



**AGENDA**  
**College of Arts Curriculum Committee**  
**Thursday, August 31, 2023 - 1:00 PM**  
**C1429**

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1. **WELCOME from the CHAIR**  
Meeting to commence at 1:00 PM
  - 1.1. **Land Acknowledgement**
2. **BUSINESS FOLLOW-UP**
  - 2.1. **Report from Curriculum and Student Systems Strategist**  
THAT CACC receive the report as read.
3. **FOR APPROVAL**
  - 3.1. **Adopt the College of Arts Curriculum Committee Agenda for 31 August 2023.**  
THAT CACC adopt the agenda for 31 August 2023 as presented.
  - 3.2. **Approve the College of Arts Curriculum Committee minutes of for 2 June 2023**  
THAT CACC approve the minutes of 2 June 2023 as presented.
4. **FOR DECISION**
  - 4.1. **PSYC 301 (Course Revisions)**  
**Presented by Andrea Hughes at 1:15 PM**  
THAT CACC approve the revisions to PSYC 301 as presented.
  - 4.2. **HIST 211 and 212 (Course Revisions)**  
**Presented by Geoffrey Spurling at 1:30 PM**  
THAT CACC approve the revisions to HIST 211 and HIST 212 as presented.
  - 4.3. **HIST 371, 386, and 482 (New Courses)**  
**Presented by Geoffrey Spurling at 1:45 PM**  
THAT CACC approve the new courses HIST 371, 386, and 482 as presented.
  - 4.4. **History Major (Program Change)**  
**Presented by Geoffrey Spurling at 2:00 PM**  
THAT CACC approve the changes to the History Major as presented.
  - 4.5. **JAPN 101, 102, 103, 201, 202, 301, and 302 (Course Revisions)**  
**Presented by Alan Cameron at 2:05 PM**

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THAT CACC approve the changes to JAPN 101, 102, 103, 201, 202, 301, and 302 as presented.

86 - 90

**4.6. JAPN 251 (New Course)**

**Presented by Alan Cameron at 2:35 PM**

THAT CACC approve the new course JAPN 251 as presented.

91 - 94

**4.7. Japanese Intermediate Proficiency Certificate (Program Change)**

**Presented by Alan Cameron at 2:50 PM**

THAT CACC approve the changes to the Japanese Intermediate Proficiency Certificate as presented.

**5. ADJOURNMENT and NEXT MEETING**

**5.1. Next CACC Meeting:**

**September 15, 9:00 a.m. to Noon (MS Teams)**

**5.2. Adjournment - 3 p.m.**

## **Business Follow-up from June CACC**

Prepared by Tara Kaszonyi

### 1. Outstanding Action Items

#### **a. IPK 101 LO#3. (FEB CACC)**

- i. DC has requested additional time to meet with Faculty to rework the learning outcome.
- ii. IPK is part of the facilitator project and will be looked at in the fall.

**Status: On-Hold until Fall**

#### **b. SoCA Curriculum (June CACC)**

- New VA Courses CACC Recommended Changes
- New SoCA Courses
- VA Courses Revisions CACC Recommended Changes
- BFA Program Change
- VA Programs Program Change

**Budget review in progress**

### 2. Q & A with the Office of the Registrar

**Q1. Can OReg enforce the following prerequisite: *Students must be concurrently registered in at least one additional course?***

- A.** If there was a specific course that is required for concurrent enrolment, Banner can support that, but unfortunately not a broad 'any' additional course requirement.



**MINUTES**  
**COLLEGE OF ARTS CURRICULUM COMMITTEE**  
June 2, 2023  
10:00AM - Microsoft TEAMS

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**PRESENT:** M. Batu, A. Brown, H. Celinski, R. Colwell, A. Cook, G. Gill, S. Liebembuk, E. Newman, L. Pardy (chair), T. Kaszonyi (recorder)

**REGRETS:** R. Atake, L. Buker, K. Harms, M. de Luna

**GUESTS:** Randine Johnson, Dana Landry, Dale McCartney, Jordan Zimmerman, Heather Davis-Fisch

**1. WELCOME from the CHAIR**

**1.1. Land Acknowledgement**

**2. BUSINESS FOLLOW-UP**

**2.1. Report from Curriculum and Student Systems Strategist**

**3. FOR APPROVAL**

**3.1. Adopt the College of Arts Curriculum Committee Agenda for 2 June 2023**

**MOTION:**

THAT CACC adopt the agenda of 2 June 2023 as presented.

M. Batu and S. Liebembuk

CARRIED

**3.2. Approve the College of Arts Curriculum Committee minutes of 19 May 2023**

**MOTION:**

THAT CACC approve the minutes of 19 May 2023 as presented.

A. Brown and A. Cook

CARRIED

**4. FOR INFORMATION**

**4.1. AIS Name Change**

All curriculum (previously approved and from today) will be put forth with the new name, Arts & Integrated Studies (AIS).

**5. FOR DECISION**

**5.1. AIS 101, 108, and 208 (Course Revisions)**

AIS 101

- Prerequisite: Fewer than 18 university credits is enforceable by OReg.
  - The system will not allow anyone with over 18 credits to register.
- LO#4: two verbs. Suggest change to *position*.

- LO#1: CACC had a lengthy discussion of the use of the word *tacit*. CACC will support the course designer in their decision to keep *tacit* or modify the LO
- Assignment Details values do not add to 60%. Suggest removing the percentages in the details.

AIS 108

- Memo: CACC noted that the ILOs were not included, but mapping was done to the AIS competencies, since AIS does not have PLOs and ILOs are currently under revision. However, this may come back as feedback from UEC.
- LO#6: Too many verbs; suggest change to *apply rhetorical discourse to peer reviewed articles*.
- Course Content and Topics: suggest remove weeks and change to a bullet pointed list. Also, remove midterm.

AIS 208

- Memo: CACC noted that the ILOs were not included, but mapping was done to the AIS competencies, since AIS does not have PLOs and ILOs are currently under revision. However, this may come back as feedback from UEC.
- **CACC applauds the laddering from AIS 108 and will contact OReg to see how to rework to ensure it is enforceable.**
- LO#6: Too many verbs; suggest change to *generate*.

**MOTION:**

THAT CACC approve the revisions to AIS 101, 108, and 208 with the recommended changes.

S. Liebembuk and A. Cook

CARRIED

**5.2. Bachelor of Fine Arts (Program Change)**

- CMNS 120 is listed as an option for the *writing breadth requirement*, but it has been discontinued.
  - **SoCA will check with Amanda Grimson to see if she has a suggestion for how to keep CNMS 120 on the list, but make sure it is noted as discontinued.**

**MOTION:**

THAT CACC approve the changes to the Bachelor of Fine Arts as presented.

A. Cook and M. Batu

CARRIED

**5.3. Indigenous Arts Certificate (Program Change)**

This program was developed by two indigenous SoCA faculty members and is designed to ladder into the degree program. The brand new calendar copy was submitted without track changes, since it is completely different from the previous version.

CACC applauds SoCA's work on this certificate.

**MOTION:**

THAT CACC approve the changes to the Indigenous Arts Certificate as presented.

S. Liebembuk and M. Batu

CARRIED

**5.4. Visual Arts Diploma, Major, Extended Minor and Minor (Program Changes)**

CACC suggest that a statement be added to the calendar copy to let students know that they must complete at least 14 upper level credits.

**SoCA will check with Amanda Grimson.**

**MOTION:**

THAT CACC approve the revisions to the Visual Arts Diploma, Major, Extended Minor, and Minor with the recommended changes.

S. Liebembuk and H. Celinski

CARRIED

**5.5. VA 113, 221, 223, 225, 231, 251, 271, 280, 283, 321, 331, 351, 360, 371, 383, 395 (Course Revisions)**

Global Feedback

- CACC suggests SoCA perform a final scan of LOs to look for repeat verbs in a course outline, such as *discuss*
- CACC supports SoCA's use of the hinged verbs "reflect and respond" and "prepare and produce."

VA113

- LO#7: CACC had a lengthy discussion around this LO and supports SoCA's use of this LO, since it is measurable in a creative arts context and essential to the discipline.

VA 223

- LOs 6 & 7: both use the verb discuss
  - Suggest changing LO#6 to *reflect upon*.

VA 280

- Remove LO#9 (nothing is written, but the auto-numbered 9 is listed).
- LOs 7 & 8 both use discuss.
  - Suggest changing LO#8 to *Reflect on their own work from an inclusive and equitable perspective*.

VA 283

- LO#7: suggest revise to *Articulate from different perspectives why film and photography matter*.

VA 360

- Calendar description word count is slightly high.

VA 383

- Calendar description last sentence is passive.
  - Suggest change to *Students explore the role of photography within contemporary visual culture through oral presentations and group critiques*.

**MOTION:**

THAT CACC approve the revisions to VA 113, 221, 223, 225, 231, 251, 271, 280, 283, 321, 331, 351, 360, 371, 383, 395 with the recommended changes.  
S. Liebembuk and H. Celinski  
CARRIED

**5.6. VA 100, 110, 195, 260, 295, 300, 301, 310, 311, 325, 391, 392, 405, and 490 (New Courses)****VA 301**

- LO#6 has two verb
  - Suggest SoCA revisit and revise

**VA 391 and 392**

- Reminder to add anti-requisite courses to the course outlines (VA 390)

**VA 405**

- SoCA will update the course hours to 90, similar to MEDA 403 (Lecture/ Seminar: 20 hrs. and Student directed learning: 70 hrs.)

**VA 406**

- LO#6 has three verbs.
- Suggest revisit and rework the LO.

**MOTION:**

THAT CACC approve the new courses VA 100, 110, 195, 260, 295, 300, 301, 310, 311, 325, 391, 392, 405, and 490 with the recommended revisions.  
H. Celinski and A. Cook  
CARRIED

**5.7. SoCA 100, 105, 201, and 402 (New courses)****MOTION:**

THAT CACC approve the new courses SoCA 100, 105, 201, and 402 as presented.  
Virtual Vote - 10 in favour  
CARRIED

**6. ADJOURNMENT and NEXT MEETING****6.1. Next CACC Meeting & Retreat**

- CACC Retreat will take place at the end of August.
- The event will have two parts.
  - Half will be spent with UEC at their retreat. This date is yet to be determined.
  - The other half will be spent with CACC members only and will take place on Aug. 30. This day will also include the review of the August meeting agenda items.

**6.2. Adjournment - 12 p.m.**

**Memo for Course Changes**

To: UEC and Senate

From: (Andrea Hughes, Psychology Department Chair & Donna Tafreshi, Psychology Faculty)

Date: May 26, 2023

**Subject: Proposal for revision of PSYC 301**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: Changes have been made to the course outline in order to align the course with developments in the fields of quantitative psychology and statistics over the past 15 years. In particular, emphasis is now placed on the logic of statistical inference, effect size estimation, conceptual understanding, and the use of statistical analysis software as an applied skill.

Although research design is still integral to the course, it is now taught in the context of various inferential scenarios. The title of the course and the calendar description have been updated to reflect these changes. In particular, “quantitative methods” has been added to the title to contrast the course with a new upper level “qualitative methods” course (PSYC 311), and “statistical inference” has been added to capture the course’s emphasis on this topic.

The learning outcomes of the course have also been updated to emphasize conceptual understanding and the application of statistical hypothesis tests using statistical software. The acquisition of skills required to use statistical software programs are fundamental for students in psychology who wish to conduct an Honours thesis (for which this course is a pre-requisite) and/or continue to graduate school in psychology. It is also beneficial for students entering the workforce in industries emphasizing data analytics. The learning outcomes have also been changed to reflect the Teaching & Learning recommendations.

Finally, the textbooks and resource materials section has been updated to reflect current resources commonly used within the field that emphasizes conceptual understanding while providing examples using statistical software. The primary instructor who teaches this course is also



developing her free online textbook which is influenced by Indigenous pedagogy (specifically using narrative to teach statistics) and this book has been included in the outline.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes to the learning outcomes align with program learning outcomes #6 and #9. In order for students to develop quantitative research questions and appropriately apply quantitative research methods and statistical techniques, they need to understand the logic underlying statistical inference and be able to utilize statistical software to carry out and interpret statistical tests. An understanding of the fundamental concepts in statistics is also required to be able to develop appropriate research questions that lend themselves to quantitative methods and analysis. In addition, mastery of statistical concepts, such as effect sizes, allows for students to appropriately describe and interpret research findings which rely on quantitative methods and statistical analysis.

***LO6: Students will demonstrate their ability to apply research methods and statistical techniques to develop a psychological research question into scientifically appropriate procedure and corresponding data. They will conduct at least one original empirical investigation in which these skills are used throughout the development of a research project.***

***LO9: Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations.***

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

While the emphasis of the course itself is on teaching statistics and the course topics reflect the major statistical themes, the primary instructor of the course has tried to learn from Indigenous ways of knowing in developing materials and curricula. One example is the creation of a free course textbook that uses narrative as a tool for describing and explaining statistical concepts (e.g., the logic of null hypothesis testing is taught as a story). Another example is the inclusion of discussions around the limitations of measurement practices for capturing Indigenous experiences, as well as the limitations of statistical inference overall (these are discussed throughout the course). The department has discussed how to best incorporate Indigenous ways of knowing into our methods curricula for the program. To this end, we have developed a new qualitative methods course (PSYC 311) that serves, in part, as a way to

include Indigenous perspectives in our methods curricula. Students who complete PSYC 301 are encouraged to also complete PSYC 311.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The primary instructor of the course uses a free online textbook that is searchable and accessible. The required statistical software is free to students (e.g., SPSS is available through UFV and R is an open access software).

The course also includes discussion of alternative methods for research, including qualitative and Indigenous methodology. Students are encouraged to take a pluralistic approach to their methods training and to consider taking the psychology department's qualitative methods course.

In addition, students are encouraged to consider potential problems in the interpretation and generalization of statistics, including when it is/is not appropriate to generalize to certain populations of individuals and the implications of generalization practices.

Students struggling with the material are also directed to the Academic Success Centre for support with statistical and mathematical concepts throughout the course.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0-\$150 (instructor dependent – the primary instructor does not require any costs).



