Academic Programs Committee of Council

University Course Challenge

Scheduled posting: April, 2019

The following types of curricular and program changes are approved by the University Course Challenge -- additions and deletions of courses, lower levels of study and program options; straightforward program changes; and curricular changes which affect other colleges.

Contents include submissions for information and approval from the following colleges:

College of Agriculture and Bioresources
College of Arts and Science
College of Graduate and Postdoctoral Studies

Approval: Date of circulation: April 16, 2019
Date of effective approval if no challenge received: April 30, 2019

Next scheduled posting:

The next scheduled posting will be May 16, 2019, with a submission deadline of **May 14, 2019.** Urgent items can be posted on request.

Please direct challenges to both of the following: seanine.warrington@usask.ca in Registrarial Services and amanda.storey@usask.ca in the Office of the University Secretary.

College of Agriculture and Bioresources, Submission to April 2019 Course Challenge

The following curricular revision was approved by the College of Agriculture & Bioresources Undergraduate Affairs Committee on April 4, 2019 and is being submitted to University Course Challenge for information:

Changes to Course Number

Current Course Number: SLSC 344.3

Proposed Change to Course Number: SLSC 444.3

Rationale: This change to the course number has been approved to reflect changes to the course material and the sequencing of courses within the Soil Science department as part of their curriculum renewal process.

University Course Challenge – April 2019
The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge, and by the relevant college-level Academic Programs Committee, and are now submitted to the University Course Challenge for approval.

Contact: Alexis Dahl (alexis.dahl@usask.ca)

Chemistry

Minor course revisions:
CHEM 100.3 Problem Solving Foundations for University Chemistry
New Note: Students with credit for CHEM 112 or CHEM 114 may not take this course for credit.
Change to lecture/lab hours: Change from 2 hours of lecture and one hour of lab per week, to 3 hours of lecture per week and five 2-hour labs scheduled across the term.
Rationale: This course is intended to help students prepare for CHEM 112 or 114. It should not be taken by any students who have successfully completed those courses. The first offering of this course made it clear that additional contact hours are needed to achieve the desired learning outcomes.

Drama

New course(s):
DRAM 324.3 Acting V
1/2 (6P) A course in acting Shakespeare. Scene study and exercises to facilitate applied interpretation of Elizabethan prose and verse text in performance.
Prerequisite(s): DRAM 219 and an audition. A successful audition is required for any student hoping to advance to the third year of the acting program. In the audition, the student is required to participate in a voice/movement/acting workshop and to present classical and modern audition pieces.
Note: Students with credit for DRAM 316 and DRAM 318 may not take DRAM 324 for credit.
Instructor(s): Dwayne Brenna, Julia Jamison
Rationale: The course is being created to improve the Department's offerings in the field. In tandem with DRAM 325 (also submitted in this course challenge), DRAM 324 will offer solid tutelage in Shakespearean acting while the new DRAM 325 will focus on other genres and historical styles. The new DRAM 324 will also reflect the expertise of the Department's potential instructors, who have worked as actors at the Stratford (Canada) Festival.

DRAM 325.3 Acting VI
1/2 (6P) A course in acting styles. Scene study and exercises in various periods and genres. This may include Greek, Medieval and Restoration theatre and forms such as tragedy, comedy of manners, farce, absurdism, expressionism, and epic theatre.
Prerequisite(s): DRAM 324
Note: Students with credit for DRAM 317 or DRAM 319 may not take DRAM 325 for credit.
Instructor(s): Julia Jamison, Curtis Henschel
Rationale: This course is being created to develop skills in acting styles that professional theatres currently require. The Department's offerings will be augmented by this focus on period and genre, and the course will reflect the research interests of the professors involved.

Course deletion(s):
DRAM 318.3 Acting V
DRAM 319.3 Acting VI
These courses will be replaced by DRAM 324 and 325, respectively. The new courses focus on different areas of acting than the old courses.

