
GRMN	310	2007 Fall
GRMN	315	2014 Fall
GRMN	433	2013 Winter
GRMN	531	2015 Fall
GRMN	532	2012 Winter
GRMN	P61	2010 Winter
INTS	221	2017 Winter
INTS	300	2017 Summer
INTS	301	2014 Fall
INTS	303	2013 Summer
INTS	313	2011 Fall
INTS	321	2012 Winter
INTS	323	2014 Fall
INTS	363	2012 Summer
ITLN	230	2011 Winter
ITLN	326	2009 Winter
ITLN	331	2014 Winter
ITLN	332	2015 Winter
ITLN	432	2005 Fall
ITLN	501	2010 Fall
ITLN	502	2015 Fall
JAPN	300	2009 Fall/Winter 2010
JAPN	301	2014 Fall
JAPN	302	2015 Winter
LATN	431	2014 Fall/2015 Winter
LATN	591	2014 Winter
LING	360	2016 Winter
LLCU	207	Never Offered
LLCU	226	Never Offered
LLCU	232	Never Offered
LLCU	233	2014 Winter
LLCU	234	Never Offered
LLCU	322	2016 Fall
LLCU	331	2013 Winter
LLCU	332	Never Offered





23-24

**Faculty of Arts**

<b>Topics Course:</b>	
<b>Course Units:</b>	
<b>Course Title:</b>	
<b>Transcript Title:</b>	
<p>state professional development. The course has various types of a practical dissected specimen and accompanying presentation and peer feedback, and a summative research manuscript. opportunity to develop a research question with their teams and receives in a comprehensive and thoughtful manner, mentored by the</p> <p># )</p>	<p>ANAT 599 is a course on collaborative research in the Anatomical Sciences. Students will use a team-based approach to devise a research question that addresses a gap in knowledge in the Anatomical Sciences. The relevant</p> <p>course instructors.</p>
<b>Course Notes:</b>	None.



	<b>Exclusion</b> BCHM 310/9.0; BCHM 311/3.0; BCHM 317/6.0
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Use and understand the limitations of a variety of equipment used in biochemical studies.</li> <li>2. Work with samples on a microliter and microgram scale.</li> <li>3. Appropriately present, analyze, and interpret a variety of experimental biochemical data.</li> <li>4. Demonstrate the presentation of experimental results in the form of written laboratory reports.</li> <li>5. Identify and use various techniques for purification of proteins.</li> </ol>
<b>Learning Hours:</b>	180 (48Lb; 132P)

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	BCHM 320
<b>Department/School:</b>	Biomedical and Molecular Sciences
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Applications of Synthetic Biology
<b>Transcript Title:</b>	App. of Synthetic Biology
<b># )</b>	<p>Applications of Synthetic Biology provides students with a comprehensive overview of designing and developing biological 'parts' (genes) to use for applications including but not limited to medical, industry, and agricultural – with special emphasis regarding ethical use.</p>



<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	DISC 591
<b>Department/School:</b>	Biomedical and Molecular Sciences

Proposal Type:





<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	DISC 598
<b>Department/School:</b>	Biomedical and Molecular Sciences
<b>Topics Course:</b>	No
<b>Course Units:</b>	6

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	DISC 599
<b>Department/School:</b>	Biomedical and Molecular Sciences
<b>Topics Course:</b>	No
<b>Course Units:</b>	6.0

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	MICR 484
<b>Department/School:</b>	

**Requisites:**



<b>Topics Course:</b>	No
- # y	3.0
- # u	Introduc on to Biochemistry Prerequisite None.
- k	

- 0 =	180 (48Lb; 132P)
New Learning Hours:	0 h

Proposal Type: Course Change



	o#@	o#	o#	o#	o#	U#k
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**Proposal Type:** Course Change



	o#@	o#	o#	o#	o#	U@k
	Vo#@	h°u=	h=°k	h=8'		k-h)

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	LISC 595
<b>Department/School:</b>	Biomedical and Molecular Sciences
<b>Topics Course:</b>	No
- # y	6.0
- # u	Independent Study

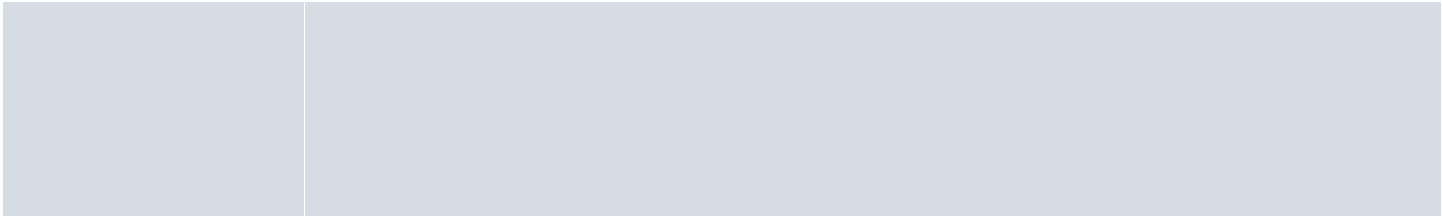
<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	MICR 499
<b>Department/School:</b>	Biomedical and Molecular Sciences
<b>Topics Course:</b>	No
<b>- # y</b>	12.0
<b>- # u</b>	Research Project in Microbiology and Immunology
<b>- k</b>	Prerequisite Level 4 and registration in a LISC or ELSC Specialization Plan and cumulative GPA of 2.50 or higher and MICR 221/3.0. Exclusion ANAT 499/12.0; CANC 499/12.0; EPID 499/12.0; LISC 499/12.0*; MICR 455/6.0; NSCI 499/12.0; PATH 499/12.0; PHAR 499/12.0; PHGY 499/12.0; REPD 499/12.0.
<b>New Requisites:</b>	Prerequisite

- # y	120
- # u	Research Project in Neuroscience
- k	Prerequisite Level 4 and registration in a LISC Specialization and a cumulative GPA of 2.50 or higher. Exclusion ANAT 499/12.0; CANC 499/12.0; EPID 499/12.0; LISC 499/12.0*; MICR 455/6.0; MICR 499/12.0; PATH 499/12.0; PHAR 499/12.0; PHGY 499/12.0; REPD 499/12.0.
New Requisites:	Prerequisite O or higher.









<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	Core 1.A., Core 1.H.
<b>Plan Code(s):</b>	BCHM-P-BSH : Biochemistry – Specializa on (Science) – Bachelor of Science (Honours) BCHM-M-

	None.  <i>Courses Removed:</i> ANAT 309/3.0
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	Plan Change
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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	LISC_List_D Course List
<b>Plan Code:</b>	



	<ul style="list-style-type: none"> <li>○ <b>h=8'</b></li> </ul> <p><i>Courses Added:</i> LISC 391/3.0</p> <p><i>Courses Removed:</i> None.</p>
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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	LISC_List_K Course List
<b>Plan Code:</b>	LISC-P-BSH : Life Sciences – Specializa on (Science) – Bachelor of Science (Hono

	<p><i>Courses Added:</i> MATH 300/3.0</p> <p><i>Courses Removed:</i> BIOM 300/3.0*</p>
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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	LISC_List_L Course List
<b>Plan Code:</b>	LISC_LIST_L Course List ref()TdlSC2 _S%





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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	LISC_List_B Course List
<b>Plan Code(s):</b>	LISC-G-BSC : Life Sciences – General (Science) – Bachelor of Science or of a degree

**DEPARTMENT OF CLASSICS AND ARCHAEOLOGY – NEW COURSES**

<b>Proposal Type:</b> New Course	
<b>Course Code:</b>	CLST 209
<b>Department/School:</b>	Classics and Archaeology
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Slavery in the Ancient World
<b>Transcript Title:</b>	Slavery in the Ancient World
# )	How was slavery envisaged in the ancient world? This course centers on the ancient Mediterranean (ca. 1200 BC – 300 AD), using translated Greek and Latin sources; to complement this, we also examine materials from the ancient Near East and late Antiquity/early Middle Ages. Together, we confront the different forms of “unfreedom” which ancient people could experience, in cultural, economic



<p><b>Transcript Title:</b></p> <p># )</p>	<p>Greek Geometry</p> <p>Greek geometry is one of the foundations from which modern mathematics sprang. The Greek idea of a mathematical 'proof' became the very standard of rigour for other sciences. We will explore the methods and achievements of Greek geometry through a close reading of selected texts from pure and applied Greek mathematicians, beginning with the basics of Geometry as outlined in Euclid's Elements, and then moving on to more sophisticated methods and themes in other authors. No prior knowledge of ancient or modern mathematics is required, but a willingness to learn some is essential.</p>
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**Course Notes:**

NOTE This course is normally co-

	<p>5. Locate and recognize the importance of the chief dictionaries and grammatical commentaries for purpose of inquiry.</p> <p>6. Working alone or in a group, translate texts not before studied at sight.</p> <p>7. Working alone or in a group, develop critical analyses of key issues or problems, and/or to devise creative solutions for translation and understanding of texts.</p>
<b>Learning Hours:</b>	120 (36S; 84P)

## DEPARTMENT OF CLASSICS AND ARCHAEOLOGY – COURSE CHANGES

**Proposal Type:** Course Change

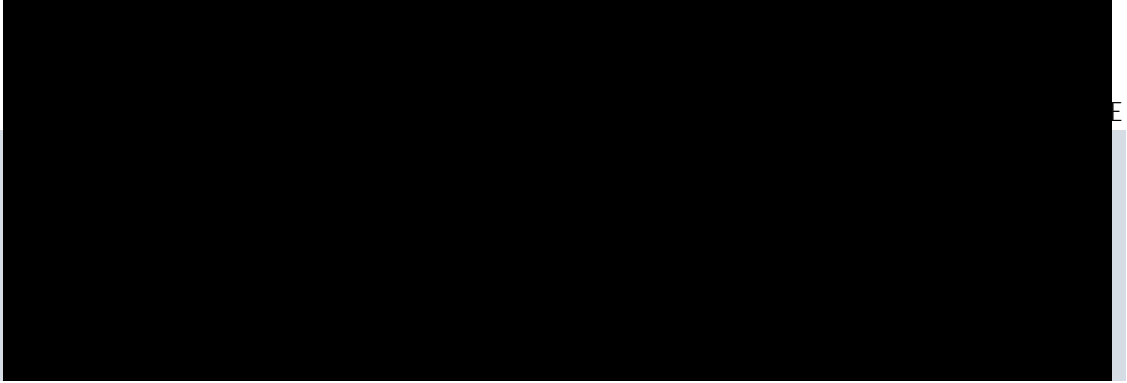
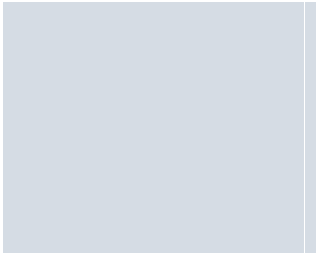




<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Course Notes, Requisites, Learning Hours
<b>Course Code:</b>	LATN 322
<b>Department/School:</b>	Classics and Archaeology
<b>Topics Course:</b>	Yes
- # y	3.0
- # u	Latin Verse
- # Notes:	NOTE This course is normally co-taught with LATN 422. NOTE This course is repeatable for credit under different topics.
<b>New Course Notes:</b>	NOTE This course is normally co-taught with LATN 422. NOTE This course is repeatable for credit under different topics.