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> 301		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Intermediate <u>Quantitative Research</u> Methods and <u>Statistical Inference-Data Analysis</u> in Psychology																	
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)																	
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Psychology															
<b>Calendar Description:</b> <p><del>This course is a continuation of An the second-year research methods course. It will provide extensions of the basic theory and methods of underlying research design, and data analysis, and statistical inference. Discussion will include the analysis of substantive problems, the choice of appropriate research designs and special problems that arise in the analysis of psychological data. Students learn the logic of quantitative methods, both descriptive and inferential in nature. They also apply this logic to research scenarios using statistical software and interpret the results of inferential tests.</del></p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>																	
<b>Prerequisites (or NONE):</b>		PSYC <del>202</del> ; or PSYC <del>240110</del> and <del>20220</del>															
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Winter only</b> Maximum enrolment (for information only): <b>25</b>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>4530</td> </tr> <tr> <td><del>[click to select]</del>Tutorials/workshops</td> <td><del>1</del></td> </tr> <tr> <td></td> <td>5</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	4530	<del>[click to select]</del> Tutorials/workshops	<del>1</del>		5	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> [click to select]	
Lecture/seminar	4530																
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<b>Total hours</b>	<b>45</b>																
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)															
<b>Department approval</b>		<b>Date of meeting:</b> <u>April 20, 2021</u>															
<b>Faculty Council approval</b>		<b>Date of meeting:</b>															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>															

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).) )

Upon successful completion of this course, students will be able to:

1. Perform descriptive analyses (involving both numerical and graphical summaries of data) using statistical software (e.g., SPSS).
2. Apply appropriate statistical inferential tools in the context of various research designs (e.g., correlational, quasi-experimental, experimental, repeated measures).
3. Perform inferential analyses (involving t- and F- distributions) using statistical software (e.g., SPSS).
4. Interpret the results of statistical hypothesis tests involving univariate, bivariate, and multivariate distributions using the techniques of ANOVA and regression.
5. Illustrate, both in writing and in application, mastery of fundamental statistical concepts including sampling distributions, effect sizes, confidence intervals, and p-values.
6. Implement the logic of null hypothesis testing in making sound inferential arguments when applying statistical tools.
7. Justify, in writing, the making of sound analytical decisions in the process of running a hypothesis test (e.g., dealing with violated assumptions, imbalanced designs, outliers).
  1. ~~Students will become familiar with control and measurement variables.~~
  2. ~~Students will be familiar with use and analysis of various designs and understand their advantages and disadvantages.~~
  3. ~~Students will be familiar with quasi-experimental designs.~~
  4. ~~Students will appreciate ethical and methodological issues associated with different areas and topics in psychology.~~

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

<del>[click to select]</del> Final exam: ———%35%	<del>[click to select]</del> Assignments: ———%30%	[click to select]	%
<del>[click to select]</del> Quizzes/tests: ———%35%	[click to select]	%	[click to select]

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, laboratory activities.

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	——— <a href="#">Howell, David, C.</a>	——— <a href="#">Statistical Methods for Psychology / Bookstore access</a>	<a href="#">2013</a>
2. Other	——— <a href="#">Tafreshi, D. (free online text written by UFV instructor)</a>	——— <a href="#">Intermediate Statistics for Psychology</a>	<a href="#">2023</a>
3. [click to select]			
4. [click to select]			
5. [click to select]			

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

~~(Use this section for supplies and materials for all sections of this course.)~~Statistical software (e.g., SPSS, R).

**Course Content and Topics**

- [Week 1: Review of basic statistical concepts, probability, algebra, and notation](#)
- [Week 2: Review of descriptive statistics/data analysis, including limitations of measurement practices.](#)
- [Week 3: Review of sampling distributions and the logic of Neyman-Pearsonian null hypothesis testing](#)
- [Week 4: Effect sizes and confidence intervals, including effect size specification vs. magnitude of effect estimation](#)
- [Week 5: One-way analysis of variance \(ANOVA\)](#)
- [Week 6: Type II error control \(power analyses\)](#)
- [Week 7: Midterm exam](#)
- [Week 8: Simultaneous inference \(post-hoc comparisons\)](#)
- [Week 9: Two-way between subjects ANOVA](#)
- [Week 10: Repeated measures \(within-subject\) ANOVA](#)
- [Week 11: Simple linear regression & correlation](#)

Week 12: Multiple linear regression

Week 13: Special issues pertaining to null-hypothesis testing and alternative methods of inference

[Course content varies by instructor. An example of course content might be:]

Manipulation, measurement and control of variables

Experimental Designs: Two group, multiple group, factorial, single subject

Quasi-experimental designs

Areas and topics in psychology

**Memo for Course Changes (HIST 211)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and David Milobar, HIST 211 course reviewer.

Date: May 16, 2023

Subject: Proposal for revision of (insert title of course) HIST 211: England from 1066-1688: An Emerging Nation-State

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: History 211 has been refreshed to reflect new departmental and institutional priorities relating to diversity and indigenization, as well as learning outcomes. Course delivery methods also reflect new materials and sources available online and new course texts that both enrich student learning while reducing the cost of course materials for students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of History 211 have evolved to more directly align with the History Program Learning Outcomes as defined by more recent departmental initiatives to better define the nexus between the Academy and the broader institution and the world beyond.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

5. Which program areas have been consulted about the change(s)? Not applicable.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course in essence highlights an ironic historical parallel relating to what the Anglo-Saxons of medieval England experienced under Norman rule and the Indigenous experience of colonization in modern times. The Norman conquest of 1066 resulted in William the Conqueror and his successors occupying Anglo-Saxon England, stripping the elites of their titles and land, imposing a foreign language and culture, an alien system of law and governance, and subordination and exploitation of the local population to their rule for over three hundred years. In many ways the experience of Indigenous peoples echoes the themes of colonization and dominance underpinning the historical narrative of life in medieval England under Norman rule.

Beyond highlighting narrative commonalities of experience between medieval England and Indigenous peoples, the course will prioritize student engagement based on diversity and inclusion and the principle of reciprocity that is at the core of Indigenous pedagogy. The emphasis placed on stories in Indigenous studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and society very different from our own to complement traditional academic historical literature. For example, the British Library houses an extensive (free/ public) archive of images, literature, stories, medieval chronicles and narratives providing insight into the values and perspectives of women, peasants, trades people and others whose voices are not often heard through official sources.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

A critical aspect of course design is to create an inclusive and caring community where all students are respected and valued for who they are, feel safe, and belong and shine in their own distinct way. The class environment will be one that celebrates diversity, inclusion and equity in an environment where collaborative respect fosters student learning and success. Furthermore, the principles of equity, diversity and inclusion are supported in the course material and subjects covered over the course of the term. The broad list of documents used in the course include material that reflects not only a different time but a range of themes and lived experiences from which a student can select to explore individual interests. Similarly, the list of monographs for the book review has been enlarged to incorporate new scholarship exploring not only traditional political subjects but gender, class and race. The dramatic readings and short lectures from sources, such as the 'Citizens : 800 years in the making' (History Hub), incorporated into the course architecture expose students to diverse perspectives often not explored in a survey course. All of these are examples of initiatives encouraging students to take an active role in shaping their respective learning experience and to explore a diverse range of perspectives. Furthermore, History 211 uses course design to support the needs of all students from diverse backgrounds integrating into an academic environment. Students benefit from low stakes writing assignments that afford them the opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment.

A survey course on medieval and early modern England provides students the opportunity to explore positions, experiences, and expressions of a time and people culturally different from our own world while developing an understanding of how that remote past intersects with our present.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Not applicable.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approximately \$50.00





ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 211		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> England from 1066-1688: An Emerging Nation-State			
<b>Course Short Title:</b> England from 1066-1688			
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History	
<b>Calendar Description:</b>			
Students <del>will</del> explore English history from the Norman Conquest to the Glorious Revolution of 1688. <del>The course gives Sspecial attention will be given to the evolution of social, economic and political institutions and their impact on ordinary people.,-seeking to understand how</del>			
<del>England was transformed from a peripheral player on the edge of Europe into a geo-political powerhouse, poised on the brink of empire.</del>			
Note: Students with credit for HIST 109 cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		None	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number: <b>HIST 109</b>		Special Topics course: <b>No</b>	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: <b>No</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See <a href="#">policy 207</a> for more information.)</i>	
<b>Typical Structure of Instructional Hours</b>		Grading System: <b>Letter grades</b>	
Lecture/seminar	45	Delivery Mode: <b>May be offered in multiple delivery modes</b>	
<a href="#">[click to select]</a> Lecture/seminar <a href="#">[click to select]</a>	<del>30</del>	Expected frequency: <b>Annually</b>	
<a href="#">[click to select]</a> Tutorials/workshops <a href="#">[click to select]</a>	<del>15</del>	Maximum enrolment (for information only): <b>36</b>	
<a href="#">[click to select]</a>		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
<a href="#">[click to select]</a>		PLAR is available for this course.	
<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>Yes</b>	
Labs to be scheduled independent of lecture hours:    No    Yes		Submit outline for (re)articulation: <b>No</b>	
		<i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>	
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).) )

Upon successful completion of this course, students will be able to:

- 1) Identify ~~key components~~[important themes](#) in medieval and early modern English history ~~from 1066 to 1689.~~
- 2) ~~Debate themes and issues related to~~ [Discuss some of the major debates among historians of](#) medieval and early modern England.
- 3) Identify the differences between primary and secondary sources, ~~and work with both. be able to use these distinct materials as the basis of historical inquiry~~
- 4) [Employ primary and secondary sources in historical analysis.](#)
- 5) Articulate the relationship between the past and the present in the study of history.
- 6) [Employ historical evidence in support of an argument](#)
- 7) [Communicate in oral and written forms to diverse audiences.](#)

~~Demonstrate some of the features of historical analysis, including argument, evidence, awareness of audience, relevant historical sources, and historical thinking, through oral and written work.~~

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Final exam:	<a href="#">30</a> 25%	Assignments:	<a href="#">50</a> 45%	[click to select]	%
Quizzes/tests:	<a href="#">20</a> 30%	<del>[click to select]</del> <a href="#">[click to select]</a>	%	[click to select]	%

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

[Quizzes & tests: 40% quizzes; 20% mid-term](#)

[Assignments: 40](#)20% [Summary/Critiques \(5\)- 20 % Book Review](#)video reflections & other in-class wiring; ~~10%~~ [research exercise; 45](#)10% [Primary source primary-source analysis;](#) ~~10%~~ [participation mark](#)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	John Gillingham and Ralph A. Griffiths,	Medieval Britain: A Very Short Introduction	<a href="#">2021</a>
2. Textbook	John Guy,	The Tudors: A Very Short Introduction.	2021
3. Textbook	John Morrill,	Stuart Britain: A Very Short Introduction.	<a href="#">2021</a>
4. Online resource	Articles, books and streaming videos available online through UFV Library.		
5. <del>[click to select]</del> <a href="#">Online resource</a>	Streaming videos, podcasts, 'virtual exhibitions' and documents available on (free) public online sites.		

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

None

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

- [Introduction to History: What Is History?](#)[Beginnings: Roman and Anglo-Saxon Britain](#)
- [1066 and the Legacy of the Norman Conquest](#)[The Norman Conquest](#)
- [Angevin England and the Rise of a Centralizing Monarchy](#)[The Angevins](#)
- [Life in Medieval England](#)[the Middle Ages](#)
- [Medieval England in a Time of Plague and War: Social, Economic and Political Change.](#)[The Emergence of Parliament](#)
- [England as a House Divided: Social, Political and Economic Perspectives](#)[The 14th-Century—Crisis and Renewal](#)
- [Tudor England and the Beginnings of Modernity](#)[Midterm-Exam](#)
- [Church and State in the Age of Reformation- Elizabethan England: A Golden Age?](#)[The Wars of the Roses](#)
- [Absolutism and the Challenge of Modernity](#)[The Tudor Revolution in Government](#)

- [Stuart England: War and Revolution. Papists, Presbyterians and Puritans, oh my!](#)
- [The Rise and Fall of the Protectorate and the Road to Restoration. Elizabethan England](#)
- [The Glorious Revolution and the Triumph of Parliament: Social and Political Perspectives](#)~~The English Civil War~~
- [Modern Society and Culture: A New World?](#)~~The Glorious Revolution and Beyond~~

**Memo for Course Changes (HIST 212)**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and David Milobar, HIST 212 course reviewer.

Date: May 16, 2023

**Subject: Proposal for revision of (insert title of course): HIST 212: History of Britain, 1688-1990: Great Power Status and Beyond**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: The revisions will refresh the course to reflect the changing scholarly landscape and better align the course to reflect new departmental and institutional priorities relating to diversity and indigenization as well as learning outcomes; course delivery methods also reflect new materials and sources available online and new course texts to enrich learning while reducing the cost of course materials.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The Learning Outcomes have evolved to align more directly with the History Program Learning Outcomes as defined by more recent departmental initiatives to better define the nexus between the Academy, the broader Institution and the world beyond.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

5. Which program areas have been consulted about the change(s)? N/A

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

History 212 focuses on the history of Britain; however, it also studies social, political and economic forces that were integral to shaping colonialism as it defined the settler- Indigenous relationship over time. Colonialism and treatment of Indigenous peoples throughout the global British Empire was mediated through the prism of issues relating to class, gender and race as they were first contested in the metropole. Online primary sources available through institutions such as the British Library, British Museum and the National Archives are utilized to support learning that enables students to better understand the origins of attitudes and values upon which colonialist thinking evolved. Furthermore, the course will prioritize student engagement based on diversity and inclusion that is the foundation of the principle of reciprocity at the core of Indigenous pedagogy. Students will play an integral role in shaping the learning experience of the entire class. Assignments are designed to encourage students to engage in collaborative learning that values mutual support of fellow students for one another and instructor-student exchanges with a view to encourage respectful exchange of diverse perspectives and understanding based on a student's own life experience. The emphasis placed on stories in many Indigenous studies will be respected in the pedagogical experience through narrative sources fostering a humanizing understanding of a time and society different to our own to complement traditional academic literature.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

A critical element of course design is to create an inclusive and caring community where all students are respected for who they are, feel safe, and belong in an environment where they can shine in their own ways. The various assignments and activities are designed to support students with a range of learning styles. . This goal will be highlighted explicitly at the outset and will be reinforced throughout the term by encouraging students to take an active role in shaping their learning goals on their own schedule. Low stakes writing assignments, such as the summary/critiques, will afford students the opportunity to learn, experiment and receive feedback in a collaborative, constructive and positive environment that inspires learning and allows students to build on their strengths. Course materials, such as the documents and review monographs, include titles on themes and topics relating to diversity and equality. Online dramatic readings of speeches etc from sites such as the 'Citizen' project are curated to include voices that are often ignored in a general survey. A survey course on modern Britain affords students the opportunity to explore the distinct positions, experiences, and expressions of the past and how it intersects with our present.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. None.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 212		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> A History of Britain, 1688-1990: Great Power Status and Beyond			
<b>Course Short Title:</b> A History of Britain, 1688-1990			
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History	
<b>Calendar Description:</b>			
Surveys the major developments in British history from the Glorious Revolution to recent times. <u>The course gives Special-special attention will be given</u> to the evolution of social, economic, and political institutions and their impact on ordinary people.			
Note: Students with credit for <b>HIST 110</b> cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		None	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i>		<b>Course Details</b>	
Former course code/number: <b>HIST 110</b>		Special Topics course: <b>No</b>	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: <b>No</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See <a href="#">policy 207</a> for more information.)</i>	
<b>Typical Structure of Instructional Hours</b>		Grading System: <b>Letter grades</b>	
Lecture/seminar	3045	Delivery Mode: <b>May be offered in multiple delivery modes</b>	
Tutorials/workshops	15	Expected frequency: <b>Annually</b>	
[click to select]		Maximum enrolment (for information only): <b>36</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i>	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>Yes</b>	
Labs to be scheduled independent of lecture hours:    No    Yes		Submit outline for (re)articulation: <b>No</b>	
		<i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).)