Geology

New course(s):

GEOL 315.3 Geomicrobiology

1 (3L-2P) Exploration of the role of microbes in geochemical and mineral transformations in natural environments and in engineered environments such as mine tailings and contaminated sites. Strong emphasis on environmentally-important microbial metabolic guilds and exploring the relationship of these guilds to biogeochemical cycles. Topics will include microbial diversity, microbial metabolism, cell surface reactivity and metal sorption, biomineralization, biosignatures, and culture-dependent and independent techniques in geomicrobiology.

Prerequisite(s): Any one or more of the following courses: GEOL 226, GEOL 229, SLSC 313, SLSC 343, SLSC 344, EVSC 220, ENVE 201, or by permission of the instructor.

Note: This course is primarily intended as an upper level elective for geology majors. Students from other disciplines without one of the prerequisites who are interested in taking this course are welcome to contact the instructor to discuss if their background is suitable. Additional assigned readings may be required to ensure these students attain the requisite geoscience background to succeed in the course.

Instructor(s): Joyce McBeth

Rationale: There are currently several courses across the university that cover environmental microbiology in some capacity, however there is space for a course focused on teaching students relationships between microbial activity and biogeochemical cycles in the context of environmental earth sciences. This course will provide students with an understanding of the role of microbes in geochemical and mineral transformations. We will cover microbial metabolic strategies and explain their relationship to biogeochemical cycles. The focus will be primarily on microbe-mineral interactions in low-temperature terrestrial and marine environments. The course format will consist of short lectures combined with student discussion of selected articles and texts. We will discuss case studies of microbe-mineral interactions from the peer-reviewed literature and examine them in the context of environmental systems. The course will include some lab activities to provide students with hands-on experience with molecular microbiological and culturing techniques.

The course is pitched to a 3rd or 4th year student level, the assignments require more critical thinking skills and engagement than we would ask of first and second year students. Students will require a basic understanding of mineralogy and or geochemistry to participate and thus must have completed their 2nd year coursework in a relevant discipline before participating in the course; students with different background may participate with permission of the instructor.

GEOL 350.3 Organic Geochemistry

1 (3L-2P) This course will provide students with an understanding of theory, practice and methods in organic geochemistry. The course will focus on the origin and distribution of organic matter in the environment, and its fate in natural and engineered environments. Topics will include carbon biogeochemistry, origin and characteristics of natural organic matter, organic matter in the rock record, molecular biomarkers, evolution of organic compounds in petroleum and contaminated sites, and analytical tools. Course content will centre around applications of organic chemistry in the study of earth history, economic geology, and natural and contaminated environments.

Prerequisite(s): Any one or more of the following courses are recommended as prerequisites for this course: GEOL 226, GEOL 229, CHEM 115, CHEM 221, SLSC 313, EVSC 220, ENVE 201, or by permission of the instructor.

Note: This course is primarily intended as an upper level elective for geology majors, but students from other disciplines without one of the prerequisites who are interested in taking this course are welcome to contact the instructor to discuss if their background is suitable. Additional assigned readings may be required to ensure these students attain the requisite geoscience background to succeed in the course.

Instructor(s): Joyce McBeth

Rationale: This course will add to the geochemistry options, and complements but does not usurp courses in other departments including Organic Chemistry (CHEM 250), Bio Organic Chemistry (CHEM 255), and Environmental Soil Chemistry (SLSC 313). The content will cover natural organic compounds and their degradation.

The course is pitched to upper level undergraduate students in geology (300 or 400 level). We believe students will get more out of the course if they already have a broader range of topical knowledge in their

major and some broad understanding of chemistry from their first and second year courses, and the assignments will require more critical thinking skills and engagement than we would ask of first and second year students.