<b>Course Title:</b>	Artificial Intelligence in Society
<b>Transcript Title:</b>	AI in Society
<b>#</b> )	A non-technical overview of what artificial intelligence is (and isn't) and how it affects society. "Algorithms" in social media and elsewhere. Generative AI. Bias, fairness, and ethics. Social, legal, and commercial aspects. Public perceptions and reactions. A brief history and the potential future.
<b>Course Notes:</b>	None.
<b>Requisites:</b>	<b>Prerequisite</b> None.
<b>Learning Outcomes:</b>	1. Assess current media reporting about AI, especially basic uses, capabilities, and limitations of AI.

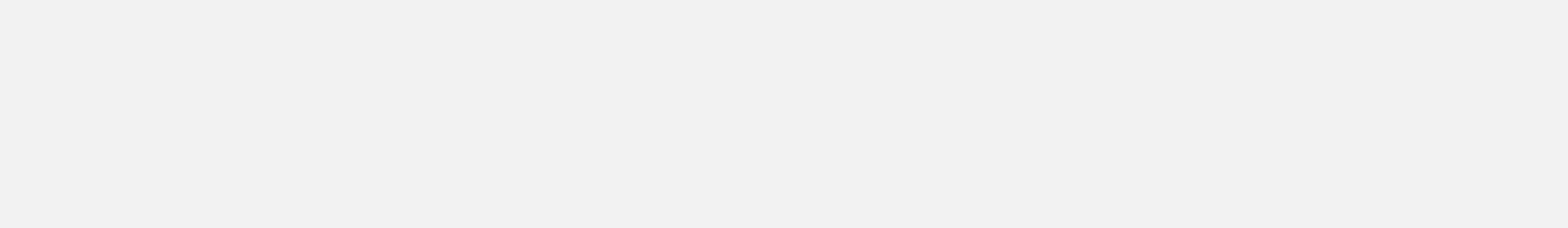




3. Illustrate cognitive models such as IAM and modeling techniques such as logic programs and neural networks.

4. Design simple automata and develop logical deductions for problem solving that serve as the foundation of intelligent computer programs such as natural language processing, image recognition, and data mining.



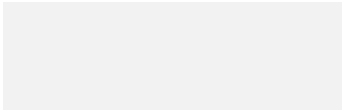








<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	Core 1.A., Option 2.B., Supporting 3.A.
<b>Plan Code(s):</b>	COMP-G-BA : Computing – General (Arts) – Bachelor of Arts COMP-Y : Computing – Minor (Arts)
<b>Department/School:</b>	Computing
<b>- # . ° :</b>	A. Complete the following: CISC 121/3.0 CISC 121 a ¶ /



& MATH 111/6.0  
or

New # ) :	" # a' u' a' u' a' u \
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**Proposal Type:** Plan Change

1. Define key concepts from theatre studies applicable to analyzing performance in pop culture and media, including theatricality, affect, performativity and representation.

2. Reflect upon your personal experience as a spectator/consumer of popular culture and media using insights from theatre studies (and without extrapolating or universalizing your experience).

**Learning Outcomes:**

3. Identify and develop productive and well-grounded connections between course concepts and examples of performance in popular culture and media.

<b>Proposal Type:</b>	New Course (Cross-Lis ng)
<b>Course Code(s):</b>	DRAM 294/MUSC 294
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Dance for Music Theatre
<b>Transcript Title:</b>	Dance for Music Theatre
# )	A con nua on of dance, m of bbb ofb us b i

**Requisites:**





**Learning Outcomes:**

1. Name, identify, and assess and critique various disciplines and methodologies in performing arts research order to choose appropriate strategies for enquiry.
2. Evaluate information sources and extrapolate data in order to assess their appropriate use in research.
3. Evaluate and compare research methodologies and critical theories in order to effectively design a research project.
4. Develop and refine communication methods in order to disseminate new knowledge. ~~5. 7. 8. 9. 10. 11. 12.~~

<b>Proposal Type:</b>	New Course (Cross-Lis ng)
<b>Course Code(s):</b>	DRAM 384/MUSC 384
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Dancer-Singer in Music Theatre
<b>Transcript Title:</b>	Dancer-Singer in Music Theatre
<b># )</b>	An applied course integra ng advanced-level singing, dancing and movement techniques, choreography, devising, and other crea ve applica ons in music theatre scenes. Through writ en assignments and performance, students prepare and perform scenes that integrate the work of the composer, lyricist, and book writer.
<b>Course Notes:</b>	NOTE Students with previous singing and advanced private dance class experience, including through Queen's clubs, are encouraged to request permission to enrol. NOTE This course is also listed/o ered as XXXX 384/3.0.
<b>Requisites:</b>	<b>Prerequisite</b> (Registra on in a MUTH plan) or ([one course from MUSC 118/3.0, MUSC 119/3.0, MUSC 120/6.0, MUSC 121/6.0, MUSC 122/3.0, MUSC 123/3.0, MUSC 124/6.0, MUSC 280/3.0, MUTH 210/3.0] and [DRAM 294/3.0 or MUSC 294/3.0 or MUTH 211/3.0*]) or permission of the School. <b>Exclusion</b> XXXX 384/3.0. <b>Equivalency</b> MUTH 310/3.0*.

Learning Outcomes:

# )	An introduction to the principles and skills necessary for a successful career in the arts centered around business aspects as well as important facets of professionalism required in today's arts fields. Topics may include business practices, concert planning, grant writing, promotion and publicity, and the role of supporting professionals.
<b>Course Notes:</b>	NOTE This course is also listed/ offered as XXXX 386/3.0.
<b>Requisites:</b>	<b>Prerequisite</b> Level 3 or above and registration in an ARTF, ARTH, DRAM, FILM, MAPP, MUSC, or MUTH Plan. <b>Exclusion</b> XXXX 386/3.0. <b>Equivalency</b> MUTH 340/3.0*.
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Demonstrate acquired knowledge about the business aspects of the arts including financial planning.</li> <li>2. Articulate critical thinking about the development of the professional arts in Canada.</li> <li>3. Demonstrate acquired skills in various approaches to writing for the arts through weekly critical responses, the creation of a professional 'pitch' letter as well as the creation of a major document – the Personal Business Plan.</li> <li>4. Articulate your ideas in class forums during the term.</li> <li>5. Further develop as a life-long-learner by integrating the knowledge, skills and values that are addressed in this class.</li> </ol>
<b>Learning Hours:</b>	120 (36L; 240; 60P)

**Proposal Type:** New Course



1. Recognize and identify current repertoire of the instrument and/or performance tradition in

**Learning Outcomes:**



1. Identify how contemporary popular music intersects with a range of social and political topics cross-culturally.
2. Apply interdisciplinary perspectives and theories to examine how music shapes and is

**Learning Outcomes:**



<b>Learning Hours:</b>	119 (18Lb; 11I; 90P)
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<b>Proposal Type:</b>	New Course
<b>Course Code(s):</b>	MUSC 219
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	Yes
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Applied Music 2B
<b>Transcript Title:</b>	Applied Music 2B

#	)	Regular instrumental or vocal instruction with ~	vCD
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1. Analyze and critique work in diverse areas of electroacoustic music and sonic arts, including each others' creations, and be able to aurally recognize music technologies and concepts as employed by specific composers.

**Learning Outcomes:**

**Proposal Type:** New Course

**Course Code(s):**



<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Understand the performance aesthetic of different styles and genres of music theatre.</li> <li>2. Develop skills in music direction, score preparation, and planning.</li> <li>3. Explore the concepts of arranging, musical interpretation, and scoring in music theatre.</li> <li>4. Build on the historical and cultural knowledge of music theatre exploring different genres and their implications for music direction.</li> <li>5. Develop skills in musical leadership, including rehearsal design, auditioning, and working collaboratively with others.</li> <li>6. Explore musical interpretation in the presentation of music theatre.</li> <li>7. Gain an understanding of the use of new technologies in music theatre.</li> </ol>
<b>Learning Hours:</b>	120 (36L; 84P)

<b>Proposal Type:</b> New Course	
<b>Course Code(s):</b>	MUSC 332
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Opera Performance
<b>Transcript Title:</b>	Opera Performance
<b>Course )</b>	Exploration and discussion of historical and contemporary performances as well as theories of acting, character development, staging and other topics related to Opera performance. Knowledge will be applied and expanded through live performance of scenes from the repertoire. Course may focus on a specific work, composer, or theme.
<b>Course Notes:</b>	NOTE Students enrolling in this course should have previous classical singing experience.
<b>Requisites:</b>	<p><b>Prerequisite</b> Level 3 or above.  <b>Equivalency</b> MUTH 332/3.0*.</p> <ol style="list-style-type: none"> <li>1. List, compare, and critique historical a e, ai</li> </ol>
<b>Learning Outcomes:</b>	