Upon successful completion of this course, students will be able to:

- 1) Identify key components in British History between 1688 and 1990.
- 2) ~~Discuss and debate~~ **Debate** themes and issues related to [British History in an inclusive and open-minded manner, the history in question.](#)
- 3) ~~Identify the differences between primary and secondary sources, and work with both.~~
- 4) ~~Employ primary and secondary sources in historical analysis.~~
- 5) Articulate the relationship between the past and the present in the study of history.
- 6) ~~Employ historical evidence in support of an argument~~
- 7) ~~Communicate in oral and written forms to diverse audiences.~~
- ~~Demonstrate some of the features of historical writing, including argument, evidence, audience, historical sources, and historical thinking through oral and written work.~~

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Final exam:	30%	Assignments:	50%	[click to select]	%
Quizzes/tests:	20%	[click to select]	%	[click to select]	%

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

Assignments: ~~20%~~25% book review (1000- 1200 words); 20% Reading Summary/Critiques (5) (400 words each)10% five synopses (300 words each); 10% document analysis (800 words); ~~5% participation mark.~~

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Paul Langford</a>	<a href="#">Eighteenth-Century Britain: A Very Short Introduction. A History of England, Vol. 1. Pearson. 6<sup>th</sup> ed.</a>	<a href="#">2021</a>
2. <del>Online resource</del> Textbook	<a href="#">Christopher Harvie and H.C.G. Matthew.</a>	<a href="#">Nineteenth-Century Britain: A Very Short Introduction. Online articles and documents available through UFV library</a>	<a href="#">2021</a>
3. <del>[click to select]</del> Textbook	<a href="#">Kenneth O. Morgan.</a>	<a href="#">Twentieth-Century Britain: A Very Short Introduction.</a>	<a href="#">2021</a>
4. <del>[click to select]</del> Online resource	<a href="#">UFV Library Article and Streaming video databases, UFV Library e-books.</a>		
5. <del>[click to select]</del> Online resource	<a href="#">Streaming videos, podcasts, 'virtual' exhibits, libraries, archives, museums and galleries available on (free) public online sites.</a>		

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

None

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

- ~~Week 1:~~ Introduction- What is History?
- ~~Week 2:~~ The Legacy of the Glorious Revolution: [Did it Inspire Significant Social-Political Change?.](#)
- ~~Week 3:~~ Consumer Society and the Rise of the 'Middle Sort'.
- ~~Week 4:~~ England in a Time of Revolution: 1783- 1815.
- ~~Week 5:~~ Britain as the 'Workshop of the World'.
- ~~Week 6:~~ Life in Mid-Victorian Britain.

- ~~Week 7:~~ 'Pax Britannia'.
- ~~Week 8:~~ A Land in Crisis? Challenges to the Victorian and Edwardian World.
- ~~Week 9:~~ Britain and the Great War.
- ~~Week 10:~~ Post War Britain- Society and the Great Depression.
- ~~Week 11:~~ 'Their Finest Hour'?- Britain, World War II and Beyond.
- ~~Week 12:~~ 'I'm Alright Jack': Fifties Britain. 'Groovy!': 1960s Britain.
- ~~Week 13:~~ Britain from the 'Swinging Sixties' to Crisis and the Thatcher Revolution.



**Memo for New Course: HIST 371**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Ian Rocksborough-Smith, HIST 371 course designer.

Date: May 16, 2023

**Subject: Proposal for new course (insert title of course): HIST 371: Populism in America: From Andrew Jackson to Donald Trump**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

**1. Rationale for new course, including how this course fits into the program(s):**

*Note: Adding this course to a program will usually require a program change request.*

A course on populism in America fills a gap in U.S. and North American history course offerings at UFV. It has been successfully offered for a number of years as a special-topics offering and been well reviewed by students (2018; 2020; 2022). It seems to regularly enrol well. Most importantly, it offers students a chance to examine and learn about America's political history from the time of Andrew Jackson through the era of Donald Trump – a timely topic that demonstrates the ongoing salience of defining “populism,” “radicalism,” and polarization as historical concepts and to consider to what extent these sorts of political formations (when “used and abused”) caused violence in the political arena. It also relates to an area of research development that dates back to my PhD studies in U.S. history at the University of Toronto – where I was specifically trained to understand the historiography of “populist moments” in American history from the 19<sup>th</sup> through the 20<sup>th</sup> century by published experts in this field. Most recently, I have published writings about the “truckers” protests in both the U.S. and Canada for the Labor and Working-Class History Association's *Labor Online* blog and have a forthcoming chapter, tentatively entitled: “North American Truckers and the Symbolism of Working-Class Grievances in an Age of Polarization” for an edited volume to be published by McGill/Queens University Press called *The Politics of Polarization in Canada and Beyond*. I have engaged with students through this course, who work on related research as well. Notably an editor of UFV's student newspaper, *The Cascade*, interviewed myself and another colleague from UFV History for an excellent piece entitled [“Radicalization Nation”](#) about polarization and the pitfalls of social media use in contemporary political discourse.

This course will be complementary to other offerings by the UFV History Department, notably History 241, 242, 369, 370, 357 (taught by Prof. Geoffrey Spurling) and 454.

It will be a helpful addition to the History Department program at the third-year level. Since it has been offered as a special topics course for several years it should fit in nicely with other streams in the history of the Americas that we currently offer. The outlined assessments will emphasize student research with digital primary sources, a practice I encourage with students through student-centered presentations to help curate and extend the diversity of content in the class. This helps fulfill some of the recommendations from the last History Department external report (2019) about encouraging digital

literacies and communication competencies among our program students and which also helps achieve Institutional Learning Outcome 5 (noted below).

**2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):**

The course works to identify major events and participants from a specific period and theme in history as required by History Department third year courses. This will also encourage students to inquire about what major developments and trends in scholarly approaches to the study of this topic have occurred to date and where these studies might lead (ILO 4). These efforts will encourage extensive written research and reflective assessment about specific aspects of U.S. history and historiography related to the subject of populism in history (ILO 3; ILO 6). It will also encourage students to study a variety of historical sources both textual and digital with an emphasis on primary documents especially (ILO 1 and 2). It will focus on the important skill development of academic writing as well as presentation and discussion communication skills (ILO 5). Finally, it will work towards one of our key program areas related to institutional learning outcomes which encourages students to engage with the world around them and to think through how they can contribute to a socially just society (ILO 9). Key to this last outcome will be a conscious effort to engage students where they are and respect all perspectives and ways of knowing and being that come into classroom settings. Part of this outcome will also be encouraged by modeling a pedagogy of support, care, and engagement when discussing uncomfortable and potentially polarizing topics (ILO 8).

- 3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?** No
- 4. Which program areas have been consulted about the course?** N/A
- 5. If a new discipline designation is required, explain why:** N/A
- 6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).**

A major theme in this course charts the ways successive American presidential administrations worked to deliberately undermine Indigenous sovereignties through “populist” appeals to white male settler majorities among the electorate. It will highlight the scholarship of Indigenous scholars, like Standing Rock Sioux elder, Vine Deloria, Jr., as well as younger scholar-activists like Audra Simpson (Mohawk) and Nick Estes (Sioux), and recent scholarship on “pipeline populism.” It will also examine primary sources from Indigenous leaders of the 19<sup>th</sup> century like Tecumseh (Shawnee) and John Ross (Cherokee) to demonstrate the limits and exclusions of early American “populism” during the era of figures like William Henry Harrison and Andrew Jackson. This is a theme we treat over the 19<sup>th</sup> century as the so-called Western “frontier” expanded to integrate new territories into the union and sectional battles were fought over racial slavery as U.S. nation-state formation took place. This critical focus on the limits and paradoxes of American “democracy” moving from the 19<sup>th</sup> through the 21<sup>st</sup> century will help

students center Indigenous pedagogies and knowledges during periods of violent removal, assimilation, and repression of democratic rights.

In terms of pedagogy, students will be encouraged to engage in circle-led sharing sessions that were based in part on techniques learned from recent workshops run by UFV Indigenization Teaching and Learning Staff. This will be helpful in a course like this where challenging, often polarizing political histories will be discussed, debated, and presented by students with diverse perspectives and ways of knowing and being. These circle-share discussions will also help break-up and decentre instructor-focused lectures, activities, and modules.

**7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?**

Students will be engaged through multiple learning literacies, which means they will be able to review course content that is oral and visual, in addition to weekly readings – as a way to promote diverse learning styles and ways of knowing and being in the classroom. Recent documentary films will be viewed in class and students will get a chance to listen to oral histories (such as the recorded rhetoric of populist politicians and radio personalities from the early 20<sup>th</sup> century like the infamous “radio priest” Charles Coughlin and the notorious populist governor of Louisiana, Huey Long). This will be in addition to reading textual sources that they will read before and during class. One of the major assessments in this course is an audio-visual blog (which can be completed orally or in written form) that students must complete to consider a past American populist leader or movement and compare them to present-day examples – on any side of the political spectrum. This reflective exercise enables students to consider leaders and movements in America’s past in ways that deploy their own unique positionalities in the present in potentially public-facing ways. But it also urges them to maintain a critical academic rigor that requires them to source legitimate scholarship through independent research.

A variety of topic areas in the course cover important themes that speak to EDI principles. As noted above, a great deal of course readings will reflect Indigenous perspectives about settler-colonialism and particularly populist political formations that have both propped-up and challenged structures of power in American life. Moreover, the course also deals quite closely with the subject of racial slavery and how white supremacy has often been mobilized through “populist” political rhetoric throughout American history. It helps trace these histories particularly through the Age of Andrew Jackson (1810s-1840s), through the sectional conflict that led to Civil War (1861-65) and its Jim Crow aftermath of widespread (legal and extra-legal) forms of racial segregation which continued through the mid-late 20<sup>th</sup> century. Moreover, this course also traces important multiracial populist politics that represented significant paths not taken. Examples include the fusion Democrat/Republican and Populist Party formations of the late 19<sup>th</sup> century that highlighted independent Black American politics that occasionally found alliances with white working-class farm worker and labor movements. Together, these movements momentarily challenged the hegemony of free market capitalism and the hold that corporate monopolies and elites had on federal politics as the country further industrialized and urbanized. Likewise, in the 20<sup>th</sup> century, this course traces populist politics that helped bring right-wing demagogues to power at the state and federal level through what some scholars refer to as a “politics of rage” (like the notorious governor of Alabama from the 1960s through 1980s: George Wallace). Such politics were particularly salient in America during times of heightened economic crisis, social strife, and war. It will also trace important

challenges to the limits of American democracy in the form of civil and social rights fought by radical reform movements from the political left that shed light on issues of universal civil and human rights through successive eras of rapid human migration (voluntary and forced).

Much of the scholarship that students will read and discuss to trace these dynamics is written by scholars from historically marginalized populations, notably Black, Indigenous, and Peoples of Colour, as well as from other socially marginalized voices and perspectives. For example, students read from the likes of Omar H. Ali on Black populism, Nick Estes on Indigenous environmental activisms, and Nell Irvin Painter on the history and politics of whiteness.

Finally, this course can and has been delivered in a number of different ways, from face-to-face in person to online asynchronous, synchronous and in a hybrid style (which combined in person with online asynchronous). This adaptability makes the course more accessible to students who may wish to take it when it is offered in a more flexible format.

- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): N/A**
- 9. Estimate of the typical costs for this course, including textbooks and other materials: \$60 in textbooks.**



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> 371		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Populism in America: From Andrew Jackson to Donald Trump															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.) Populism in America															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History													
<b>Calendar Description:</b> Considers American populism from the age of President Andrew Jackson through Donald Trump. The course reviews how populism has been used and abused in U.S. life and history, with attention given to social relations, the electoral arena, and the causes of political violence.  Note: Students with credit for HIST 396Q cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		9 credits of lower-level history or 45 general university credits.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: <b>HIST 396Q</b> Cross-listed with: <b>n/a</b> Equivalent course(s): <b>n/a</b> ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>30</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	Tutorials/workshops		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
Tutorials/workshops															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*  
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources.](#))

Upon successful completion of this course, students will be able to:

1. Analyze key components in the history of American populism from the 1820s through the present.
2. Debate themes and issues related to the history of American populism.
3. Articulate historical debates on the subject.
4. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of history.
5. Assess a variety of historical sources and digital records, with an emphasis on primary sources.
6. Write for historical audiences.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	50	Project:	40%	Quizzes/tests:	10%
%					
[click to select]	%	[click to select]	%	[click to select]	%

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.) Assignments (50%): Reading Responses 10%, Film Commentaries 15%, Research Paper 25% Project (40%): A/V Blog and Peer Review

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Face-to-Face; some online instruction.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#))*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Mudde & Kaltwasser	<i>Populism: A Very Short Introduction</i>	2017
2. Textbook	Kazin	<i>The Populist Persuasion: An American History</i>	1995
3. Textbook	Ali	<i>In the Lion's Mouth: Black Populism in the New South, 1886-1900</i>	2010
4. [click to select]			
5. [click to select]			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

(Use this section for supplies and materials for all sections of this course.)