GEOL 442.3 Sedimentary Petrology
1/2 (3L-2P) This course deals with the petrographic attributes and origins of terrigenous and carbonate sedimentary rocks and sedimentary particles including fossils and bioclasts as well as other authigenic minerals and precipitates such as sulphates, apatite, glauconite and pyrite. The course also treats the diagenesis of sediments, including cementation, recrystallization, silicification and dolomitization. Hands-on microscopy is emphasized.
Prerequisite(s): GEOL 224, GEOL 226, GEOL 245, and GEOL 247
Note: GEOL 343 and GEOL 308 are recommended but not required.
Instructor(s): Brian Pratt
Rationale: We have senior courses on the origin of igneous and metamorphic rocks but not one on the origin of sedimentary rocks. This has been a gap in our program for decades. The subject matter was introduced in 2011 as a GEOL 498 course and it was highly appreciated. There has been some overlap in recent deliveries of GEOL 446 because the instructor who taught that course retired several years ago, but the subject matter of that course as outlined in the calendar is different. A course on sedimentary petrology compliments very well our existing courses on sedimentary environments, sequence stratigraphy, and ichnology.

History

New course(s):
HIST 304.3 Exhibiting History
1/2 (1.5L-1.5S) In this course students will work together to develop a museum exhibit surrounding an artefact or focussed collection of artefacts held by the University of Saskatchewan or community partners.
Prerequisite(s): 3 credit units 200-Level HIST courses, or 60 credit units of university studies, or by permission of the instructor.
Note: Students with credit for HIST 498.3 An Unlikely Grimoire Reginald Scots Discoverie of Witchcraft or HIST 498.3 Magic and Kabbalah An Eighteenth Century Manuscript in the Murray Library may not take this course for credit.
Instructor(s): History faculty
Rationale: The course is based on a very successful trial as a special topics course which produced an exhibit on an 18th-century manuscript in Murray Library Special Collections. The course will add to the Department's offerings focussed on public history and practical applications of the historical discipline. The course supplements and supports another related course, CMRS 403.3. This CMRS course allows one CMRS student per year to curate their own exhibit at the Museum of Antiquities. Exhibiting History makes it possible for modern materials to be examined and does not demand the same level of curatorial theory. (The two prior iterations involved 17th-and 18th-century materials, arguably outside of the CMRS area of coverage.) It also makes the activity of producing an exhibition available to greater number of students. The nature of the course makes a final exam unworkable and inappropriate. The cap of 12 will be necessary to facilitate the level of close group work required to make the course work.

HIST 440.3 Studying History through Game Creation
1/2 (3S) In this course students will develop an expertise in a focused historical topic through seminar readings, discussions, and an independent research project. They will then work together with the instructor to create a game that models some aspect of that historical circumstance.
Prerequisite(s): 6 credit units of senior-level HIST of which 3 credit units must be 300-level or permission of the department.
Instructor(s): Frank Klaassen
Rationale: There is an increasing interest in historical games and gaming and this course taps into this new direction in historical methodology and alternate forms of history. There are a number of member of the department who have an interest in history and games so this course could be taught by a number of

people with expertise in the area. Versions of this course which have been taught before have been popular with students.

Sociology

New course(s):
SOC 200.3 Surveillance and Society
1/2 (3L) This course provides an introduction to the sociological study of surveillance, raising questions about security, civil liberties, and privacy. In an increasingly digital world, we are monitored, our data gathered, and our actions analyzed. From national security to consumer targeting, surveillance is playing a growing role in shaping everyday life.
Prerequisite(s): 6 credit units of 100-level SOC or equivalent.
Instructor(s): Scott N Thompson
Rationale: Where computer science and engineering are perusing data analytics and surveillance through the question of 'what can be done?' The sociological approach of this course addresses the questions of 'what are the impacts of what is being done?' and 'how do we pursue technological innovation *along with* security, civil liberties, and privacy?' As such, this course provides an important contribution to the University's mission of discovery, knowledge mobilization, and conscientious community relations. Furthermore, with the growing public and private sector focus on Big Data analytics, employee output maximization, social media engagement, and commercial profiling for targeted marketing solutions, surveillance and technological literacy will be a key part of our students' future working lives. For these reasons, a surveillance focused undergraduate course would be an asset to student training and skillset development not only to students within the field of sociology, but it would also have direct relevance to computer science, engineering, commerce, business administration, management, art, philosophy, or statistics majors. The university does not currently offer an undergraduate course that identifies surveillance as its key focus, and in doing so, it would be one of only a handful in Canada.