<b>Course Notes:</b>	None.
<b>Requisites:</b>	<p><b>Prerequisite</b> (Level 2 or above and [registra on in a MUSC or MUTH Plan] or [MUSC 114/3.0 and 3.0units from MUSC or MUTH]) or permission of the School.</p> <p><b>Equivalency</b> MUSC 274/3.0*.</p>
<b>Learning Outcomes:</b>	<p>1. Iden fy, d ( m 1 d (dfi 0 ( y 0 .fi d e3o</p>





<b>Course Notes:</b>	NOTE: Students must submit a portfolio of compositions to the Dan School Office by the last day of classes in the Winter Term. Admission is determined through evaluation of portfolios by a Faculty jury. Submission of a portfolio does not guarantee admission.
<b>Requisites:</b>	<b>Prerequisite</b> (MUSC 351/3.0 or MUSC 353/6.0) and permission of the School. <b>Exclusion</b> MUSC 451/3.0, MUSC 452/3.0*.
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Demonstrate a sophisticated level of originality and craft through the creation of original compositions primarily for instruments and/or voices or computer software by exploring a variety of techniques, genres and formats.</li> <li>2. Develop a high level of knowledge of styles and trends in composition through the analysis and study of compositions related to a project that the student is working on.</li> <li>3. Demonstrate advanced understanding of musical notation, mixing, and/or editing using computer software and how to prepare polished scores and parts or recordings of their compositions.</li> <li>4. Develop the time management and networking skills involved in conceiving, composing, securing performers, rehearsing and presenting a new musical composition.</li> </ol>
<b>Learning Hours:</b>	240 (72S; 168P)

## DAN SCHOOL OF DRAMA AND MUSIC – COURSE CHANGES

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Title, Learning Outcomes
<b>Course Code:</b>	DRAM 100
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	No
- # y	6.0
- # u	Introduction to Theatre
<b>New Course Title:</b>	

5. Deliver and receive feedback in a way that is productive, insightful, and that promotes positive development and exploration.

6. Embrace the uncertainty of creating work in the theatre, understanding how uncertainty influences creative development and offers the freedom to fail.

- # )

A practical introduction to the fundamental skills and techniques of acting, involving



<b>Topics Course:</b>	Yes
- # y	3.0
- # u	Special Topics in Performance I
<b>New Course Title:</b>	o u h h @
- O Hours:	120 (36P; 84P)
<b>New Learning Hours:</b>	o h

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	









New Requisites:	Prerequisite h O Uyo# Uyu= h
- O \	None on File.





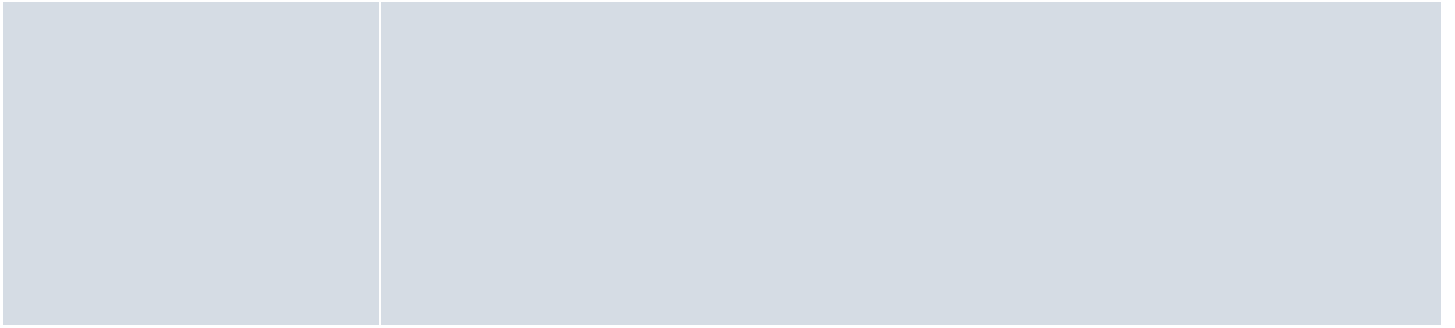


- # y	3.0
- # u	Special Topics in Performance III
<b>New Course Title:</b>	<b>o u h h @</b>
- # )	Practical work in selected areas of performance. Not offered every year, see Department webpage for details.
<b>v # )</b>	<b>h v</b> <b>) v o</b>
- k	Prerequisite Level 4 or above. Note Prerequisite varies depending on specific course content; consult the Department full



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<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	MUSC 122
<b>Department/School:</b>	

	<p>2. Harmonize, in block chords, elementary figured and unfigured bass and/or melodic fragments based on their vocabulary and syntax.</p> <p>3. Harmonize a melody using simple accompanimental idioms.</p> <p>4. Transcribe and improvise using simple accompanimental idioms.</p> <p>5. Perform (score read) prepared keyboard and orchestral excerpts including a variety of def's.</p> <p>6. Analyze melodic intervals and scale degrees in a given piece.</p> <p>7. Sight-read single instrumental lines from orchestral scores employing treble, bass, alto def and/or tenor def's as writ en or for use in transposi on.</p>
<p><b>New Learning Outcomes:</b></p>	<p>U</p> <p>2. k</p> <p>U</p> <p>accompanimental idioms.</p> <p>h</p>

remixing, building sonic landscapes, licensing, and the history of sampliâ ag f



<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	MUSC 223
<b>Department/School:</b>	Dan School of Drama and Music
<b>Topics Course:</b>	No
- # y	3.0
- # u	Applied Music - Alternate Study 2B
- k	Prerequisite MUSC 222/3.0.
<b>New Requisites:</b>	

- # y	3.0
- # u	Scandals that Rocked the Classical Music World
- k	Prerequisite (MUTH 110/3.0 or MUTH 111/3.0) or permission of the Department. Exclusion MUSC 245/3.0 (Topic Title: Scandals that Rocked the Musical World - Winter 2019, Winter 2021).
New Requisites:	Prerequisite Uyo#      Uyu#      Uyu# School. Exclusion Uyo#      u u o      k      U ‡      - Winter ‡
- O =	120 (36L; 120; 72P)
New Learning Hours:	O h

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	MUSC 273



**Proposal Type:** Course Change

-	#	u	Applied Music - Alternate Study 3A
-	k		Prerequisite

<b>Topics Course:</b>	Yes
- # y	3.0
- # u	Topics in Music History and Culture I
- k	Prerequisite (MUSC 191/6.0 and [MUSC 210/3.0 or MUSC 211/3.0] or [MUSC 203/3.0* or MUSC 204/3.0* or MUSC 205/3.0*]) or permission of the School.

- k

Prerequisite

Proposal Type:



<b>Course Title:</b> u O \	Electroacoustic Music Composition <i>Mult-Term -</i>
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Proposal Type: # @	
Course Code:	MUTH 332
Department/School:	Dan School of Drama and Music
Topics Course:	No
Course Units:	3.0
Course Title:	Opera Performance
u O \	Fall 2019
° @	MUTH 332/3.0* is being recoded as MUSC 332/3.0.

Proposal Type: # @	
Course Code:	MUTH 333
Department/School:	Dan School of Drama and Music
Topics Course:	No
Course Units:	3.0
Course Title:	Music Theatre Creation Lab
u O \	Fall 2023
° @	MUTH 333/3.0* is being replaced by DRAM 389/MUSC 389 (Cross-Listing).

Proposal Type: # @	
Course Code:	MUTH 380
Department/School:	Dan School of Drama and Music
Topics Course:	No
Course Units:	3.0
Course Title:	Research



<p><b>New Sub-Plan 2.D.i.c.:</b></p>	<p>) # U #\ Uy-\</p>
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<b>Proposal Type:</b> Plan Change	
<b>Revision Type(s):</b>	Core 1.A., Core 1.B., Core 1.D., Core 1.G., Notes 3.A.
<b>Plan Code:</b>	MAPP-P-BAH : Media and Performance Production – Specialization (Arts) – Bachelor of Arts (Honours)
<b>Department/School:</b>	Administered by the Dan School of Drama and Music and the Department of Film and Media.
- # . . . .:	A. Complete 6.00 units from the following: BADR 100/3.0 & BADR 101/3.0 or DRAM 100/6.0 or MUTH 110/3.0 & MUTH 111/3.0
V # . . . .:	° # " ° ) k " ° ) k or ) k ° U or Uyo# Uyu=
- # . . . .	B. Complete 6.00 units from the following: BADR 100/3.0 FILM 104/3.0 FILM 110/6.0 FILM 214/3.0
New # . . . .:	" # 7@ 7@ or 7@ or 7@ 7@

	FILM 342/3.0 MUSC 491/3.0 MUTH 380/3.0 MUTH 387/3.0 MUTH 472/3.0
New # 8	

- Uyo#
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- Uyo#

*Courses Added:*

DRAM 241/3.0, DRAM 294/3.0, DRAM 311/3.0, DRAM 323/3.0, DRAM 330/6.0, DRAM 344/3.0, DRAM 346/3.0, DRAM 347/3.0, DRAM 348/3.0, DRAM 384/3.0, DRAM 389/3.0, DRAM 422/3.0, DRAM 431/3.0, MUSC 280/3.0, MUSC 281/3.0, MUSC 282/3.0, MUSC 283/3.0, MUSC 284/3.0, MUSC 285/3.0, MUSC 287/3.0

*Courses Removed:*

DRAM 273/3.0, MUSC 272/3.0, MUTH 210/3.0, MUTH 211/3.0\*, MUTH 310/3.0\*, MUTH 333/3.0\*









-	°	k	· °
[Redacted]			

A. Maximum of 12.00 units from DRAM\_Sub.





**Proposal Type:** Plan Change

**Revision Type(s):** Core 1.C., Sub-Plan 2.i.d., Sub-Plan 2.i.f., Sub-Plan 2.i.g., Sub-Plan 2.ii.a., Sub-Plan 2.ii.b., Sub-Plan 2.ii.e., Sub-Plan 2.ii.f., Sub-Plan 2.iii.a, Sub-Plan 2.iii.b., Sub-Plan 2.iii.d., Sub-Plan 2.iii.e., Sub-Plan 2.iii.f., Sub-Plan 2.iii.h., Notes 5.A.