**Course Content and Topics**

- What is Populism?
- A People's Republic? Populism through the Age of Andrew Jackson, Pt. 1
- A People's Republic? Populism through the Age of Andrew Jackson, Pt. 2
- Populism, Slavery, and the Sectional Crisis
- The Civil War and Populism
- The "Populist Moment" through the early 20<sup>th</sup> Century
- Theodore Roosevelt's Populism
- Populists in Depression and War, Pt. 1
- Populists in Depression and War, Pt. 2
- The Politics of Rage
- The Age of Ronald Reagan
- Trump and the Authoritarian Legacies of Right-Wing Populism

**Memo for New Course: HIST 386**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Eiji Okawa, HIST 386 course designer.

Date: May 16, 2023

**Subject: Proposal for new course, HIST 386 History of East Asian Communities in North America: Migration, Denial, and Belonging**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

This course creates an opportunity for students to explore an important historical theme of our region, migration and connections across the Pacific with China and Japan. Migrants from this region and their descendants have played crucial roles in Canadian and American societies, but as yet their historical experiences and complex positionalities are not adequately represented in existing offerings. The course augments HIST 430 Canada and Migration, HIST 464 India, the Punjab and Diaspora, [ANTH/ENG 367 Culture and Theory of Diaspora](#), as well as ENG 384 South Asian Diaspora Literature, and helps to broaden UFV's institutional coverage of Asian-Canadian and Asian-American histories. It also connects with the many courses already on the calendar on Canadian and American, as well as East Asian, histories, thus providing a fruitful platform for students to enrich their intellectual journeys.

At the third-year level, the course allows the History department to expand its upper-level offerings for history majors and minors as well as non-history students, while bolstering the diversification of sociohistorical understanding in ways that reflect the diversity of our interconnected world.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of the course are modeled on the departmental Program Learning Outcomes (PLOs) revised in May 2022. The course embraces a key principle of the PLOs which is to recognize that "disciplinary methods change as more inclusive, non-western, and Indigenous ways of knowing are shaping the evolution of historical knowledge" and it promotes a critical reflection on the past to "evaluate the present, both locally and globally." The history of migration from East Asia is a fitting theme in this vision. It is a history of Pacific Canada or more broadly North America on the racialized margins, but also it is a part of the broader global history of mobility and fluid positionality that are now being richly debated in transnational and diasporic studies. Those debates, which form among the core materials examined in this course, behoove us to unbox our perspectives from the container of the nation and explore new ways of making sense.

The coursework would enable students to strive towards all ILOs, but it identifies strongly with 9 “Contribute regionally and globally.” By fostering a nuanced historical understanding of our “region and the world,” the course prepares students to “participate in their regional and global communities” and make informed decision as responsible global citizens.

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? School of Social Justice and Global Stewardship (Diaspora Studies and Migration and Citizenship)
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

One of the themes explored in this course will be Asian-Indigenous encounters and relations in Canada. This theme is really beginning to be examined primarily with a focus on Chinese-Indigenous relations. Historically, migrants from Asia were placed on the fringe of the settler society, and their positions vis-à-vis Indigenous communities provides an important vantage point on the complex settler-Indigenous relations in history.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

In terms of topic selection, the course promotes EDI principles by fostering historical understanding in inclusive ways. It examines the history of Pacific Canada through the stories and experiences of migrants from China and Japan from the late 19<sup>th</sup> to the late 20<sup>th</sup> century. It is well-known that the migrants faced systemic discrimination on the grounds of race, and for this reason, including their histories is essential to develop critical and reflective understandings of the past. But one of the premises of the course will be that framing their history strictly with the narrative of the migrants’ struggle against white racism is flattening, as, it excludes a rich swathe of meanings and practices that informed diasporic lives. Working with the instructor and peers, students will explore how the migrants navigated their world on their own terms and seek ways to understand their histories in ways that prioritize their cultural values and outlook.

Classroom activities will be designed to promote an equitable learning experience. Students will take turns to lead a seminar in small groups of about ten students, allowing each student to shape the learning experience while inviting fellow classmates to join a scholarly debate in a non-intimidating setting.

The course makes use of different forms of source materials, including oral histories, images, and videos. These augment the more traditional scholarly texts and enable students with different learning styles to tap their strengths and engage the materials creatively and in a multi-faceted



manner. The final assignment will be a project. This involves research on a topic of their choice, and they also choose how to communicate their findings or ideas. They may opt for a traditional academic essay, but other options include podcast, video, story, or art with a brief write-up to outline the rationale of the work. With this flexibility, students are empowered to create their own content while developing or utilizing skillsets that match their interests and goals.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: tuitions only, readings and materials will be made available in electronic form or on the UFV library website or other free online resources



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HIST 386		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> History of East Asian Communities in North America: Migration, Denial, and Belonging <b>Course Short Title:</b> (To be assigned by OReg based on university standards.) History of East Asian Communities in North America															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History													
<b>Calendar Description:</b> Explores the histories of migrants from East Asia and their descendants in North America from the nineteenth century to current times. Themes examined include transpacific movement and networks, experiences of racialization and exclusion, cultural dynamics of Chinese- and Japanese-Canadian communities, and sense of identity and belonging.															
<b>Prerequisites (or NONE):</b>		9 credits of lower-level history or 45 general university credits.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>30</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
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[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*  
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources.](#))

Upon successful completion of this course, students will be able to:

1. Analyze key components in the history of East Asian migration and transnationalism in North America from the 19<sup>th</sup> century to current times.
2. Debate themes and issues related to the history of East Asian migration in an inclusive and open-minded manner.
3. Articulate historical debates on the subject.
4. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of history.
5. Work with multiple sources, both primary and secondary.
6. Write using historical conventions and consciousness.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	45%	Final exam:	20%	[click to select]	%
Project:	35%	[click to select]	%	[click to select]	%

**Details:**

*(Itemize assignments if 50% or more, and provide any other relevant information.)* Assignments (45%): Textual Analysis 10%, Interpretive Pieces (primary source analyses) 25%, Presentation 10%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Face-to-face or delivered online

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#))*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Karen Dubinsky et al., eds	Within and without the nation: Canadian history as transnational history (ebook)	2015
2. Textbook	Louis Fiset and Gail M. Nomura, eds.	Nikkei in the Pacific Northwest: Japanese Americans and Japanese Canadians in the twentieth century (University of Washington, ebook)	2005
3. [click to select]			
4. [click to select]			
5. [click to select]			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

*(Use this section for supplies and materials for all sections of this course.)*

**Course Content and Topics**

*(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)*

- What is diaspora?
- Transpacific movement, late-19<sup>th</sup> to early-20<sup>th</sup> century
- Asian-Indigenous encounters and relations
- Denial and exclusions
- The internment of Japanese Canadians
- Model minority?
- Language and heritage
- Food culture
- Historical memories
- Urban Environment (e.g., Chinatown and Powell Street)

**Memo for New Course: HIST 482**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Eiji Okawa, HIST 482 course designer.

Date: May 16, 2023

**Subject: Proposal for new course HIST 482: Under the Shogun: Social History of Early Modern Japan**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s): The course expands the upper-level offerings of the department, providing an opportunity for students to conduct an in-depth historical study of the social life in early modern Japan (17<sup>th</sup> to 19<sup>th</sup> century). As it stands, there is no upper-level course on precolonial Asia, and this course fills that gap with a focus on a period in Japanese history that has been receiving renewed scholarly interests in the last couple of decades. Since I began teaching at UFV in Fall 2022, students have expressed interest in East Asian history in premodern times, more generally in histories of places other than those that are privileged in public education (Canada & Europe). At the fourth-year level, this course allows history majors to fulfill program requirements while following their interests and curiosity. The course utilizes cutting-edge scholarship on a defining period in Japanese history when popular culture flourished under the warrior regime known as the Tokugawa shogunate.

*Note: Adding this course to a program will usually require a program change request.*

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcomes of the course are modeled on the departmental Program Learning Outcomes (PLOs) revised in May 2022. The course dovetails with the central premise of the PLOs to recognize that "disciplinary methods change as more inclusive, non-western, and Indigenous ways of knowing are shaping the evolution of historical knowledge."

The course is designed to foster a broad understanding of the world and ways to think of it. It does so by utilizing recent scholarship on early modern Japan. Such scholarship reflects the efforts by leading historians to expand the scope of historical understanding. Some examine previously excluded aspects of the social world, while others propose new conceptual frameworks to organize and present complex sociohistorical data, yet others synthesize what's been said by other scholars. The course will not inundate students with heavy amounts of readings, but rather it will encourage students to deeply and critically engage two aspects of the studies we take up and scrutinize: a) what is shown and discussed by the authors or more broadly the ideas conveyed in the piece, and b) how the idea or understanding is derived – methods used, questions asked, choices made in interpreting a source or selecting source materials, and so on. Assignments, including classroom discussion and analytical papers, will get students to form and express their own views.. This was the approach taken in a third-year course that I recently taught (HIST 385, Imperialism and

Colonialism in Modern East Asia, 2022F) and I found it particularly useful in enabling students to take nuanced positions on complex issues. Students will develop a rich knowledge about the social dynamics and cultural life in a non-Western and non-capitalist setting, but also, they will gain the experience of discussing, in speech and writing, culturally specific issues in a thoughtful, inclusive, and respectful manner (ILO 8).

With a critical use of primary and secondary sources, the course supports students to reach all ILOs. Short essay assignments will get students to summarize and analyze sources and make arguments about their significance (ILOs 1, 2, 3, 5). They will be leading a seminar collaboratively (ILO 7) and play crucial roles in creating an inclusive space for discussing challenging problems (ILO 8). They will define the problem or question to pursue in their project and get support from the instructor to develop their own ideas and outputs (ILOs 4, 6). By examining cultural expressions in relation to political power, the course promotes a nuanced perspective on forms of political processes, and supports students' growth into thoughtful global citizens who make responsible decisions and contribute regionally and globally (ILO 9).

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course looks at the historical interaction between the Japanese state and Indigenous peoples in an early modern context. The Ainu peoples in what is now northern Japan exercised sovereignty on their lands outside of the territorial state of early modern Japan, and interactions among them provide a valuable perspective on the relations among Indigenous and non-Indigenous peoples in a setting outside of colonial modernity or the modern West.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course promotes EDI by emphasizing the diversity of the historical world, examining the position of various social groups in the political structure. One of the topics examined would be the roles played by discriminated groups, the so-called social outcasts. They were stigmatized for cultural and political reasons yet performed crucial social functions and had their own sense of identity and belonging. An in-depth and immersive exploration of the historical world, with extensive use of primary sources, promotes the transposing between our socio-cultural norms and theirs, and by doing so helps decentre our ways of knowing and supports a greater appreciation for social and cultural diversity.

The course also promotes equitable processes of learning in the classroom. Students will be taking turns to lead a seminar in groups of about ten students. This creates an equitable opportunity for each student to shape the learning experience, while encouraging classmates to actively take part in discussion. Students will also have the option of presenting some of their assignments in non-essay formats – such as podcast, video, artwork, or story-allowing them to utilize their individual strengths and shine in their own way.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$25 for a paperback monograph



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> HIST 482		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Under the Shogun: Social History of Early Modern Japan															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.) Social History of Early Modern Japan															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> History													
<b>Calendar Description:</b> Examines the social and cultural history of early modern Japan. Emphasis placed on the richness and complexity of social aspirations and experiences, as well as the arrangement of power that reproduced hierarchy while also fostering a vibrant popular culture.															
<b>Prerequisites (or NONE):</b>		9 credits of lower-level history and any 300-level history course													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>20</b>													
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
Lecture/seminar	60														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*  
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources.](#))

Upon successful completion of this course, students will be able to:

1. Analyze key components in the social history of Japan from ca. 1600 to 1870.
2. Debate issues related to the history of early modern Japan in an inclusive and open-minded manner.
3. Present arguments and ideas in formal and informal settings.
4. Lead discussions based on assigned readings.
5. Analyze historiographical debates on the subject.
6. Demonstrate knowledge of the importance of context, evidence, perspective, and research in the study of history.
7. Work with multiple sources, both primary and secondary.
8. Write using historical conventions and consciousness.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Project:	40%	Holistic assessment:	15%	[click to select]	%
Assignments:	45%	[click to select]	%	[click to select]	%

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Face-to-face seminar

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form.](#))*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Mary Elizabeth Berry	Japan in Print: Information and Nation in the Early Modern Period (University of California Press) EBSCO ebook collection via UFV library	2006
2. Online resource	Gary P. Leupp et al.	Tokugawa World (Routledge)	2021
3. Textbook	David Howell	Geographies of Identity in Nineteenth-Century Japan (University of California Press), EBSCO ebook collection	2005
4. Textbook	Luke Roberts	Performing the Great Peace: Political Space and Open Secrets in Tokugawa Japan (University of Hawaii Press)	2012
5. [click to select]			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

(Use this section for supplies and materials for all sections of this course.)

**Course Content and Topics**

(Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.)

Learning modules:

- Territory and the land
- Religion
- Status and order
- Gender Relations
- Ainu and the Tokugawa state
- Knowledge and mobility
- Play and literature



## UFV Transfer Credit Request Form

**Course(s):** HIST 371 Populism in America: From Andrew Jackson to Donald Trump; HIST 386 History of East Asian Communities in North America: Migration, Denial, and Belonging; HIST 482 Under the Shogun: Social History of Early Modern Japan

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ASM	Acsenda School of Management	<input type="checkbox"/>	<input type="checkbox"/>
AU	Athabasca University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BCIT	BC Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
CAMO	Camosun College	<input type="checkbox"/>	<input type="checkbox"/>
CAPU	Capilano University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CCC	Corpus Christi College	<input type="checkbox"/>	<input type="checkbox"/>
CMTN	Coast Mountain College	<input type="checkbox"/>	<input type="checkbox"/>
CNC	College of New Caledonia	<input type="checkbox"/>	<input type="checkbox"/>
COTR	College of the Rockies	<input type="checkbox"/>	<input type="checkbox"/>
COLU	Columbia College	<input type="checkbox"/>	<input type="checkbox"/>
COQU	Coquitlam College	<input type="checkbox"/>	<input type="checkbox"/>
DOUG	Douglas College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EC	Emily Carr University of Art & Design	<input type="checkbox"/>	<input type="checkbox"/>
FDU	Fairleigh Dickinson University	<input type="checkbox"/>	<input type="checkbox"/>
FIC	Fraser International College	<input type="checkbox"/>	<input type="checkbox"/>
JIBC	Justice Institute of BC	<input type="checkbox"/>	<input type="checkbox"/>
KPU	Kwantlen Polytechnic University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LANG	Langara College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
LCV	LaSalle College Vancouver	<input type="checkbox"/>	<input type="checkbox"/>
NVIT	Nicola Valley Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
NIC	North Island College	<input type="checkbox"/>	<input type="checkbox"/>
NLC	Northern Lights College	<input type="checkbox"/>	<input type="checkbox"/>
OC	Okanagan College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QU	Quest University	<input type="checkbox"/>	<input type="checkbox"/>
SELK	Selkirk College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SFU	Simon Fraser University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TRU	Thompson Rivers University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TWU	Trinity Western University	<input type="checkbox"/>	<input type="checkbox"/>
UBCO	University of British Columbia – Okanagan	<input type="checkbox"/>	<input type="checkbox"/>
UBCV	University of British Columbia – Vancouver	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UCW	University Canada West	<input type="checkbox"/>	<input type="checkbox"/>
UNBC	University of Northern BC	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UVIC	University of Victoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
VCC	Vancouver Community College	<input type="checkbox"/>	<input type="checkbox"/>
VIU	Vancouver Island University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
YVU	Yorkville University	<input type="checkbox"/>	<input type="checkbox"/>

Visit <https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy> for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see [www.bccat.ca/pubs/resources/HowToArticulate2018.pdf](http://www.bccat.ca/pubs/resources/HowToArticulate2018.pdf).



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURREY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: HIST 371, 386, and 482, History, College of Arts  
**Date:** MAY 10, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new courses HIST 371, 386, and 482, and I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

HISTORY

[ufv.ca/history](http://ufv.ca/history)

## History major

This section specifies the History major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Upper-level requirements: 32 credits

Of the 32 credits, 12 must be at the 300 level and 12 must be at the 400 level.

Course	Title	Credits
<b>Two of:</b>		8
HIST 357/LAS 357	From the Big Stick to the CIA: The Troubled History of Inter-American Relations	
HIST 358/LAS 358	African Slavery in the Americas	
HIST 359/LAS 359	Problems in Latin American Regional History	

HIST 364	Indian Social History	
HIST 382	Social History of Twentieth-Century China	
HIST 385	Imperialism and Colonialism in Modern East Asia	
<u>HIST 386</u>	<u>History of East Asian Communities in North America: Migration, Denial, and Belonging</u>	
HIST 398	Topics in Asian History	
HIST 457/LAS 457	Sexuality and Gender in Latin America	
HIST 458/LAS 458	History of Indigenous Peoples in Latin America	
HIST 459/LAS 459	Topics in Political and Social History of Latin America	

HIST 460/LAS 460	State Terror, Human Rights, and the Politics of Memory in Latin America	
HIST 464	India, the Punjab and Diaspora: A Study of Migration and Community Formation in Canada	
HIST 465	British India	
<u>HIST 482</u>	<u>Under the Shogun: Social History of Early Modern Japan</u>	
HIST 486	Problems in the Chinese Communist Revolution	
HIST 487	Society and Politics in China since 1949	
<b>Plus:</b>		
	An additional 24 credits in upper-level HIST	24



**MEMO**

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**To:** Linda Pardy  
**From:** Sylvie Murrey  
**Cc:** Tara Kaszonyi, Mark Fischer  
**Subject:** Program Changes Budget Approval: History Major, History, College of Arts  
**Date:** MAY 10, 2023

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the History Major and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

Memo for Program Changes

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair and Eiji Okawa, HIST 386 and HIST 482 course designer.

Date: May 16, 2023

**Subject: Program change History Major**

1. Summary of changes (select all the apply):

- Program revision that requires new resources
- Addition of new course options or deletion or substitution of a required course
- Change to the majority of courses in an approved program
- Change to the duration, philosophy, or direction of a program
- Addition of a new field of specialization, such as a concentration
- Change in requirements for admission
- Change in requirements for residency or continuance
- Change in admission quotas
- Change which triggers an external review
- Deletion of a program not included in the Program Discontinuance policy
- Other – Please specify:

2. Rationale for change(s): Two new courses are being added to expand the departmental offerings. The course titles are **HIST 386** History of East Asian Communities in North America: Migration, Denial, and Belonging and **HIST 482** Under the Shogun: Social History of Early Modern Japan

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.

4. What consideration has been given to Indigenizing the curriculum?

**HIST 386:** One of the themes explored in this course will be Asian-Indigenous encounters and relations in Canada. This theme is really beginning to be examined primarily with a focus on Chinese-Indigenous relations. Historically, migrants from Asia were placed on the fringe of the settler society, and their positions vis-à-vis Indigenous communities provides an important vantage point on the complex settler-Indigenous relations in history. Will additional resources be required? If so, how will these costs be covered? No additional resources are required.

**HIST 482:** The course looks at the historical interaction between the Japanese state and Indigenous peoples in an early modern context. The Ainu peoples in what is now northern Japan exercised sovereignty on their lands outside of the territorial state of early modern Japan, and interactions among them provide a valuable perspective on the relations among Indigenous and non-Indigenous peoples in a setting outside of colonial modernity or the modern West.



5. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
6. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.
7. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) Scheduling of the courses in the program will be adjusted accordingly.
8. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. No budgetary implications.

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 101**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: **This course has been updated as part of its regular review. Assignment types have been removed from the calendar description and the language has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**

5. Which program areas have been consulted about the change(s)? **MOLA**

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course introduces learners to the Japanese language and culture. Instructors can assign readings or writing tasks which can focus on Indigenous topics and how the situation of Indigenous people in Japan compares with Canadian realities. Moreover, conversations about Japanese society might include,**

for example, discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course has no prerequisites and is open to students from all backgrounds and language levels. This course also focuses on an awareness of diversity through its study of different cultural norms and attempts to improve students' intercultural awareness.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition) \$100



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 1997  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> JAPN 101		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Japanese Language 1															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages													
<b>Calendar Description:</b> This is a comprehensive introductory course in the Japanese language for beginners to gain beginning-level communicative competency and to form a solid foundation for further studies. Four skills in Japanese will be practiced: listening, speaking, reading, and writing.  Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		None													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>[click to select]</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>26</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	45	Supervised laboratory hours (computer lab)	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
Supervised laboratory hours (computer lab)	15														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, students will be able to:

1. Use familiar everyday expressions and very basic phrases.
2. Introduce him/herself and others; and ask and answer questions about personal details.
3. Read and write hiragana, katakana; and recognize about 50 basic Kanji.
4. Understand and create basic noun sentences, verb sentences, and adjective sentences in non-past and past tenses.
5. Build a basic vocabulary of about 500 words and know numbers up to one million.
6. Practice nonverbal communication that is common in Japan such as bowing and nodding.
7. Demonstrate some basic knowledge about Japanese customs and daily lives.

1. Understand the sound system of Japanese, mora, and produce the proper sounds and rhythms of Japanese.
2. Use greetings and phrases that are common in daily lives of people
3. Introduce themselves to others.
4. Practice nonverbal communication that is common in Japan such as bowing and nodding.
5. Give and request personal information such as name, age, nationality, and profession.
6. Understand and create noun sentences to describe a person, people, or things.
7. Understand and create verb sentences to describe future plans and daily routines.
8. Understand and create adjective sentences to describe what people and things are like.
9. Understand and create past tense sentences to describe events and actions in the past.
10. Use particles and interrogatives properly to maintain simple conversations
11. Build a basic vocabulary of about 300 words and know numbers up to one million.
12. Read and write hiragana, katakana, and about 50 basic Kanji.
13. Compose a paragraph about daily activities, and a paragraph about events in the past. This would be written on Japanese style writing paper.
14. Demonstrate some basic knowledge about Japan and Japanese culture.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Assignments: Holistic assessment:	310%	Final exam: Lab work:	2015%	[click to select] Quizzes/tests:	18 %
Quizzes/tests: Assignments:	6037%	[click to select] Final exam:	%20%	[click to select]	%

**Details:**

Class participation, presentation	10% - Holistic assessment
Lab-seminar	7% - Lab work
Oral exam	8% - Lab work
Quizzes	18% - Quizzes/Tests
Wordlists and Worksheets	27% - Assignments
In-class composition	10% - Assignments
Final written exam	20% - Final exam

Quizzes/Tests:	20% - Quizzes/Tests
Oral Test:	10% - Quizzes/Tests
Assignments:	15% - Assignments
Attendance & Active Participation:	15% - Assignments
Midterm exam:	20% - Quizzes/Tests
Final exam	20% - Final exam

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

This course aims at developing students' proficiency in using Japanese for realistic, communicative purposes. Japanese grammar and communicative strategies are quite different from those used in English. Lectures (maximum 26 students) and exercises in class will help students develop Japanese listening, speaking, reading and writing skills. In conversation seminars (maximum of 9 students) students are especially encouraged to use the skills they have learned.

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Japan Foundation</a> <a href="#">Banno, et al.</a>	<a href="#">Marugoto: Japanese Language and Culture Starter Language Competences, Sanshusha</a> <a href="#">Genki 4: An Integrated Course in Elementary Japanese, Japan Times</a>	<a href="#">2013</a> <a href="#">2014</a>
2. <a href="#">[click to select]</a> Textbook	<a href="#">Japan Foundation</a>	<a href="#">Marugoto: Japanese Language and Culture Starter Language Activities, Sanshusha</a>	<a href="#">2013</a>
3. <a href="#">[click to select]</a> Online resource	<a href="#">Japan Foundation</a>	<a href="#">Marugoto Web</a>	
4. <a href="#">[click to select]</a>			
5. <a href="#">[click to select]</a>			

**Commented [SP1]:** Are there updates to the textbooks? Or new books/articles to include? This is an area UEC Screening will ask about.

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

**Dictionary:**

[Nakamura, Y., & Yoshida, M. Kodansha's Furigana Japanese English Dictionary. Kodansha, 1995.](#)  
[Online Japanese dictionary](#)

**Grammar/Reading and Writing**

[Makino, S., & Tsutsui, M. A Dictionary of Basic Japanese Grammar. 24th printing. The Japan Times, 1996.](#)

Headphones for use in the multi-media lab. Audio-visual equipment which is already in our classrooms and students have access to our Multi-media laboratory.

**Course Content and Topics**

[Vocabulary, Sentence structures, Sounds, and Writing are introduced and practiced throughout the course.](#)

[Course topics may include:](#)

1. [Hiragana, Katakana](#)
2. [Greetings and self-introduction](#)
3. [Food](#)
4. [Home](#)
5. [Daily life](#)
6. [Hobbies](#)
7. [Towns](#)
8. [Shopping](#)
9. [Holidays and Travel](#)

[Week 1:](#) [Course introduction, Greetings and self-introduction, Hiragana a-to, Numbers 1-100](#)

[Week 2:](#) [Thanking, Apologizing, Getting attention, Saying good-bye, Hiragana na-n, Voiced consonants, Long Vowels, Double consonants, Glides](#)

[Week 3:](#) [Noun Sentence, Question Sentence, Particle \(no\), Question word \(nani/ nan\)](#)

[Week 4:](#) [Asking for Japanese words/ English equivalents, Shopping: Asking price, Make an order, Kosoado series words, Question words \(dare, ikura\), Particle \(mo\), Negative copula, Katakana a-to](#)

[Week 5:](#) [Katakana na-n, Katakana only sounds, Communication and Dialog](#)

[Week 6:](#) [Invitation, Make an appointment, Talk about schedule, Verbs, Particles \(o, de, ni, e\), Frequency adverbs](#)

[Week 7:](#) [Kanji Introduction, Dialog, Reading, Writing —how to use writing paper](#)

[Week 8:](#) [Asking location, Talk about past, Existence \(imasu/arimasu\) Location nouns, Past tense of Noun sentence and Verb sentence](#)

[Week 9:](#) [Midterm test, Time expressions, Conjugations of three predicates](#)

[Week 10:](#) [Past tense exercise, Double particles](#)

[Week 11:](#) [Invitation \(mashooka/ mashoo\), Talk about past, Adjectives as a modifier and as a predicate](#)

[Week 12:](#) [Adjective sentence exercise, Like and Dislike](#)

[Week 13:](#) [Reading, Practice for oral test, Review](#)

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 102**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: **This course has been updated as part of its regular review. Assignment types have been removed from the calendar description and the language has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**

5. Which program areas have been consulted about the change(s)? **MOLA**

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This course introduces learners to the Japanese language and culture. Instructors can assign readings or writing tasks which can focus on Indigenous topics and how the situation of Indigenous people in Japan compares with Canadian realities. Moreover, conversations about Japanese society might include,**

for example, discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course has no prerequisites and is open to students from all backgrounds and language levels. This course also focuses on an awareness of diversity through its study of different cultural norms and attempts to improve students' intercultural awareness.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition) \$100





ORIGINAL COURSE IMPLEMENTATION DATE: January 1998  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> JAPN 102		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Japanese Language 2															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages													
<b>Calendar Description:</b> Four skills in Japanese: speaking, listening, reading, and writing will be practiced with adequate vocabulary, grammar and cultural knowledge.  Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		One of the following: JAPN 101, Japanese 11, or assessment of the department.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>[click to select]</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>26</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>		Lecture/seminar	45	Supervised laboratory hours (computer lab)	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
Supervised laboratory hours (computer lab)	15														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Understand and use expressions about topics regularly encountered in daily life.
2. Communicate in sentences using Te-forms and Plain forms.
3. Read and write approximately 100 kanji.
4. Comprehend and use 1000 words
5. Read and compose paragraphs in familiar topics.
6. Demonstrate basic knowledge about some aspects of Japanese culture

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Holistic assessment:	8%	Lab work:	15%	Quizzes/tests:	20%
Assignments:	37%	Final exam:	20%	[click to select]	%

**Details:**

Class participation, presentation	8% - Holistic assessment
Lab-seminar	7% - Lab work
Oral exam	8% - Lab work
Chapter quizzes and kanji quizzes	20% - Quizzes/tests
Wordlists and Worksheets	27% - Assignments
In-class composition	10% - Assignments
Final written exam	20% - Final exam

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course aims at developing students' proficiency in using Japanese for realistic, communicative purposes. Japanese grammar and communicative strategies are quite different from those used in English. Lectures (maximum 26 students) and exercises in class will help students develop Japanese listening, speaking, reading and writing skills. In conversation **seminarslabs** (maximum of 9 students) students are especially encouraged to use the skills they have learned. Computer Laboratory activities are designed for individual work to put Japanese skills into use and particularly to assist students in developing a smooth delivery of spoken Japanese.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Japan Foundation	Marugoto: Japanese Language and Culture Elementary 1 – Language Competences, Sanshushya	2014
2. Textbook	Japan Foundation	Marugoto: Japanese Language and Culture Elementary 1 – Language Activities, Sanshushya	2014
3. Textbook	Eri Banno	Kanji: Look and Learn, Japan Times	2009
4. Other	Eri Banno	Kanji: Look and Learn Workbook, Japan Times	2009
5. Online resource	Japan Foundation	Marugoto web	

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

**Dictionary:**

Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.  
Online Japanese dictionary

**Grammar/Reading and Writing**

Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.