v

	a. Complete 6.00 units from the following: MUSC 210/3.0 MUSC 211/3.0 MUSC 271/3.0 MUSC 289/3.0 MUTH 250/3.0 MUTH 251/3.0
New Sub-Plan 2.ii.a.:	# @ † 8 # MUSC





	Uyo# Uyo# Uyo# Uyo# Uyo# MUSC Uyo# Uyo# Uyo# Uyo#
- V	A. Students interested in music education are advised to take 15.00 units from MUSC 270; MUSC 280 – MUSC 288; MUSC 334; MUSC 335; MUSC 336; MUSC 370; MUSC 438.
V V	Uyo# Uyo# - Uyo# Uyo# Uyo# Uyo# Uyo# Uyo# Uyo#

**Proposal Type: Plan Change**

V # . ° .:	° # Uyo# MUSC
- # . "	B. Complete 6.00 units from the following: MUTH 110/3.0 MUTH 111/3.0
V # . "	" # Uyo# Uyo#
- # . #	C. Complete the following: MUSC 210/3.0 MUSC 211/3.0
New # . #	# # Uyo#
- # . )	D. Complete 6.00 units from the following: MUSC 171/3.0 MUSC 289/3.0 MUTH 231/3.0 MUTH 232/3.0
V # . )	) # Uyo#
- # . -	E. Complete 3.00 units from the following: MUTH 380/3.0 MUTH 387/3.0
V # . -	None - ) # . -
- # . 7	F. Complete 6.00 units from the following: MUSC at the 400-level or above* MUTH at the 400-level or above* *Excluding MUSC 400, MUSC 412, MUSC 41 ,US 4 ve*



V # "

Proposal Type: Plan Change	
Revision Type(s):	Core 1.A., Core 1.B., Core 1.C., Op on 2.A., Op on 2.B., Op on 2.C., Notes 4.A.
Plan Code(s):	MUSC-G-BA : Music – General (Arts) – Bachelor of Arts MUSC-Y : Music – Minor (Arts)
Department/School:	Dan School of Drama and Music
- # ° :	A. Complete 6.00 units from the following: MUSC 104/3.0 MUSC 105/3.0 MUSC 114/3.0 MUSC 191/6.0
V # ° :	° # Uyo# Uyo#
- # "	B. Complete 6.00 units from the following: MUTH 110/3.0 MUTH 111/3.0
New Core "	" # Uyo#
- # #	C. Complete 9.00 units from the following: MUSC 171/3.0 MUSC 210/3.0 MUSC 211/3.0 MUSC 289/3.0 MUTH 231/3.0 MUTH 242/3.0
V # #	# # Uyo#
- \ °	A. Complete 12.00 units from the following: MUSC MUSC_Subs
V \ °	° # [REDACTED]
[REDACTED]	Opt on 2.B. does not currently exist.











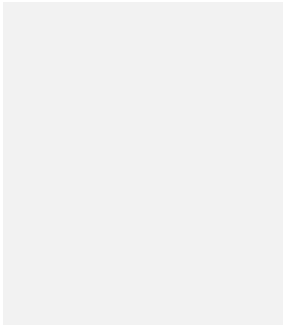
<p>- \ . )</p>	<p><i>Opt on 2.D. does not currently exist.</i></p>
<p>V \ . )</p>	<p>) #                  ) k° U                  ) k° U o                  U° hh                  MUSC                  Uyo# o                  MUTH</p>
<p>- V . " ::</p>	<p>B. It is recommended that students take MUTH 210; MUTH 211; MUTH 310 to fulfill requirement 2A.</p>
<p>V V</p>	<p>.</p>











<p>New Learning Outcomes:</p>	<p>) watersheds processes. @ world. @ water resources.</p>
<p>- O =</p>	<p>None on File.</p>
<p>New Learning Hours:</p>	<p>O o \ h</p>

### SCHOOL OF ENVIRONMENTAL STUDIES – COURSE INACTIVATION

<p>Proposal Type:</p>	<p>Course @</p>
<p>Course Code:</p>	<p>ENSC 483</p>
<p>Department/School:</p>	<p>School of Environmental Studies</p>
<p>Topics Course:</p>	<p>No</p>
<p>Course Units:</p>	<p>3.0</p>
<p>Course Title:</p>	<p>Special Topics in Environmental Studies II</p>
<p>u O \</p>	<p>Winter 2024</p>

### SCHOOL OF ENVIRONMENTAL STUDIES – PLAN CHANGES

<p>Proposal Type:</p>	<p>Plan Change</p>
<p>Revision Type(s):</p>	<p>Core 1.B., Substitutions 3.A.</p>
<p>Plan Code:</p>	<p>ECHM-P-BSH : Environmental Chemistry – Specialization (Science) – Bachelor of Science (Honours)</p>
<p>Department/School:</p>	<p>Administered by the School of Environmental Studies in partnership with the Department of Chemistry.</p>
<p>- # ":</p>	<p>B. Complete the following: CHEM 112/6.0</p>
<p>V # ":</p>	<p>" # #=-U #=-U or #=-U</p>
<p>- o °</p>	<p>Subst tut on 3.A. has been relabelled Subst tut ons 3.B.</p>
<p>V o °</p>	





**Proposal Type:**





<p><b>New Course List:</b></p>	<p><b>-Vo# o</b></p> <ul style="list-style-type: none"> <li>o -Vo#</li> <li>o -Vo#</li> <li>o ENSC</li> <li>o -Vo#</li> <li>o -Vo#</li> </ul> <p><i>Courses Added:</i> ENSC 445/3.0</p> <p><i>Courses Removed:</i> ENSC 483/3.0*</p>
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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	ENSC_Interdisciplinary_SocSci/Huma_Gen/Min_Op ons Course List
<b>Plan Code:</b>	ENVS-G-BA : Environmental Studies – General (Arts) – Bachelor of Arts ENVS-Y : Environmental Studies – Minor (Arts)
<b>Department/School:</b>	School of Environmental Studies

<p><b>New Course List:</b></p>	<p><b>-Vo# @</b>                      o o = 8 U \</p> <ul style="list-style-type: none"> <li>o "G#M</li> <li>o #Ou</li> <li>o )-to</li> <li>o )-to</li> <li>o )-to</li> <li>o -O</li> </ul>
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<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	DEVS 302
<b>Department/School:</b>	Global Development Studies
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Development in Ac on
<b>Transcript Title:</b>	Development in Ac on
# )	Development in Ac on focuses on ins tu onal e orts to frame, plan, and manage development and change towa Y ,ow m



















<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites, Learning Outcomes
<b>Course Code:</b>	DEVS 300
<b>Department/School:</b>	Global Development Studies
<b>Topics Course:</b>	No
-	.



Learning Outcomes:	@	#	#	o
	2. k	#		
				#
	4.			

<b>Learning Outcomes:</b>	1. <b>progress and development to gain a</b>
	2. <b>)</b>
	<b>=</b>
	<b>both academic work and real-</b>
	4. <b>U</b>
5. <b>k</b>	

- # u	Technology and Development
New Course Title:	u o k
- # )	An introduction to the socio-economic, cultural and political factors surrounding technology and its relationship to the development process in both advanced industrial societies and developing nations. Student project groups will focus on particular realms of technology in development and the interaction of politics and policy with technological choice and design, including appropriate, intermediate and sustainable technologies.
V # )	u = This
- k	Prerequisite (DEVS 100/6.0 or DEVS 101/3.0 or DEVS 102/3.0 or DEVS 105/3.0*) or permission of the Department. Equivalency DEVS 330/3.0*.
New Requisites:	

	- ' -to' "
- 'O \	None on File.
New Learning Outcomes:	@

**5. Enhance the ability to take comprehensive notes during lectures and readings.**

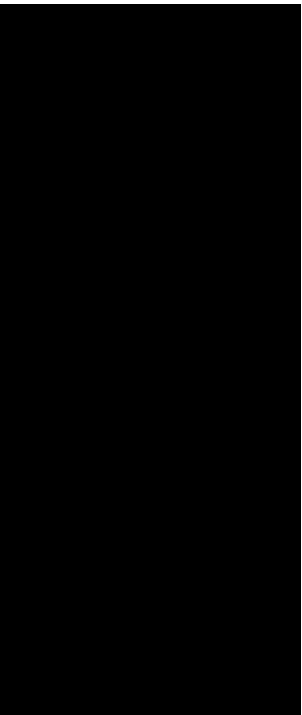
<b>New Requisites:</b>	h h\O - )-to ‡
- O \	None on File.
<b>New Learning Outcomes:</b>  )	) development.  2.y various           4.) "

- # y	3.0
- # u	Non-Governmental Organisations, Policy Making and Development
- k	Prerequisite (Level 3 or above and [DEVS 100/6.0 or DEVS 101/3.0 or DEVS 102/3.0 or DEVS 105/3.0*]) or permission of the Department. Exclusion DEVS 392/3.0 (Topic Title: Non-Governmental Organisations, Policy Making and Development - Fall 2019).

New Course

<b>New Learning Outcomes:</b>	#





<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites, Learning Outcomes
<b>Course Code:</b>	DEVS 364
<b>Department/School:</b>	GI

<p><b>Learning Outcomes:</b></p>	<p><b>Understand the</b></p> <p><b>2. E</b></p> <p><b>"</b></p> <p><b>A</b></p> <p><b>^</b></p>
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**Proposal Type:** Course Change

**Learning Outcomes:**

Exclusion DEVS 420/3.0; DEVS 432

<p>New Learning Outcomes:</p>	<p>1. <b>Identify the tension between classroom learning and hands-on experience,</b></p> <p>2. <b>Identify a real-world problem and propose real change.</b></p> <p>3. <b>Uncover ethical dilemmas encountered during their work placement, considering</b></p> <p>4. <b>Identify a real-world problem and propose real change.</b></p> <p>5. <b>Identify a real-world problem and propose real change.</b></p>
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**DEPARTMENT OF GLOBAL DEVELOPMENT STUDIES – COURSE INACTIVATION**

<b>Proposal Type: # @</b>	
Course Code:	DEVS 210
Department/School:	Global Development Studies
Topics Course:	No
Course Units:	3.0
Course Title:	Development in Practice
u O \	Winter 2024
° @	This course is being renumbered as DEVS 302/3.0.

**DEPARTMENT OF GLOBAL DEVELOPMENT STUDIES – PLAN CHANGES**

<b>Proposal Type:</b>	<b>Plan Change</b>	<b>h</b>	<b>^</b>
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- # 7:	<i>Core 1.F. does not currently exist.</i>
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	<p><i>Courses Added:</i> BADR 200/3.0, RELS 257/3.0</p> <p><i>Courses Removed:</i> None.</p>
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<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	DEVS_Languages Course List
<b>Plan Code:</b>	<p>DEVS-M-BAH : Global Development Studies – Major (Arts) – Bachelor of Arts (Honours)</p> <p>DEVS[----]-A : Global Development Studies – Joint Honours (Arts) – Bachelor of Arts (Honours)</p>





	<ul style="list-style-type: none"> <li>○ ch° V'</li> <li>○ ch° V'</li> <li>○ ch° V'</li> <li>○ ch° V'</li> <li>○ ch° V'</li> <li>○ ch° V'</li> </ul> <p><i>Courses Added:</i> ARAB 201/3.0, FREN 225/3.0,</p> <p><i>Courses Removed:</i> None.</p>
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**DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES – NEW COURSES**

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	HEBR 101
<b>Department/School:</b>	Languages, Literatures, and Cultures

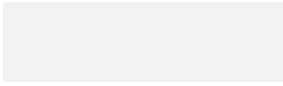
<b>Transcript Title:</b>	Intro. to Modern Hebrew II
<b>Course )</b>	For students who have basic knowledge of Hebrew and can read and write all the letters of the Hebrew alphabet. This course continues where HEBR 101 left off and proceeds to introduce elements of grammar and vocabulary of modern Hebrew.
<b>Course Notes:</b>	None.
<b>Requisites:</b>	<p><b>Prerequisite</b> HEBR 101/3.0.  <b>Exclusion</b> HEBR 190/6.0.</p>
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Enhance their ability to read and write Hebrew Script and Print with and without Nikud.</li> <li>2. Write in complete and complex sentences in script.</li> <li>3. Understand basic passages on a variety of topics.</li> <li>4. Accurately use present and past tense verbs.</li> <li>5. Accurately use prepositions and articles.</li> </ol>

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<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	INDG 101
<b>Department/School:</b>	Languages, Literatures, and Cultures
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Indigenous Knowledges and Perspectives
<b>Transcript Title:</b>	INDG Knowledges & Perspectives
	This course introduces Indigenous knowledge systems. Discusses the role of Indigenous knowledge systems in contemporary society.
# )	



**Transcript Title:**



**Requisites:**

	) skills through short and long exercises and essays.
- O Hours:	120 (36L; 84P)
New Learning Hours:	O o h

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites
<b>Course Code:</b>	HEBR 190
<b>Department/School:</b>	Languages, Literatures, and Cultures
<b>Topics Course:</b>	No
- # y	6.0
- # u	Introduc on to Modern Hebrew
- k	Prerequisite Permission of the Instructor.
<b>New Requisites:</b>	Prerequisite h @



<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Requisites, Learning Outcomes
<b>Course Code:</b>	LING 310
<b>Department/School:</b>	Languages, Literatures, and Cultures
<b>Topics Course:</b>	No
- # y	3.0
- # u	Phone cs
- k	Prerequisite LING 100/6.0 or permission of the Department of Languages, Literatures and Cultures.
<b>New Requisites:</b>	

<b>Topics Course:</b>	No
- # y	3.0
- # u	Morphology
- k	Prerequisite LING 100/6.0 or permission of the Department of Languages, Literatures and Cultures.
<b>New Requisites:</b>	h ) O O #
- O \	None on File.

**New Learning Outcomes:**

<b>Topics Course:</b>	No
- # y	3.0
- # u	Living Language: Resilience and Revitalization in Practice
- k	Prerequisite LING 100/6.0 or LING 205/3.0 or LLCU 110/3.0.
<b>New Requisites:</b>	h

- O \	<ol style="list-style-type: none"> <li>1. Discuss the causes and consequences of language loss for Indigenous and minority communities.</li> <li>2. Critique different theoretical approaches to language loss and revitalization.</li> <li>3. Apply sociolinguistic and linguistic anthropological understandings of language, power, and society to contexts of language loss and revitalization.</li> <li>4. Discuss the role of academic linguists, anthropologists, and other scholars in language revitalization. As a result, students will be able to identify and apply the theoretical and methodological approaches of linguists, anthropologists, and other scholars in language revitalization.</li> </ol>
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V # )	u country or region with an emphasis on understanding and examining their social, economy, r announced on the Languages, Literatures, and Cultures website.
- O \	None on File.
New Learning Outcomes:	k -understanding. = " = )

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Description, Prerequisites, Learning Outcomes, Learning Hours
<b>Course Code:</b>	LLCU 244
<b>Department/School:</b>	Languages, Literatures, and Cultures
<b>Topics Course:</b>	No
- # y	3.0
- # u	Hips Don't Lie? Music and Culture in Latin America
- # )	This survey course explores key aspects of Hispanic history and culture in the 20th century through the study of its musical production. We will study notions of race, class, gender, and national identity by focusing on specific musical genres.
V # )	u † O





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<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Course Notes
<b>Course Code:</b>	SPAN 352
<b>Department/School:</b>	Languages, Literatures, and Cultures



Proposal Type: # @	
Course Code:	HEBR 193
Department/School:	Department of Languages, Literatures, and Cultures Department of Classics and Archaeology School of Religion
Topics Course:	No
Course Units:	3.0
Course Title:	Classical Hebrew Fundamentals
u O \	Winter 2019

Proposal Type: # @	
Course Code:	HEBR 292
Department/School:	Department of Languages, Literatures, and Cultures Department of Classics and Archaeology School of Religion
Topics Course:	No
Course Units:	3.0
Course Title:	Intermediate Biblical Hebrew
u O \	

Proposal Type: # @	
Course Code:	LLCU 101
Department/School:	Languages, Literatures, and Cultures
Topics Course:	Yes
Course Units:	3.0
Course Title:	Beginning Indigenous Language and Culture I
u O \	Fall 2023
° @	This course is being recoded as INDG 111/3.0.

Proposal Type: # @	
Course Code:	LLCU 102
Department/School:	Languages, Literatures, and Cultures
Topics Course:	Yes



**Topics Course:** No

	SPAN 381/3.0
New # C.:	# # ch° V° ch° V°
- # )	D. Complete 6.00 from the following: SPAN 301/3.0 & SPAN 302/3.0 SPAN 303/3.0 & SPAN 304/3.0









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*Courses Added:*

GNDS 325/3.0, HIST 207/3.0, HIST 217/3.0, INDG 111/3.0, INDG 112/3.0, LLCU 373/3.0, RELS 257/3.0

*Courses Removed:*

LLCU 101/3.0\*, LLCU 102/3.0\*, LLCU 271/3.0\*, LLCU 301/3.0\*, LLCU 372/3.0\*

Proposal Type: Plan Change



<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	LLCU_Languages Course List
<b>Plan Code:</b>	LLCU-M-BAH : Languages, Literatures and Cultures – Major (Arts) – Bachelor of Arts (Honours)
<b>Department/School:</b>	Languages, Literatures, and Cultures
<b>New Course List:</b>	LLCU O o ° Vα=





	<ul style="list-style-type: none"> <li>○ <del>CV8</del></li> <li>○ <del>CV8</del></li> <li>○ <del>CV8</del></li> <li>○ <del>CV8</del></li> <li>○ LLCU</li> <li>○ Uyo#</li> <li>○ Uyu=</li> <li>○ Uyu=</li> <li>○ h=@</li> <li>○ k-@</li> <li>○ k-@</li> <li>○ RELS</li> <li>○ k-@</li> <li>○ k-@</li> <li>○ k-@</li> <li>○ \#</li> <li>○ \#</li> <li>○ \#</li> <li>○ \#</li> <li>○ \#</li> <li>○ ch° V</li> <li>○ ch° V</li> <li>○ ch° V</li> <li>○ ch° V</li> <li>○ ch° V</li> <li>○ ch° V</li> </ul> <p><i>Courses Added:</i>                  DEVS 101/3.0, DEVS 102/3.0, FILM 111/3.0, FILM 112/3.0, INDG 101/3.0, LING 101/3.0, LING 102/3.0, RELS 132/3.0, RELS 133/3.0</p> <p><i>Courses Removed:</i>                  None.</p> <p><i>Note:</i>                  The LLCU_Op_ons_A and LLCU_Op_ons B Course Lists have been amalgamated into the new LLCU_Op_ons Course List. The A and B Course List will be deleted.</p>
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## DEPARTMENT OF MATHEMATICS AND STATISTICS – NEW COURSES

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	MATH 181
<b>Department/School:</b>	Mathematics and Statistics
<b>Topics Course:</b>	No
<b>Course Units:</b>	







1. Use the ideas in the course fluently. Indicators of fluency include: being able to use the ideas in a new situation; being able to use the ideas in a different order or manner than they have been presented; being able to construct

éA

Learning Outcomes:

<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	STAT 161
<b>Department/School:</b>	Mathematics and Statistics
<b>Topics Course:</b>	No
<b>Course Units:</b>	3.0
<b>Course Title:</b>	Introduction to Data Science
<b>Transcript Title:</b>	Introduction to Data Science
# )	This course introduces critical concepts, tools, techniques and skills in statistical inference/learning, machine learning, and computer programming, through hands-on analysis of real-

<b>New Learning Hours:</b>	0 h
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<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Description, Learning Outcomes
<b>Course Code:</b>	MATH 328
<b>Department/School:</b>	Mathematics and Statistics
<b>Topics Course:</b>	No
<b># y</b>	3.0
<b># u</b>	Real Analysis
<b># )</b>	Metric spaces, topological spaces, compactness, completeness, contraction mappings, sequences and series of functions, uniform convergence, normed linear spaces, Hilbert space.
<b>V # )</b>	u cons

<b># \</b>
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	energy, domain of dependence; Laplace equation, boundary value problems, potential theory, Green's functions; heat equation, maximum principle.
V # )	Well-

u O \	Winter 2024
@	This course is being recoded as MATH 300/3.0.