**Course Content and Topics**

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

Course topics may include:

1. Introducing oneself and family
2. Seasons and weather
3. Introducing town and telling direction
4. Events and making plans
5. Languages and cultures of other countries
6. Eating outdoors

- 7. Business communication
- 8. Staying healthy
- 9. Celebrations

**Memo for Course Changes**

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 29, 2023

**Subject: Proposal for revision of Japanese 103**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
2. Rationale for change: **This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning outcomes have been updated and edited, but have not changed substantially.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Can fulfill the UFV language requirement for the BA.**
5. Which program areas have been consulted about the change(s)? **MOLA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Although in Japan, Indigenous issues are in less of a focus than in modern Canada, this course is a study tour of contemporary Japanese society. Instructors may decide to visit certain areas where discussion of Indigenous topics might play a role in conversations about Japanese society. For example, this study**

tour might bring up discussion of how the customs of groups such as the Ainu differ from traditional Japanese practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) **Depending on the number of instructors who participate in the tour, the number of students should be between 18 and 22.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **This estimate is impossible to give accurately at the present time because of the current chaotic nature of international travel and financial markets, but we believe that we could provide a three-week study tour for between \$3000 and \$4000 plus tuition.**



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 1997  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> JAPN 103		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Japanese Study Tour: Language and Culture															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages													
<b>Calendar Description:</b> Designed for students who have little or no knowledge of Japanese, this course offers students an introduction to Japanese language and culture through a study tour of Japan. It includes in-class lectures and a 2-to-3-week study tour experience. <a href="#">Field journal notes and a term paper will be assigned.</a>															
Note: Students with credit for _____ cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		None													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Every semester</b> Maximum enrolment (for information only): <b>26</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Experiential (field trip)</td> <td>30</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	30	Experiential (field trip)	30	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: The course is a Study Tour of Japan	
Lecture/seminar	30														
Experiential (field trip)	30														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Commented [SP1]:** These are assignments and not typically listed in the calendar description.

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, students will be able to:

1. Demonstrate ~~fundamental knowledge of basic Japanese~~ grammar and ~~basic vocabulary of the Japanese language~~.
2. Use ~~and understand~~ basic commands of spoken Japanese in real life situations.
3. Demonstrate nonverbal communication that is common in Japan such as bowing and nodding.
4. Demonstrate customs and manners that are common in daily life in Japan.
5. ~~Demonstrate basic knowledge of~~ identify Japanese geography.
6. ~~Demonstrate~~ Articulate a basic knowledge of Japanese history, religions, education, and economy.
7. ~~Demonstrate basic knowledge of~~ religions in Japan.
8. ~~Demonstrate basic knowledge about~~ education in Japan.
9. ~~Demonstrate basic knowledge about the~~ Japanese economy.
10. ~~Understand basic beliefs and behavioral patterns that are common among Japanese people~~.
11. ~~Make observations of the mix of modernity and tradition in the Japanese society and recognize its uniqueness~~.
- 12-7. ~~Make observations~~ Compare of contemporary Japan with its history and background.
- 13-8. ~~Compare and contrast Japanese and other (primarily western) cultures~~.
14. ~~Develop own view on an aspect of Japanese culture and discuss the topic with others~~.

**Commented [SP2]:** I recommend shortening the outcomes as I have suggested. I have first ensured each outcome provides a specific, measurable goal that is appropriate for a first-year class with no prereqs, and then shortened the list to a more manageable size for the number of hours and types of activities.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Quizzes/tests:	640%	Field evaluation:	5%	[click to select]	%
Assignments:	35%	[click to select]	%	[click to select]	%

**Details:**

Quizzes/tests	20% - Quizzes/tests
Assignments	35% - Assignments
Attendance & Active Participation	5% - Field evaluation
Midterm Exams (2)	20% - Quizzes/tests

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, conversational seminars, field trips, and class discussions.

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources \(OER\)](#) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Banno, et al (Japan Times)	Genki 1: An Integrated Course in Elementary Japanese	2011
2. Textbook	Sugimoto (Cambridge)	Cambridge Comparison to Modern Japanese Culture	2009
3. [click to select]			
4. [click to select]			
5. [click to select]			

**Commented [SP3]:** Are there updates to the textbooks? Or new books/articles to include? This is an area UEC Screening will ask about.

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

Travel Guidebook of Japan.

**Course Content and Topics**

Chapter numbers are those of Genki 1 textbook.

- Day 1 in Canada: Course introduction, Ch.1. Greetings and self-introduction, HIRAGANA, Numbers 1 – 10: Japanese customs.
- Day 2 in Canada: Hiragana, Voiced consonants, Long vowels, Double consonants, Glides, Numbers to 100, Counters. Noun Sentence, Particles (wa, no, ka), Yes/No and Wh questions, Time, Phone number: Japanese geography
- Day 3 in Canada: Asking Japanese equivalent and English equivalent, Ch.2. Shopping Asking Price, Make an Order: Kosoado-series words, Question words (dare, ikura) Particles(mo), Negative copula, Sentence particle (ne, yo), Numbers more than 100, KATAKANA: Japanese history
- Day 4 in Canada: Continue Ch. 2: Japanese religion/ education
- Day 5 in Canada: Ch.3 Inviting, Make an appointment, Talk about schedule: Verbs, Particles (o, de, ni, e), Frequency Adverbs, Invitation (~masenka), Begin KANJI: Japanese economy/ industry
- Day 6 in Canada: Continue Ch. 3, Midterm - 1
- Day 1 in Japan: Ch.4 Asking location, Talk about past, Phone conversation: Existence (imasu/arimasu), Location nouns, Past tense of Noun sentence and Verb sentence, Double Particle, Use of writing paper
- Day 2 in Japan: Continue Ch.4
- Day 3 in Japan: Ch.5 Invitation, Talk about past, Make comments: i-adjective/na-adjective, Use of adjective, Adjective sentence (Affirmative/Negative, Present/Past), Likes and dislikes, Invitation(~masyoo);
- Day 4 in Japan: Continue Ch.5

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Day 5 in Japan: Midterm – 2, Meiji-jingu field trip  
5-day field trip: Hiroshima – Kyoto field trip  
Day 11 in Japan: In – class writing  
Day 12 in Japan: Field trip: Tea ceremony  
Day 13 in Japan: Discussion on theme papers, Wrap-up



**Memo for Course Changes**

To: Linda Parady, CACC Chair

From: Alan Cameron, MOLA

Date: May 24, 2023

**Subject: Proposal for revision of JAPN 201**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. The learning outcomes have been updated to reflect the course as currently taught. Textbook choices and resources have been updated.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The learning outcome changes are not major. The changes reflected here show how this language course represents a progression of students' competencies through acquisition of vocabulary, speaking and listening skills, grammar, and sociocultural knowledge. We recognize that the outcomes for JAPN 201 and 202 may seem similar; this reflects the similarity in the types of activities (acquisition of vocabulary, practice of structures, conversation), but the courses cover different topics, focus on different grammatical structures, and building of different/expanded vocabulary.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

While it can be difficult in language acquisition courses to specifically include Indigenous topics, instructors may add discussion into the conversation topics and general sociocultural discussions. For example, this course talks about honorifics in addressing people in Japanese, which is an opportunity to compare with protocols for addressing Indigenous elders. The relationship between language and culture is another opportunity for discussion of topics related to decolonization and reconciliation.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course assesses students through a range of competencies, including understanding, listening, speaking, and writing, which allows greater opportunities for success for students of different abilities and backgrounds. Language acquisition which is tied to sociocultural norms, as in this course, improves students' ability to understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> JAPN 201		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Intermediate Japanese 1															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages													
<b>Calendar Description:</b>															
<p>This course is designed for students who have prior knowledge of the Japanese language, mainly through <b>Basic-Japanese Language I</b> and <b>Basic-Japanese Language II</b>, or equivalent courses. The <b>objectives-of-the course are to will</b> advance students' fluency as well as accuracy in speech, and listening comprehension, to develop students' reading and writing skills, and to increase their understanding of modern Japanese culture through authentic materials.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>															
<b>Prerequisites (or NONE):</b>		JAPN 102 <u>or equivalent</u>													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) Former course code/number: Cross-listed with: Equivalent course(s): ( <i>If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.</i> )		<b>Course Details</b> Special Topics course: <b>No</b> ( <i>If yes, the course will be offered under different letter designations representing different topics.</i> ) Directed Study course: <b>No</b> ( <i>See <a href="#">policy 207</a> for more information.</i> ) Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>26</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	45	Supervised laboratory hours (computer lab)	15	[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	45														
Supervised laboratory hours (computer lab)	15														
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> ( <i>If yes, fill in <a href="#">transfer credit form</a>.</i> )													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, the student will be able to ~~achieve an intermediate level of proficiency in:~~

1. ~~Understand and use expressions related to area of most immediate relevance.~~
2. ~~Communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters.~~
3. ~~Describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.~~
4. ~~Write coherent sentences, using Hiragana, Katakana, and about 200 Kanji.~~
5. ~~Comprehend and use 1500 words.~~
6. ~~DemonstrateHave grammatical knowledge to accomplish described outcomes above including passive forms and potential forms.~~
7. ~~Demonstrate knowledge about some aspects of Japanese cultures such as annual events, basic geography, and traditions in present day lives.~~

1. speaking and listening skills in various daily life situations
2. writing coherent sentences, using Hiragana, Katakana, and Kanji (approximately 200 characters)
3. reading skills including skimming and scanning
4. reading comprehension of a variety of textual materials, including short stories, business and personal letters,
5. news articles
6. understanding of sociocultural knowledge in social situations

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Assignments: Holistic assessment: 258%	Final exam: Lab work: 2515%	[click to select] Quizzes/tests: ———%20%
Quizzes/tests: Assignments: 5037%	[click to select] Final exam: ———%20%	[click to select] %

**Details:**

Speaking ability (Class participation, presentation)	15.8%	- Assignments Holistic assessment
Lab-seminar	7%	- Lab work
Oral exam	8%	- Lab work
Quizzes/tests	15%	- Quizzes/tests
Listening quizzes (dictation and comprehension)	15%	- Quizzes/tests
Daily vocabulary Chapter quizzes and Kanji quizzes	20%	- Quizzes/tests
Word lists and worksheets	27%	- Assignments
Written assignments (journal, etc.)	5%	- Assignments
In-class composition	10%	- Assignments
Oral exam	10%	- Quizzes/tests
Final written exam	25%	- Final Exam

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

1. Various tasks and exercises for developing speaking, listening, reading and writing skills
2. Conversation practice ~~with a native speaker~~
3. Written and conversational exercises to practice grammar and its structure
4. Formal presentations to practice grammar and its structure
5. Formal presentations on aspects of Japanese culture
6. ~~Videos and films of cultural interest~~

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	<a href="#">Tohsaku, Yasu-Hiko</a> <a href="#">Japan Foundation</a>	<a href="#">Yoikoso! Continuing with Contemporary Japanese, McGraw-Hill</a> <a href="#">Marugoto: Japanese Language and Culture Elementary 2 – Language Competences, Sanshusya</a>	1992 0144
2. <del>Other</del> Textbook	<a href="#">Masuda, K.</a> <a href="#">Japan Foundation</a>	<a href="#">Marugoto: Japanese Language and Culture Elementary 2 – Language activities, Sanshusya</a> <a href="#">New Japanese-English Dictionary, Kenkyusha</a>	1993 2014
3. <del>Other</del> Textbook	<a href="#">Kenkyusha's Furigana</a> <a href="#">Eri Banno</a>	<a href="#">Kanji: Look and Learn, Japan Times</a> <a href="#">English-Japanese Dictionary, Kenkyusha</a>	1990 2009
4. Other	<a href="#">Eri Banno</a> <a href="#">Nakamura, Y., &amp; Yoshida, M.</a>	<a href="#">Kodansha's Furigana Japanese English Dictionary, Kodansha</a> <a href="#">Kanji: Look and Learn, Japan Times</a>	1995 2009
5. <del>Textbook</del> Online resource	<a href="#">Todo, Akiyasu</a> <a href="#">Japan Foundation</a>	<a href="#">Kanji Gakushu Jiten, Shogakkan</a> <a href="#">Marugoto Web</a>	1985
6. Other	<a href="#">Makino, S., &amp; Tsutsui, M.</a>	<a href="#">A Dictionary of Basic Japanese Grammar. 24th printing, The Japan Times</a>	1996
7. Textbook	<a href="#">Sakaeda, Florence (Ed.)</a>	<a href="#">A Guide to Reading and Writing Japanese. 73rd printing, Rutland &amp; Tokyo: Charles E. Tuttle Co.</a>	1994

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

**JAPANESE BOOKS/JOURNALS**

**Dictionary:**

- [Masuda, K. New Japanese-English Dictionary. Kenkyusha, 1993.](#)
- [Kenkyusha's Furigana English-Japanese Dictionary. Kenkyusha, 1990.](#)
- [Nakamura, Y., & Yoshida, M. Kodansha's Furigana Japanese English Dictionary. Kodansha, 1995.](#)
- [Online Japanese dictionary](#) [Todo, Akiyasu. Kanji Gakushu Jiten. Shogakkan, 1985.](#)

**Grammar/Reading and Writing**

- [Makino, S., & Tsutsui, M. A Dictionary of Basic Japanese Grammar. 24th printing. The Japan Times, 1996.](#)
- [Mitsuko Endo-Hudson. English grammar for students of Japanese. The Olivia and Hill Press, 1994.](#)
- [Sakaeda, Florence \(Ed.\). A Guide to Reading and Writing Japanese. 73rd printing. Rutland and Tokyo: Charles E. Tuttle Co., 1994.](#)

**Journal**

[Nihongo Journal. ALC Press](#)  
 2-54-12 Eifuku Suginami-ku Tokyo, Japan  
<http://www.alc.co.jp/>  
[nj@alc.co.jp](mailto:nj@alc.co.jp)  
 ISSN-0912-5364

**Course Content and Topics**

A continued study of:

1. [Vocabulary](#)
- 1.2. [Sentence structure](#)
2. [Kanji General and work-related vocabulary](#)
- 3.
- 3.4. [Language in social contexts: formal and informal language and the use of honorific styles \(expressing politeness or respect\)](#)
4. [Sociocultural practices](#) [Communication in Japanese](#)

[CA course topics may include:](#)

1. [Describing personalities and characteristics](#)
2. [Talking about diets, ingredients, and table manners](#)
3. [Travels and activities](#)
4. [Cultural events and volunteer works](#)
5. [Annual events](#)
6. [Uses of technology](#)
7. [Towns with history and culture](#)
8. [Human life](#)

5.