<b>Proposal Type:</b>	# @
Course Code:	MATH 111
Department/School:	Mathematics and Statistics
Topics Course:	No
Course Units:	6.0
Course Title:	Linear Algebra
u O \	<i>Mult -Term</i> – Fall 2023 + Winter 2024

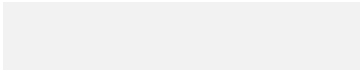
<b>Proposal Type:</b>	# @
Course Code:	MATH 211
Department/School:	Mathematics and Statistics
Topics Course:	No
Course Units:	6.0
Course Title:	Algebraic Methods
u O \	<i>Mult -Term</i> – Fall 2023 + Winter 2024

**Proposal Type:**

<b>Course Units:</b>	3.0
<b>Course Title:</b>	Probability I
<b>u O \</b>	Fall 2019

## DEPARTMENT OF MATHEMATICS AND STATISTICS – PLAN CHANGES

<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	Core 1.G., Core 1.J., Core 1.K., Core 1.M.
<b>Plan Code:</b>	BIMA-P-BSH : Biology and Mathematics – Specialization (Science) – Bachelor of Science (Hons)
<b>Dept/School:</b>	Administered by the Departments of Biology and Mathematics and Statistics
<b>- # 8 :</b>	G. Complete 6.00 units from the following: MATH 110/6.0 MATH 111/6.0
<b>New # 8 :</b>	



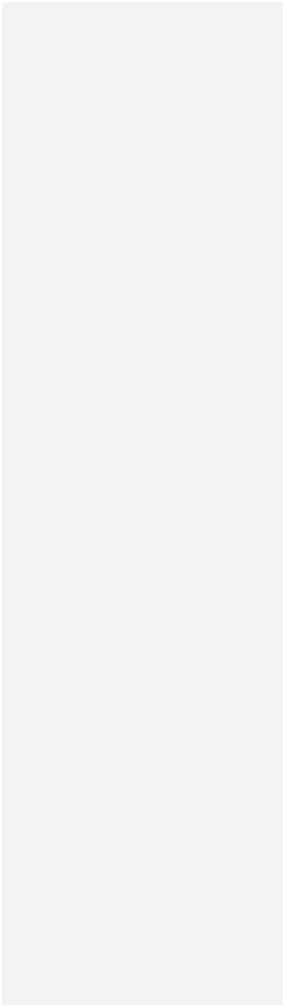


<p>V # K</p>	<p>J. # au u au u au u</p>
<p>- # M</p>	<p>K. Complete the following: STAT 269/3.0 STAT 361/3.0 STAT 463/3.0</p>
<p>New # M</p>	<p>M# U° u U° u U° u U° u U° u U° u U° u U° u U° u U° u U° u U° u U° u U° u</p>
<p>- # O</p>	<p>L. Complete 3.00 units from following:</p>



New #	#	#	U	u	U	u
-	\	"	:	B. Complete 9.00 units from the following: BIOM at the 300-		

ii. Biomathematics Focus





<p>New # : # :</p>	<p># #                  u u                  u u                  u u</p>
<p>- \ . .</p>	<p>A. Complete 15.00 units from the following:                  BIOM at the 200-level or above                  MATH at the 200-level or above                  STAT at the 200-level or above</p>
<p>New \ . .</p>	<p>#                  U u = -level or above                  u u -level or above</p>



- \ . .	A. Complete 12.00 units from the following: STAT at the 300-level or above
New \ . .	° # α u' . . -level or above
- \ . "	B. Complete 15.00 units from the following: MATH 210/3.0 MATH 211/6.0 MATH 231/3.0 or BIOM at the 300-level or above MATH at the 300-level or above STAT at the 300-level or above
New \ . "	" # U ° u= U ° u= U ° u= . . -level or above α u' . . -level or above

<b>Proposal Type:</b>	Plan Change
<b>Revision Type(s):</b>	Core 1.A., Core 1.D., Op on 2.B.
<b>Plan Code(s):</b>	STAT[----]-A : Sta s cs – Joint Honours (Arts) – Bachelor of Arts (Honours)
<b>Dept/School:</b>	Mathematics and Sta s cs
- # . ° :	A. Complete 6.00 units from the following: MATH 110/6.0 MATH 111/6.0

**Proposal Type:**





**Proposal Type:** New Course

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<b>Proposal Type:</b>	New Course
<b>Course Code:</b>	PHIL 252





	<p>or                      h=Ⓢ                      h=Ⓢ</p>
-    o -h    "	<i>Existing Sub-Plan 1.B.i.d. has been relabelled 1.B.i.e.</i>
New Sub-h    "	<p>PHPE-O                      #                      h=Ⓢ                      h=Ⓢ                      or                      h=Ⓢ</p>
-    o -h    "	<p>PHPE-O                      iv. Poli cs                      a. Complete the following:                      POLS 110/6.0                      POLS 250/3.0                      POLS 350/3.0</p>
New Sub-h    "	<p>PHPE-O                      h                      #                      h\Ⓢ                      h\Ⓢ</p>
-    o -h    "	<i>Existing Sub-Plan 1.B.iv.b. has been relabelled 1.B.iv.c.</i>
New Sub-h    "	<p>PHPE-O                      h                      #                      h\Ⓢ                      h\Ⓢ</p>
-    o -h    #	


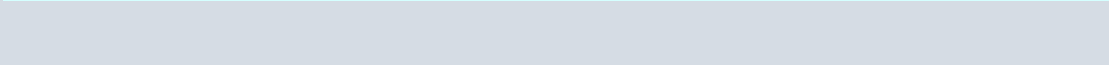
New Sub-h #	POPE-O #
-	U

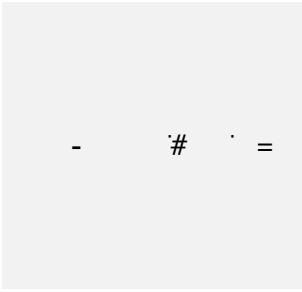


<p>- \ . .</p>	<p>A. Complete 6.00 units from the following: PHIL at the 400- or 500-level</p>
<p>V \ . .</p>	<p>° # #Ou h=@ . . - or 500-level</p>
<p>- \ .</p>	



	PHYS 216/3.0 PHYS 239/3.0 PHYS 242/3.0 PHYS 250/3.0
V # -	- # U ° u= U ° u=
- # 7	F. Complete 3.00 units from the following: MATH 221/3.0 MATH 280/3.0
V # 7	7 # U ° u=
- # 8	G. Complete 3.00 units from the following: MATH 225/3.0 MATH 231/3.0
V # 8	8 # h=' o'

Proposal Type: Plan Change	
Revision Type(s):	Core 1.B., Core 1.D., Core 1.E., Core 1.F., Core 1.G., Core 1.H., Core 1.I., Core 1.J., Core 1.K.
Plan Code:	PHYS-P-BSH: Physics – Specialization (Science) – Bachelor of Science (Honours)
Department/School:	Physics, Engineering Physics, and Astronomy
- # "	B. Complete 6.00 units from the following: MATH 110/6.0 MATH 111/6.0
V # "	" # U ° u=° U ° u=°
- # )	D. Complete the following: CHEM 112/6.0
V # )	) # h=' o° h=' o° h=' o° h=' o° h=' o° h=' o°
- # -	E. Complete the following: PHYS 206/3.0 PHYS 212/3.0 PHYS 213/3.0 PHYS 239/3.0 PHYS 242/3.0 PHYS 250/3.0
V # -	- # U ° u=° U ° u=°
- # 7	F. Complete 3.00 units from the following: MATH 221/3.0 MATH 280/3.0
V # 7	7 # U ° u=°
- # 8	G. Complete 3.00 units from the following: 
V # 8	





<b>Topics Course:</b>	No
- # y	3.0
- # u	Cognitive Neuroscience
- O =	120 (18L; 18aO; 84P)
<b>New Learning Hours:</b>	O \ h

<b>Proposal Type:</b>	Course Change
<b>Revision Type(s):</b>	Learning Hours
<b>Course Code:</b>	PSYC 337
<b>Department/School:</b>	Psychology
<b>Topics Course:</b>	No
- # y	3.0
- # u	Advanced Child Clinical Psychology
- O =	120 (18L; 18aO; 84P)

<p># )</p>	<p>This course will explore current correctional practices and challenges in prison operation, management and programming. Topics include: the history of prison use in Canada and current sentencing trends, theoretical assumptions about punishment and corrections, prison programming, community corrections, pre-trial detention, Indigenous peoples in prison, women and children in prison, mental health and substance use, prisoner management and segregation, correctional officer-prisoner interaction, mass incarceration and private prisons, parole and re-entry.</p>
<p><b>Course Notes:</b></p>	<p>None.</p>
<p><b>Requisites:</b></p>	<p><b>Prerequisite</b> (Level 4 or above and registration in a SOCY Major or Joint Honours Plan and a [minimum grade of C in SOCY 210/3.0 and SOCY 211/3.0 and SOCY 226/3.0 and SOCY 227/3.0] and a [minimum GPA of 2.60 in SOCY 210/3.0 and SOCY 211/3.0 and SOCY 226/3.0 and SOCY 227/3.0] and a [minimum GPA of 2.60 in up to 18.0 units of SOCY open courses]).  <b>Exclusion</b> SOCY 512/3.0 (Winter 2019, Winter 2021, Winter 2022).</p>
<p><b>Learning Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Critically reflect on the role of punishment and social control in society.</li> <li>2. Explain the complexities of correctional practices and the challenges, limitations, and contradictions of punishment.</li> <li>3. Understand how legal responses and punishment practices are influenced and shaped by social, political, and economic relations.</li> <li>4. Draw on theoretical frameworks to explain, evaluate, engage in and critically assess contemporary debates in sentencing, punishment, and correctional practices.</li> </ol>





	example, but not limited to, race, sex and gender, sexuality, and ability.
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<b>Proposal Type:</b> Course Change	
<b>Revision Type(s):</b>	Title, Description
<b>Course Code:</b>	SOCY 422
<b>Department/School:</b>	Sociology
<b>Topics Course:</b>	No
<b>- # Units:</b>	3.0
<b>- # u</b>	Advanced Studies in Communication and Information Technology
<b>New Course Title:</b>	<b>Digital Capitalism</b>
<b>- # )</b>	Examination of social implications of communication and information technology in the context of sociological theory.
<b>V # )</b>	<p>u</p> <p>o</p> <p>the services, work, the environment, and more.</p> <p>Prerequi.</p>
<b>- k</b>	

## DEPARTMENT OF SOCIOLOGY – PLAN CHANGES

<b>Proposal Type:</b> Plan Change	
<b>Revision Type(s):</b>	Op on 2.A., Op on 2.B., Op on 2.C.
<b>Plan Code:</b>	SOCY-M-BAH : Sociology – Major (Arts) – Bachelor of Arts (Honours)
<b>Department/School:</b>	Sociology
- \ . : :	A. Complete 6.00 units from the following: POL5 485/3.0 SOCY at the 400-level or above
New \ . : :	o \ # . . . . . -level or above o \ # \ . . . . . -level or above
- \ . : :	B. Complete 15.00 units from the following:

	POLS 485/3.0 SOCY at the 200-level or above
V \ . "	" # o\ # . . 200-level or above o\ # \ . . . -level or above

<b>Proposal Type:</b> Plan Change	
<b>Revision Type(s):</b>	Op on 2.A.
<b>Plan Code:</b>	SOCY-G-BA : Sociology – General (Arts) – Bachelor of Arts SOCY-Y : Sociology – Minor (Arts)
<b>Department/School:</b>	Sociology
- \ . . . :	A. Complete 24.00 units from the following: ENSC 305/3.0 INTS 306/3.0 INTS 307/3.0 POLS 485/3.0 SOCY at the 200-level or above
New \ . . . :	. Complete 24 o\ # . . 200-level or above o\ # \ . . . -level or above

**DEPARTMENT OF HISTORY – ADDITION OF LEARNING OUTCOMES TO EXISTING COURSES**

1. Study historical narratives thematically
2. Assess primary texts and learn to contextualize them within larger historical frameworks
3. Discover ancient cartographic projects and gain knowledge of global maps
4. Analyze ancient documents on food and agriculture
5. Develop critical thinking through interactive workshops
6. Acquire both popular and academic writing skills

**HIST 109      War and Revolution in the Modern World**

**LEARNING OUTCOMES**

1. Develop an understanding of the social, economic, and political ramifications and consequences of the Industrial Revolution.
2. Appreciate the histories of major wars and global revolutions as defining watershed moments and turning points in modern global history.
3. Critically engage with primary sources and learn to construct historical narratives through a careful analysis of primary and secondary sources.
4. Write historical essays of varying lengths and develop(r)1.31.4 (g)-ped

5. Acquire skills in persuasive writing styles and apply writing skills in historical analyses

**HIST 121      The Intellectual Origins of the Contemporary West**

**LEARNING OUTCOMES**

1. Understand the broad contours of the field of European intellectual history
2. Develop critical reading skills by engaging with a variety of primary and secondary sources
3. Enhance written communication skills, such as persuasive writing by completing a variety of written assessments and

**LEARNING OUTCOMES**

1. Identify and state the historical significance of major trends and milestones in European history during the 18th–21st centuries.
2. Analyze issues and problems in European history in their historical context.
3. Analyze primary and secondary sources on European history to acquire historiographical skills and understand the structure of historical arguments.
4. Analyze and discuss historical problems in European history and develop the skills to identify the differences in historiographical schools of thought.
5. Apply historical research methods to analyze historical sources and apply effective essay-writing to argue that











## LEARNING OUTCOMES

1. Acquire a clear overview and some detailed knowledge of the patterns and key historical events of the period loosely defined as the Early Middle Ages in Western Europe (4<sup>th</sup> to 11<sup>th</sup> centuries CE)
2. Acquire a clear overview and some detailed knowledge of key social and cultural developments in the period, including the emergence of Christianity and its institutions and their development to a position of dominance
3. Develop a general understanding of the context in which Early Middle Ages in Western Europe occurred

1. Identify and analyze the major pandemics in global history and describe the economic, social, and political consequences of each outbreak.
2. Interpret the role that diseases and epidemics have played in shaping the course of human history and how disruptive forces of diseases have paradoxically contributed to globalization.













## **LEARNING OUTCOMES**

1. Define and explain ideas of gender

3. Students will grasp the differences between early modern beliefs and current ones with respect to issues such as religion, social structure and authority.
4. Students will improve their writing and research skills by developing and writing a major essay.
5. Students will improve their library and online research skills in preparing the essay.

**HIST 288      The Rise of the British Empire**

**LEARNING OUTCOMES**

1. Describe interconnections among regions of the world.
2. Evaluate the motivations of people from the past in primary sources and compare diverse perspectives of British conflict and identity.
3. Use primary and secondary sources to support a coherent and compelling written argument.

written work.

2. Identify and synthesize arguments presented in lecture and reading material coherently and concisely.
3. Critically analyze a range of primary and secondary sources and situate them in historical context.
4. Recognize the ongoing relevance of Holocaust Studies over time.
5. Hone their analytic skills in written work that builds on course material.

**HIST 296      The Making of the Muslim Middle East (550-1350 C.E.)**

**LEARNING OUTCOMES**

1. Acquire an in-depth study of the forces, traditions, and institutions that shaped the Muslim Middle East from the sixth through the fifteenth century.
2. Situate some of the religious, cultural, and ideological forms and practices that people regard as Islamic in historical context.
3. Explore the complexity of Islamicate societies and the developments and interactions between Islamicate societies and other societies through time to de-center a Eurocentric perspective on global history
4. Engage with historiographical debates concerning this period and re-evaluate critically common misconceptions about the history and religious cultures of the pre-modern Islamic world.
5. Fine tune your critical thinking, through document analysis and sound argumentation, in short written papers.
6. Hone your analysis skills through a variety of primary sources: including narrative and non-narrative written sources and support synthetic historical arguments with evidence in written essays.

**HIST 298      Imperial China**

**LEARNING OUTCOMES**

1. Apply critical skills to reading assigned materials on the history of China as an emerging and established state.
2. Consider and compare how researchers have conducted their investigations of topics covered in the course.
3. Reflect orally and in writing on how Chinese civilization developed in the context of world history.
4. Analyze topics covered in the course in short papers and in scheduled class discussions.

**HIST 301      Medieval Societies**

**LEARNING OUTCOMES**

1. Acquire an expanded knowledge and understanding of the field covered by the particular lecture which forms the first half of the course.

comprehension of academic integrity (avoiding plagiarism and using proper citations).

6. Demonstrate active listening skills and engagement in a group setting, and effectively express ideas to a group of peers through active participation in class discussions.

### **HIST 304      The Civil War and the Making of America**

#### **LEARNING OUTCOMES**

1. Discuss and analyze the multiple causes and consequences of the US Civil War and Reconstruction (1820-1915).
2. Critically read, contextualize, and discuss in seminar and written work multiple kinds of primary documents (including personal papers, political documents, newspaper articles, photographs, maps, oral histories, literature, government documents).
3. Read historians' work in the context of historiographical debates.
4. Develop and hone skills in active listening, posing effective questions, and presenting historical analysis and evidence orally; contribute to collaborative seminar discussion in class, particularly through the crafting of critical and effective questions.
5. Practice and refine skills to present cogent arguments and sustain historical analysis using primary and secondary sources in a range of short and longer papers.

### **HIST 305      Muslim Societies**

#### **LEARNING OUTCOMES**

1. Acquire an in-depth study of the forces, traditions, and institutions that have shaped Muslim Societies.



**LEARNING OUTCOMES**

1. Be familiar with major world traditions in the history of historical thought, and key concepts
2. Differentiate among varying arguments and positions
3. Understand how the discipline and profession work
4. Demonstrate their understanding of the historiographic significance of an individual famous historian
5. Present the results of their research and experienced review by one's class peers
6. Improve their verbal and written communication skills

**HIST 310 Modern India: Colonial, National, Global Histories****LEARNING OUTCOMES**

1. Develop an understanding of the difference between primary and secondary sources, research methods, and the elements of historical writing.
2. Gain critical understanding of colonialism from a comparative perspective.
3. Develop historiographical literacy by identifying and describing the content and stakes of conversations and debates among historians within the field.
4. Analyze the diversity of South Asian and Western worldviews and understandings of history writing.
5. Demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research.

**HIST 312 Canadian Social History****LEARNING OUTCOMES**

1. Critically engage with secondary sources by considering their arguments, evidence, and location within major interpretations in the field.
2. Analyze, assess, and evaluate primary sources, considering them in historical context.
3. In both written and oral form, present clear and evidence-based historical analysis and arguments.
4. Navigate a range of research techniques (for both secondary and primary research) and understand the basic components of different historical methods.



**LEARNING OUTCOMES**

1. Acquire a working stock of knowledge on the histories of East Asian nations in comparative perspective.
2. Develop the habits and skills required to attend the seminar regularly and to complete reading and writing assignments promptly.
3. Build awareness and appreciation of historical methodology through interpretative analysis of primary and secondary materials.

**HIST 323 Modern European Thought and Culture**

**LEARNING OUTCOMES**

1. Demonstrate an understanding of the methods and sources of European intellectual and cultural history
2. Critically analyze primary and secondary sources in European cultural history.
3. Express and debate historical ideas and methods in oral discussion.
4. Write proposals and research papers that use the critical analysis of primary and secondary sources to advance a historical argument.

**HIST 324 Race and Immigration in North America**

**LEARNING OUTCOMES**

1. Analyze aspects of social diversity and how they affect society in the United States and Canada.
2. Recognize the important distinction between primary and secondary source material
3. Uphold academic integrity when conducting research by citing work correctly.
4. Communicate clearly and persuasively in oral and written modes.
5. Examine and describe the history of immigration policy and changing definitions of race throughout North American history.