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**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 202**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.

3. Only a few changes have been made to the learning outcomes. This course is a continuation of the outcomes from Japanese 201, only more of the same: new topics, new sentence structures, new vocabulary as a progression of students' competencies through development of speaking and listening skills, competency at grammar, and sociocultural knowledge. We recognize that the outcomes for JAPN 201 and 202 may seem similar; this reflects the similarity in the types of activities (acquisition of vocabulary, practice of structures, conversation), but the courses cover different topics, focus on different grammatical structures, and building of different/expanded vocabulary.

4. This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action,

and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Language courses may not specifically include Indigenous topics, but instructors may add discussion into the conversation topics and general sociocultural discussions. For example, this course talks about the high level of respect given to the elderly in Japanese culture and can afford an opportunity to compare with how we treat the elderly in Indigenous and non-Indigenous groups. The relationship between language and culture is another opportunity for discussion of topics related to decolonization and reconciliation.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 202 continues assess students through the four linguistic skills of understanding, speaking, reading and writing, which allows greater opportunities for success for students of different abilities and backgrounds. By acquiring another language, which is tied to sociocultural norms, students hone their ability to understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00





ORIGINAL COURSE IMPLEMENTATION DATE: January 2001  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> JAPN 202		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>	
<b>Course Full Title:</b> Intermediate Japanese 2			
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)			
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages	
<b>Calendar Description:</b>			
This course is designed for students who have completed Intermediate Japanese I or equivalent courses. <del>The objectives of the course are to advance students'</del> <b>Students will advance</b> fluency as well as accuracy in speech and listening comprehension, <del>to</del> develop students' reading and writing skills, and <del>to</del> increase their understanding of modern Japanese culture through authentic materials. Students will develop the skills to use Japanese in both social and workplace situations.			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		JAPN 201	
<b>Corequisites (if applicable, or NONE):</b>			
<b>Pre/corequisites (if applicable, or NONE):</b>			
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )		<b>Course Details</b>	
Former course code/number:		Special Topics course: <b>No</b>	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: <b>No</b>	
<i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<i>(See <a href="#">policy 207</a> for more information.)</i>	
<b>Typical Structure of Instructional Hours</b>		Grading System: <b>Letter grades</b>	
Lecture/seminar	45	Delivery Mode: <b>Face-to-face only</b>	
Supervised laboratory hours (computer lab)	15	Expected frequency: <b>Annually</b>	
[click to select]		Maximum enrolment (for information only): <b>26</b>	
[click to select]		<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
<b>Total hours</b>	<b>60</b>	<b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )	
<b>Scheduled Laboratory Hours</b>		Transfer credit already exists: <b>No</b>	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Submit outline for (re)articulation: <b>No</b>	
		<i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, the student will be able to:

1. ~~Demonstrate speaking and listening skills in Japanese at an intermediate level for various daily life situations, including the workplace~~
1. ~~Understand and use expressions related to area of immediate relevance.~~
2. ~~Communicate in routine tasks requiring direct exchange of information on familiar and routine matters.~~
- 3-2. Write coherent paragraphs, using Hiragana, Katakana, and about 300 Kanji.
- 4-3. Comprehend and use 2000 words.
- 5-4. ~~Have Demonstrate~~ grammatical knowledge to accomplish described outcomes above including giving/ receiving and transitive/ intransitive verbs.
- 6-5. ~~Understand Use~~ sociocultural knowledge to communicate in social and professional situations.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Holistic assessment:	8%	Lab work:	15%	Quizzes/tests:	24%
Assignments:	33%	Final exam:	20%	[click to select]	%

**Details:**

Class participation, presentation	8% - Holistic assessment
Lab-seminar	7% - Lab work
Oral exam	8% - Lab work
Written quizzes (vocabulary, grammar, kanji, etc.)	24% - Quizzes/tests
Word lists and Worksheets	18% - Assignments
Writing assignments	15% - Assignments
Final written exam	20% - Final exam

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

1. Various tasks and exercises for developing speaking, listening, reading and writing skills
2. Conversation practice
3. Written and conversational exercises to practice grammar and its structure
4. Formal presentations to practice grammar and its structure
5. Formal presentations on aspects of Japanese culture

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Japan Foundation	Marugoto: Japanese Language and Culture Pre-Intermediate, Sanshusya	2014
2. Textbook	Eri Banno	Kanji: Look and Learn, Japan Times	2009
3. Other	Eri Banno	Kanji: Look and Learn Workbook, Japan Times	2009
4. Other	Japan Foundation	JLPT N4 Official Practice Workbook Edition 2, Bonjinsya	2012
5. Online resource	Japan Foundation	Marugoto Web	

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

**JAPANESE BOOKS/JOURNAL**

**Dictionary:**

- ~~Masuda, K. *New Japanese-English Dictionary*. Kenkyusha, 1993.~~
- ~~Kenkyusha's *Furigana-English-Japanese Dictionary*. Kenkyusha, 1990.~~
- Nakamura, Y., & Yoshida, M. *Kodansha's Furigana Japanese English Dictionary*. Kodansha, 1995.
- [Online Japanese dictionary](#)
- ~~Todo, Akiyasu. *Kanji-Gakushu Jiten*. Shogakkan, 1985.~~

**Grammar/Reading and Writing**

- Makino, S., & Tsutsui, M. *A Dictionary of Basic Japanese Grammar*. 24th printing. The Japan Times, 1996.
- ~~Mitsuko Endo-Hudson. *English grammar for students of Japanese*. The Olivia and Hill Press, 1994.~~
- ~~Sakaeda, Florence (Ed.). *A Guide to Reading and Writing Japanese*. 73rd printing. Rutland and Tokyo: Charles E. Tuttle Co., 1994.~~

**Course Content and Topics**

A continued study of:

1. Vocabulary
2. Sentence structure
3. Kanji
4. Language in social contexts: formal and informal language and the use of honorific styles (expressing politeness or respect)
- 5- ~~6-5.~~ Communication in Japanese

Course topics may include:

1. Sports
2. Residence
3. Food in places and occasions
4. Manners
5. Pleasure of learning languages
6. Worries and Consultations
7. Dealing with troubles
8. Work place communications

**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 301**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

- Six-year review
- Number and/or course code
- Credits and/or total hours
- Title
- Calendar description
- Prerequisites and/or co-requisites
- Frequency of course offering
- Learning outcomes
- Delivery methods and/or texts and resource materials
- PLAR options, grading system, and/or evaluation methods
- Discontinuation of course
- Other – Please specify:

2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.

3. Japanese 301 continues to build on the outcomes from Japanese 202. It is the first half of the third-year course. 301 tackles new grammatical structures, different discussion topics, and new vocabulary to develop students' skills by honing their speaking and listening competencies to a new level of sophistication, by developing and demonstrating advanced skills in grammar, as well as inculcating a more refined sociocultural knowledge.

4. This course fulfills the BA language requirement. These changes will not affect the BA.

5. Which program areas have been consulted about the change(s)? MOLA

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Although Indigenous issues are in less of a focus than in modern Canada, instructors

may thread discussion of Indigenous topics into conversations about Japanese society. For example, this course talks about different cultural norms in Japan for activities such as tipping and other social conventions which could stimulate a comparison of Indigenous practices. Discussion of loanwords in Japanese could also focus on the number of borrowings from Indigenous languages in both English and French.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 301 continues to allow greater opportunities for success for students of different abilities and backgrounds. Students can better understand and appreciate cultural diversity, as they develop their skills in acquiring another language at an advanced level and continue to improve their skills at understanding, speaking, reading and writing. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: JAPN 301		Number of Credits: 4 <a href="#">Course credit policy (105)</a>	
Course Full Title: <del>Upper-Intermediate</del> <del>Third-Year</del> Japanese 1			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Language	
<b>Calendar Description:</b> As an integrated course, four skills of the Japanese language (listening, speaking, reading, and writing) are reinforced to the advanced level. Authenticity of verbal and written communications, in particular cultural situations, is pursued.  Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		JAPN 202	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>26</b>	
<b>Typical Structure of Instructional Hours</b>		<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	4560		
Supervised laboratory hours (computer lab)	15		
[click to select]			
[click to select]			
[click to select]		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )	
<b>Total hours</b>	<b>6075</b>	Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>	
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			
<b>Department approval</b>		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

**Commented [SP1]:** This title could be more in line with the first and second year titles. We don't typically refer to the year of study in a course title.

**Commented [Ma2R1]:**

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, students will be able to:

1. Listen-Demonstrate listening comprehension of and understand speech at a natural speed and on the TV/radio
2. Speak at an appropriate level of formality depending on the situation
3. Read using skimming and scanning to get ready to read in preparation for reading authentic materials without difficulty
4. Write texts with multiple paragraphs by hand and by using a Japanese word processor
5. Write 80 and read 100 new Kanji and read 100 (in addition to the previous 300 taught/learned at lower-levels)
6. Show an understanding of Discuss the common beliefs and customs that form the basis of communication strategies in Japanese

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Assignments: Holistic assessment:	310%	Final exam: Lab work:	210%	[click-to-select] Quizzes/tests:	40%
Quizzes/tests: Assignments:	520%	[click-to-select] Final exam:	20%	[click to select]	%

**Details:**

Class participation, presentation	10%	- Holistic assessment
Oral exam	10%	- Lab work
Written quizzes (vocabulary, grammar, kanji, etc.)	40%	- Quizzes/tests
Writing assignments	210%	- Assignments
Active Participation & Performance in Class	10%	- Assignments
Quizzes/tests/Word lists and worksheets	210%	- Quizzes/tests/Assignments
Oral exam	10%	- Quizzes/tests
Midterm exam	20%	- Quizzes/tests
Final exam	2-20%	- Final exam

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese cultures
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills
3. Conversation focused lab activities including group work and exercises involving native speakers
4. Use of computers and videos
5. Essay writing

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Japan Foundation Miura & McGleish	Marugoto: Japanese Language and Culture Intermediate 1, Sanshusha An Integrated Approach to Intermediate Japanese (with workbook), Japan Times	2016 2008
2. Textbook/Other	Eri Banno Nakamura & Yoshida	Kanji: Look and Learn, Japan Times Kodansha's Furigana Dictionary	2009 2013
3. Other/Other	Eri Banno Banno	Kanji Look and Learn Workbook Kanji Look and Learn Workbook	2009 2009
4. Online resources/Other	Japan Foundation Makino & Tsutsui	Marugoto Web A Dictionary of Basic Japanese Grammar	1989
5. Other/Other	Nakamura & Yoshida Makino & Tsutsui	Kodansha's Furigana Dictionary A Dictionary of Intermediate Japanese Grammar	2013 1995
6. Other	Makino & Tsutsui	A Dictionary of Basic Japanese Grammar	1989
7. Other	Makino & Tsutsui	A Dictionary of Intermediate Japanese Grammar	1995

Commented [SP3]: Do these dictionaries need to be updated?

Commented [SP4]: Do these dictionaries need to be updated?

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

None

**Course Content and Topics**

An example of a 13-week semester schedule

Sentence structures, vocabulary, and Kanji are introduced and reinforced throughout the course.

Course topics may include:

1. Speaking in formal settings

Week 1: Assessment interview, JLPT (Japanese Language Proficiency Test), and N3-level exercises

Week 2: Speaking in formal settings

2. Week 3: Explaining step by step process of cooking

3. Genres of music

4. Travel plans

5. Casual speech

6. Japanese pop culture

7. Martial arts

8. Traditional events

one's own study history, writing an autobiography

Week 4: Passive, causative, and causative-passive

Week 5: Making requests, asking favors

Week 6: Readings and discussion about studying in Japan

Week 7: Japanese home and family, asking permissions

Week 8: Explaining one's own family members and hometown

Week 9: Japanese geography, education system in Japan

Week 10: Introducing one's own university

Week 11: Honorific language system

Week 12: Reading and writing about different customs in Japan such as tipping

Final Week 13: Review and Interview



**Memo for Course Changes**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: May 24, 2023

**Subject: Proposal for revision of Japanese 302**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - Other – Please specify:
2. Rationale for change: This course has been updated as part of its regular review. The calendar description language now reflects the correct course names and has been changed to active voice. We have modified the learning outcomes to reflect the course as currently taught. Textbook choices and resources have been updated.
3. Japanese 302 builds on the outcomes from Japanese 301 It is the second half of the third-year course. 302 adds different syntactical structures, new discussion topics, and new vocabulary to develop students' skills by perfecting their speaking and listening competencies, their abilities to develop and use advanced skills in grammar, as well as their sociocultural knowledge.
4. This course fulfills the BA language requirement. These changes will not affect the BA.
5. Which program areas have been consulted about the change(s)? MOLA

In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Modern Japan does not have a similar situation concerning indigenous issues as modern Canada, but instructors may thread discussion

of Indigenous topics into conversations about Japanese society. For example, this course talks about different cultural norms in Japan for linguistics topics such as the use of onomatopoeia and psychomimes which may also be reflected in Indigenous practices. Discussion of loanwords in Japanese could also focus on the number of borrowings from Indigenous languages in both English and French.