**HIST 329 Modern Britain**

**LEARNING OUTCOMES**

1. Investigate key problems of historical experience in Britain in the 19th and 20th centuries
2. Compare and criticaen BTw 0. 0 Tw ( )5m(t)2-4.1 a.Tw ( )5mn 2.9 0.7.T7 (e a)-8.4.8 (y)-g.37.Tw ( )5drdce an3.2 (.Tw ( .1 (u)-0.6 2016.6)2-2.3.(es)-3.5 (t)0.7 8i)1.5 (s) 0.6 yo

**HIST 337      Multiculturalism in the Ottoman Empire****LEARNING OUTCOMES**

1. Acquire an understanding of the rise and development of tri-continental Ottoman Empire
2. Develop a critical and complex understanding of the challenges of multi-religious and multi-ethnic societies
3. Study individual Ottoman communities in the empire and their relationship to one another
4. Interpret memoirs and primary source materials that document life in a multi-religious society
5. Learn to extrapolate historically specific examples of multiculturalism as a means of comparison and contrast with other historical contexts

**HIST 338      Western World Ethnohistory****LEARNING OUTCOMES**

At the end of this course, students will be able to:

1. Describe and define the major European schools of ethnohistory, and contrast the differences with their North American, English-language sister disciplines.
2. Engage critically with major works of ethnohistory and assess their influence to today.
3. Recognize the main sources used in various approaches to ethnohistory









5. Present historical analysis and arguments in a clear written and oral form to demonstrate the ability to construct an argument by marshaling evidence in an appropriate fashion.

**HIST 409      Twentieth Century Europe**

**LEARNING OUTCOMES**



**LEARNING OUTCOMES**

1. construct logical arguments using historical sources
2. distinguish key themes in fourteenth-century thought
3. explain medieval gender ideals and realities
4. recognize the enduring vitality of Classical ideals in European history
5. use fiction as a historical source for religious and social ideals and realities

**HIST 420      Culture and Society in Cold War America****LEARNING OUTCOMES**

1. Identify the strengths and weakness of the historical justifications for the beginning of the Cold War
2. Identify and describe in detail the moments of increasing and decreasing tensions during the Cold War.
3. Analyse and identify primary source documents and their historical significance to the conflict.
4. Conduct research and write a persuasive, high-quality essay using a combination of course resources and personal research.
5. Understand the broader historical context of the Cold War.

**HIST 422      The Old Regime and the French Revolution****LEARNING OUTCOMES**

1. Attain an in-depth understanding of France during the Old Regime and French Revolution.
2. Refine critical reading skills and develop a capacity to distill and analyse academic argument against the backdrop of major interpretations in the field.
3. Develop historiographical literacy by identifying and describing the contours and stakes of conversations among historians within the field.
4. Develop and hone skills in active listening, posing effective questions, and articulating arguments orally; contribute to collaborative seminar discussion.
5. Improve skills in writing, analysis, and constructing cogent and persuasive arguments through multiple written assignments.

**HIST 425      Black Experience in Canada****LEARNING OUTCOMES**

1. Demonstrate a comprehensive understanding of the historical context and overview of the Black experience in Canada, including key events, figures, and movements.
2. Critically analyze primary sources related to the Black experience in Canada to gain insights into the lived experiences and perspectives of Black individuals and communities.
3. Identify and analyze systemic injustices and forms of discrimination faced by Black Canadians throughout history and understand the ways in which these injustices intersect with other aspects of identity and society.
4. Recognize and appreciate the significant contributions made by Black Canadians to various aspects of Canadian society in a formal research essay and utilizes a various of academic, peer-reviewed sources.



**LEARNING OUTCOMES**

1. Acquire a general overview of the historical pattern of the events that came to be known as the Crusades and the history of the Latin principalities and kingdoms of the Levant in the period 1095-1291
2. Develop an understanding of the evolution and practice of crusading in the context of medieval Western European, Islamic, Byzantine, and Jewish thought and society, particularly as this relates to the eastern Mediterranean region
3. Develop an understanding of the society established by the crusaders in the Levant and its interactions both with the various peoples of the region and with those of Western Europe
4. Develop an ability to relate medieval crusading to relevant present-day debates and issues
5. Cultivate and broaden their interest in Medieval, Middle Eastern and Mediterranean studies.
6. Practice and develop sophisticated research, writing and communication skills appropriate to an upper year History seminar; these will include the interpretation of original sources in translation and advanced historiographical skills.

**HIST 431      Atlantic Canada****LEARNING OUTCOMES**

At the end of the course, students will be able to:

1. Read critically, evaluate and interpret historical sources, such as asking questions of readings, evaluating, and analyzing both primary and secondary sources, and comparing sources.
2. Analyze historical evidence and use that evidence to develop and support historical arguments, including using historical methodology to interpret sources and employing those interpretations in the development of historical arguments.
3. Demonstrate knowledge and understanding of the History of Atlantic Canada and contextualize events for the period under study.
4. Demonstrate effective communication skills, including presenting questions, ideas, and arguments in oral and written form.
5. Contrast perceptions of colonialism and analyze legislation and government policies related to racism in Atlantic Canada since First Contact.

**HIST 432      Economy and Culture in Nineteenth Century America****LEARNING OUTCOMES**

1. Discuss and analyze the major developments and changes in US economic life between 1800 and 1920
2. Critically read, contextualize, and discuss multiple kinds of primary documents
3. Identify and discuss historiographic debates.
4. Develop skills of oral argumentation and presentation, active listening, and an ability to formulate critical questions.
5. Practice and refine skills to present cogent arguments and sustain historical analysis using primary and secondary

1. Develop the ability to think historically about political power and authority and the state. Develop the ability to identify and assess major approaches to political history.
2. Explain how politics and the state both reflected and shaped the past, varied among different Indigenous and non-Indigenous societies in northern North America, and changed over time.
3. Critically read and contextualize primary and secondary sources in political history and the history of state formation to be able to draw connections between sources and across topics.
4. Practice and refine skills to present cogent arguments, sustain historical analysis, and marshal relevant evidence in clear, logically-organized, and persuasive prose.
5. Develop and hone skills in active listening, posing effective questions, and presenting historical analysis and evidence orally to contribute to collaborative seminar discussion and deepen collective, synchronous learning.

## **LEARNING OUTCOMES**

1. Analyze the individual ingredients that historians use to construct historical narratives.
2. Conduct primary and secondary research and write analytically.
3. Develop the skills to write evidence-based historical essays in short and long forms.
4. Ass





**HIST 444      Crusade History****LEARNING OUTCOMES**

1. Acquire a general overview of the historical pattern of the events that came to be known as the medieval Crusades, particularly in the period 1095-1291 CE
2. Develop an understanding of the evolution and practice of crusading in the context of medieval Western European, Islamic, Byzantine, and Jewish thought and society, particularly as this relates to the eastern Mediterranean region
3. Develop a deeper understanding of Crusade history through more detailed exploration of a number of key themes
4. Develop an ability to relate medieval crusading to relevant present-day debates and issues





5. Create effective slideshow presentations to discuss historical issues
6. Engage with historical debate on specific issues through historiography and class discussion
7. Be able to create an effective and engaging historical argument in the form of a research paper
8. Understand the significance of historiography to historical research

**HIST 459**

**LEARNING OUTCOMES**

1. Identify major patterns and developments in the history of everyday life for ordinary Latin Americans between 1850 and 1960.
2. Describe and assess the impact of historical changes in technology, law, urban development, social policy), class identities, gender norms, and material culture. Evaluate the benefits and tradeoffs of those changes (specific issues may vary from year to year).
3. Recognize and participate in the scholarly debates that inform the subdiscipline of social history.
4. Critically analyze historical scholarship with an eye to judging the quality of their research, the nature of their sources, and the validity of their argumentation.
5. Present historical interpretation in clear prose and oral discussion, to demonstrate the ability to construct an argument by marshaling appropriate evidence.

**HIST 463      Liberalism, Authoritarianism and Citizenship in Latin America****LEARNING OUTCOMES**

1. Identify major patterns and developments in the political history of Latin America from Independence (1810-1820s) to the recent past.
2. Explain the guiding principles underpinning, and internal tensions within: 19th Century liberalism and conservatism; early 20th Century reformism, corporatism and populism; and mid to late 20th Century developmentalism, revolution, and militarism.
3. Recognize and participate in scholarly debates in the subdiscipline of political history, including the conditions that promote stable and robust democracies, the benefits and tradeoffs of limited versus strong states, the protection of



## LEARNING OUTCOMES







**HIST 486      Social History of Canada in the 20<sup>th</sup> Century: 1919-1980**

**LEARNING OUTCOMES**

3. Formulate questions for discussion in the seminar and In writing assignments.
4. Choose and refine questions as a basis for independent research.
5. Articulate independent conclusions in writing and oral presentations

**HIST 501      History/Queen's Archives Internship**

**LEARNING OUTCOMES**

1. Conduct extensive research in primary and secondary sources on their research topic.
2. Read and master the interpretations of the major secondary sources on their topic.
3. Develop a clear and persuasive thesis, which is supported by evidence-based arguments, which contribute to the historiography of the chosen topic.
4. Proficiently apply archival research methods, including the identification, retrieval, and evaluation of primary source materials from various archival repositories.
5. Design and execute effective research strategies tailored to specific research questions or projects, which may involve locating and accessing archival collections, both physical and digital, and effectively managing research workflows.

**HIST 502      History/Queen's Archives Internship**

**LEARNING OUTCOMES**

1. Proficiently apply archival research methods, including the identification, retrieval, and evaluation of primary source materials from various archival repositories.

**LEARNING OUTCOMES**

1. Analyze and discuss both primary-source evidence and scholarly texts to engage with and contribute to the historiographical debates related to the chosen subject of research.
2. Conduct primary and secondary research and write analytically in an evidence-based narrative form.
3. Develop a critical understanding of the stages of historical research to construct original historical narratives.
4. Evaluate arguments made by other historians and researchers to contrast evolving debates in the historiography.
5. Develop superior skills in articulating and structuring historical observations in a long essay form with a clear thesis statement and supporting evidence to demonstrate mastery of the field and articulate substantive conclusions drawn from research.

HIST 515 Independent Research Paper

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