6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

As a language course, Japanese 302 continues to allow greater opportunities for success for students of different abilities and backgrounds. As they develop their skills in acquiring another language at an advanced level and continue to improve their skills at understanding, speaking, reading and writing, they can better understand and appreciate cultural diversity. Class discussions ask students to compare and contrast cultural elements of diverse cultures.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. n/a
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100.00



ORIGINAL COURSE IMPLEMENTATION DATE: January 2010  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: JAPN 302		Number of Credits: 4 <a href="#">Course credit policy (105)</a>	
Course Full Title: <del>Third-Year Upper-Intermediate</del> Advanced Japanese 2			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages	
<b>Calendar Description:</b>			
This course is the second of a two-semester sequence of 300-level Japanese courses. The course aims to develop <a href="#">the four</a> communication skills of the Japanese language (listening, speaking, reading, and writing), as well as conversation strategies. <a href="#">The course focuses on a</a> Authenticity of verbal and written communications; in particular cultural situations. <del>-is pursued.</del>			
Note: Students with credit for _____ cannot take this course for further credit.			
<b>Prerequisites (or NONE):</b>		JAPN 301	
<b>Corequisites (if applicable, or NONE):</b>		None	
<b>Pre/corequisites (if applicable, or NONE):</b>		None	
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.)		<b>Course Details</b>	
Former course code/number:		Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with:		Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.)	
Equivalent course(s):		Grading System: <b>Letter grades</b>	
(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		Delivery Mode: <b>Face-to-face only</b>	
<b>Typical Structure of Instructional Hours</b>		Expected frequency: <b>Annually</b>	
Lecture/seminar	6045	Maximum enrolment (for information only): <b>26</b>	
Supervised laboratory hours (computer lab)	15	<b>Prior Learning Assessment and Recognition (PLAR)</b>	
[click to select]		PLAR is available for this course.	
[click to select]		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)	
[click to select]		Transfer credit already exists: <b>No</b>	
<b>Total hours</b>	<b>7560</b>	Submit outline for (re)articulation: <b>No</b> (If yes, fill in <a href="#">transfer credit form</a> .)	
<b>Scheduled Laboratory Hours</b>		<b>Department approval</b>	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Date of meeting:</b>	
<b>Faculty Council approval</b>		<b>Date of meeting:</b>	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>	

Commented [SP1]: Same comment as on 301. Can we find a different descriptor other than the year of study?

**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)

Upon successful completion of this course, students will be able to:

1. Listen to and understand speech at a natural speed and on the TV/radio
2. Speak at an appropriate level of formality depending on situations.
3. Understand/Read written texts with specific contents concerning everyday topics including excerpts from authentic materials.
4. Express/explain thoughts and opinions in Japanese in writing and in oral presentations/formats.
5. Write coherent paragraphs using Hiragana, Katakana, and about 500 Kanji.
6. Comprehend and use 3000 words/90 new Kanji and in addition to the previous 380 taught at lower levels; be able to read an additional 140 Kanji.
6. Identify common proverbs and haiku shared by many speakers of Japanese.

Commented [SP2]: Can we differentiate these from the ones in 301?

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Assignments: Holistic assessment:	40%	Final exam: Lab work:	20%	(click to select) Assignments:	25%
Quizzes/tests:	40%	(click to select) Final exam:	20%	(click to select)	%

**Details:**

Class participation, presentation	5%	Holistic assessment
Oral exam	10%	Lab work
Oral presentation	10%	Assignments
Writing Assignments	25%	Assignments
Word lists and worksheets	10%	Assignments
Written quizzes (vocabulary, grammar, kanji etc.)	40%	Quizzes/tests
Active Participation & Performance in Class	7%	Assignments
Oral Presentation	10%	Assignments
Quizzes/tests	20%	Quizzes/tests
Midterm exam	20%	Quizzes/tests
Final exam	20%	Final exam

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

1. Lectures about sentence structures, strategies for language acquisition, and aspects of Japanese culture.
2. Various tasks and exercises for developing listening, speaking, reading, and writing skills.
3. Conversation focused lab activities including group work and exercises involving native speakers.
4. Use of computers, and videos.
5. Essay writing.

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Japan Foundation Miura & McGloin	Marugoto: Japanese Language and Culture Intermediate 2, Sanshusha An Integrated Approach to Intermediate Japanese (with workbook)	2017 2008
2. Textbook/Other	Eri Banno Nakamura & Yoshida	Kanji: Look and Learn, Japan Times Kodansha's Furigana Dictionary	2009 2013
3. Other Textbook	Eri Banno Banno	Kanji Look and Learn Workbook, Japan Times Kanji Look and Learn Workbook	2009 2009
4. Online resources/Other	Japan Foundation Makino & Tsutsui	Marugoto Web A Dictionary of Basic Japanese Grammar	4999
5. Other/Other	Japan Foundation Makino & Tsutsui	JLPT N3 Official Practice Workbook Edition 2, Bonjinsha A Dictionary of Intermediate Japanese Grammar	2012 4995
6. Other	Nakamura & Yoshida	Kodansha's Furigana Dictionary	2013
7. Other	Makino & Tsutsui	A Dictionary of Basic Japanese Grammar	1989
8. Other	Makino & Tsutsui	A Dictionary of Intermediate Japanese Grammar	1995

Commented [SP3]: Updates?

Commented [SP4]: Updates?

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

None

**Course Content and Topics**

An example of a 13-week semester schedule

Sentence structures, vVocabulary, and Kanji are introduced and reinforced throughout the course.

Course topics may include:

1. Describing personalities
2. Outdoor activities
3. Healthy lifestyle: Onomatopoeia and Psychomimes
4. Traditional theatres
5. News: Loanwords in Japanese
6. Daily necessities
7. Movies
8. Transportations
9. Historical figures

Week 1: Speaking about winter break, New Year in Japan,

Week 2: Job search, Phone conversation

Week 3: Reading and discussion about early modern days of Japan

Week 4: Gift giving and receiving, Humbleness in language and communication

Week 5: Oral presentation, Annual events in Japan

Week 6: Complaining and making apologies

Week 7: Reading and discussion about different customs in Japan such as roles and behavior at home

Week 8: Medical and dental cares

Week 9: Speaking about health, Onomatopoeia and Psychomimes

Week 10: Describing past experience, Loanwords in Japanese

Week 11: Japanese attitude toward foreigners speaking Japanese

Week 12: Reading Donald Keene, In-class writing

Week 13: JLPT (Japanese language Proficiency Test) N2 level exercises, Interview

**Memo for New Course**

To: CACC

From: Alan Cameron, MOLA Department head

Date: February 25, 2022

**Subject: Proposal for new course -- Japanese 251**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

**Note:** *This course will further develop students' skills in understanding Japanese culture.*

Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

In an environment of high context culture such as that of Japan, much knowledge regarding the society, customs, and values are shared by many speakers. This mutual understanding forms a foundation that communication is layered on top of. Language learners will not communicate well in the target language without a background in this type of knowledge. The progression of regular integrated Japanese language courses, from JAPN 101 to JAPN 302, do not have much time to dedicate to study of Japanese society and culture.

This new course will complement existing courses well. The main audience for this course will be the students aiming at the intermediate and the advanced certificate of Japanese. This course will definitely help them to perform better in required 200 and 300 level courses for the certificates. Also since the course is available with only one pre/corequisite, students who just have a casual interest in Japanese language and culture may enroll. If the study of Japanese culture sparks their interest in Japan they may be motivated to pursue further Japanese language studies.

The anticipation is that this course may substitute for one of the four JAPN 101 sections currently offered each year. We would probably offer the new course in the winter semester.

**Japanese 251 will help develop students' abilities in information competency and their skills at analyzing information critically. They will be able to demonstrate their knowledge by communicating effectively in both Japanese and English and develop solutions to complex cultural and linguistic problems. This cultural study will help them reflect on the differences between Canadian and Japanese cultures.**

2. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **no**
3. Which program areas have been consulted about the course? **The course has been approved by members of MOLA.**

4. If a new discipline designation is required, explain why: **N/A**
5. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **Comparisons will be drawn between Japanese culture and Indigenous cultures. This comparison is emphasized in the course outcomes and a selected reading from the Truth and Reconciliation Commission's final report.**
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **Students will focus on Japanese culture through discussions of language, history, and social norms. These areas will also be contrasted with other diverse cultures to allow students to develop a better intercultural competence. Learning the language will improve the students' ability to understand and appreciate cultural diversity. The topic of personal pronouns provides an interesting basis for comparison between cultures and languages, and an opening to discuss issues related to personal and gender identity through language.**
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.): **none**
8. Estimate of the typical costs for this course, including textbooks and other materials: **\$150.00**



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 28/10/2022

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> JAPN 251		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Introduction to Japanese Society and Culture															
<b>Course Short Title:</b> (To be assigned by OReg based on university standards.)															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Modern Languages													
<b>Calendar Description:</b> Overview of Japan's geography, history, customs, annual events, religion, economy, and social issues. <u>Compares and contrasts</u> Japanese society <del>will be compared and contrasted</del> with Canadian society. Through reading, discussion, and writing students will develop an understanding of elements of Japanese culture. Some Japanese keywords will be introduced to enrich students' vocabulary.															
<b>Prerequisites (or NONE):</b>		None													
<b>Corequisites (if applicable, or NONE):</b>		None													
<b>Pre/corequisites (if applicable, or NONE):</b> JAPN 101 or Japanese 11															
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Course Details</b> Special Topics course: <b>No</b> (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: <b>No</b> (See <a href="#">policy 207</a> for more information.) Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>26</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <a href="#">[click to select] PLAR is available for this course.</a>	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <a href="#">[click to select]</a> <b>No</b> Submit outline for (re)articulation: <a href="#">[click to select]</a> (If yes, fill in <a href="#">transfer credit form</a> .)													
<b>Department approval</b>		<b>Date of meeting:</b>													
<b>Faculty Council approval</b>		<b>Date of meeting:</b>													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b>													

Commented [SP1]: Does a course like this exist at other institutions in the province? If so, "yes" should be selected here.



**Learning Outcomes** (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)  
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

Upon successful completion of this course, students will be able to:

1. Demonstrate basic knowledge of the geography, historical events, economy, and people's lifestyle in Japan.
2. Identify the fundamental ideas about culture and religion that are valued in Japan.
3. **Recognize-Discuss** the unique mix of modernity and tradition in the Japanese society.
4. Evaluate the influence of Japan and Japanese culture on other societies around the world.
5. Compare aspects of Japanese culture and society to their Canadian counterparts, including attitudes and approaches toward reconciliation, decolonization, and Indigenization.
6. Communicate better in a Japanese speaking environment.

**Recommended Evaluation Methods and Weighting** (Evaluation should align to learning outcomes.)

Final exam:	25%	Quizzes/tests:	35%	Assignments:	20%
Project:	20%	[click to select]	%	[click to select]	%

**Details:**

(Itemize assignments if 50% or more, and provide any other relevant information.)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** (Guest lecturers, presentations, online instruction, field trips, etc.)

Lectures, Student presentations, Discussions

**Texts and Resource Materials** (Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sugimoto, Yoshio	An Introduction to Japanese Society	2021
2. <del>[click to select]</del> Article	———Truth and Reconciliation Commission Canada	<a href="#">Honoring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.</a> Retrieved from <a href="https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf">https://publications.gc.ca/collections/collection_2015/trc/IR4-7-2015-eng.pdf</a> ——	2015
3. [click to select]			
4. [click to select]			
5. [click to select]			

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.)

(Use this section for supplies and materials for all sections of this course.)

**Course Content and Topics**

- Geography: the physical features of the island nation
- History: brief overview of the past two thousand years, the Tokugawa period, the Meiji Restoration, and post-war Japan.
- Customs and events: manners and behavioral patterns, rites through one's life, and origins of national holidays.
- Religion: Buddhism and Shinto, conscious and unconscious influence on the life and mind of individuals.
- Economy: roots in the Tokugawa period, modernization, the post-war economy, the bubble economy and the present day.
- Social issues: influence of changes in economy, demographics and society.



**MEMO**

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**To:** LINDA PARDY  
**From:** SYLVIE MURREY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: JAPN 251, MODERN LANGUAGES, COLLEGE OF ARTS  
**Date:** JUNE 21, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course JAPN 251, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for Program Changes**

To: Linda Parady, CACC Chair

From: Alan Cameron, MOLA Department Head

Date: May 26, 2023

**Subject: Program change Japanese Intermediate Proficiency Certificate**

1. Summary of changes (select all the apply):
  - Program revision that requires new resources
  - Addition of new course options or deletion or substitution of a required course
  - Change to the majority of courses in an approved program
  - Change to the duration, philosophy, or direction of a program
  - Addition of a new field of specialization, such as a concentration
  - Change in requirements for admission
  - Change in requirements for residency or continuance
  - Change in admission quotas
  - Change which triggers an external review
  - Deletion of a program not included in the Program Discontinuance policy
  - Other – Please specify:
2. Rationale for change(s): With the development of JAPN 251, we have expanded the second-year course options for students completing this certificate.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes are not changed.
4. What consideration has been given to Indigenizing the curriculum? JAPN 251 has greater opportunities to consider topics related to Indigenization, decolonization, and reconciliation in its comparison of Japanese culture to Canadian. The course specifically references this in its outcomes. As the only JAPN course with explicit Indigenization goals, the program's approach to Indigenous topics and ways of knowing is strengthened.
5. Will additional resources be required? If so, how will these costs be covered? The course will be offered in rotation with the other JAPN courses and should therefore not impact the MOLA budget.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? We expect that the program enrolment may increase slightly since this course has no prerequisites and may be of interest to non-Japanese speakers, providing them entry into and perhaps generating interest in completing the certificate.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) As above, this course will be slotted into rotation with JAPN 201 and 202 so there should be no net impact on the number of JAPN sections offered unless there is very high demand to justify adding sections at cost recovery.
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No change.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Proficiency certificates in Modern Languages

An Intermediate Proficiency associate certificate consists of successful completion of 12 UFV credits (i.e. two years) in a single language: 101, 102, plus two second-year courses, with a minimum GPA of 2.33.

An Advanced Proficiency certificate consists of successful completion of 20 credits in a single language, including a minimum of six credits at the 200 level and eight credits at the upper level.

For both credentials, at least 25% of the courses must be completed at UFV. Students who already have the 101 and 102 component (i.e. Grade 12 level) will be able to have the first-year requirement waived.

Some of these credentials are equivalent to proficiency standards in international language frameworks such as CEFR (Common European Framework Reference). Please consult the department for information on equivalencies for specific credentials.

Students should be aware that course availability varies and should consult with the Modern Languages Institute to confirm current course availability.

### Intermediate Proficiency associate certificates

Intermediate Proficiency associate certificates are currently available for the following languages:

#### French

- FREN 101, 102, 219, and any one of FREN 215, 216, 225, or 230, with a minimum GPA of 2.33.

#### German

- GERM 101, 102, 201, and 202 with a minimum GPA of 2.33.

### Halq'eméylem

- HALQ 101, 102, 201, and 202 with a minimum GPA of 2.33.

### Japanese

- JAPN 101, 102, and two of 201, and-202, and 251 with a minimum GPA of 2.33.

### Mandarin

- MAND 101, 102, 201, and 202 with a minimum GPA of 2.33.

### Punjabi

- PUNJ 101, 102, 210, and 211 with a minimum GPA of 2.33.

### Russian

- RUSS 101, 102, 201, and 202 with a minimum GPA of 2.33.

### Spanish

- SPAN 101, 102, 201, and 202 with a minimum GPA of 2.33.