SOC 400.3 Surveillance and Power
1/2 (3S) This course provides an advanced overview of the sociological study of surveillance, raising questions about (in)security, civil liberties, production, and privacy. Starting from the move beyond the explanations of "Big Brother" and the Panopticon, this course looks to contemporary theories and case studies to understand how surveillance is shaping culture and power relations in society.
Prerequisite(s): 12 credit units SOC courses including SOC 214, or permission of the instructor
Instructor(s): Dr. Scott N Thompson
Rationale: From the use of social media data to impact elections, to the rise of employee tracking technologies, to the centrality of Big Data in private and government decision making, surveillance is playing a central role in the organization and structuring of our everyday lives. This course builds off of the department's 2nd year introduction to surveillance course, identifying the limitations of past theories of "Big Brother" and the "Panopticon" and diving into the cutting-edge literature of surveillance studies. In addition to providing students with a detailed understanding of the benefits and potential harms of surveillance technologies, this course will also work to bridge undergraduate students into graduate work in the area of power and control.

Items for Information
The curricular revisions listed below were approved through the Arts & Science College Course and Program Challenge and are now submitted to the University Course Challenge for information.

Geography

Minor course revisions:
GEOG 302.3 Quantitative Methods in Geography
Change course attribute from ARNP to both of SOCS and SCIE.
Rationale: Current course attribute is inconsistent with other GEOG courses, which are either SCIE, SOCS, or both. For this course, it is appropriate to apply both.

Correction from March 2019 UCC:

New course:
CMPT 438.3 Introduction to Computer Security
Was submitted as CMPT 483 in error.

College of Graduate and Postdoctoral Studies, April 2019 University Course Challenge Proposal

The following changes have been approved by the College of Graduate and Postdoctoral Studies and are now being submitted for approval:

New Course Proposal

INDG 871.3: Indigenous Women: Feminism, Politics, and Resistance
This course explores issues relating to the historical and contemporary experiences of Indigenous women in northern North America. It examines themes including Indigenous understandings of gender and kinship; the history of settler colonial policy and the regulation of Indigenous women; the law and criminalization; labour and informal economies; politics and activism; and motherhood and child welfare. This course also considers Indigenous feminist analyses and its relationship to understanding Indigenous women's issues.
Instructor: Sarah Nickel, PhD

Program Revisions

Master of Governance and Entrepreneurship in Northern and Indigenous Areas (M.G.E.N.I.A.)

GENI students are required to complete a minimum of ~~36~~ 34 credit units of coursework along with a research project equivalent to 14 credit units (equivalent to 120 ECTS at UiT). The required elements include required course work, electives, an internship, a project and the 990 seminars. Students must complete the following required courses:

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

- JSGS 806.3
- JUR-3621 Indigenous Peoples Rights (UiT course equivalent to 4 cu)
- NORD 806.1
- NORD 830.2
- NORD 835.2
- NORD 847.4
- NORD 857.4
- NORD 870.2
- NORD 990.0 (Students must maintain continuous registration in this course through the program)
- NORD 992.0 (UofS), IND-3901 (UiT equivalent to 14 cu) (Students must maintain continuous registration in NORD 992.0 through the program. Students will register in IND-3901 while completing project work.)
- Negotiations in Indigenous and Northern Areas (UiT course equivalent to ~~NORD 838.2 Communication II: Negotiations and Consultations~~4 cu)
- Research Methods and Indigenous Ethics (UiT course equivalent to 2 credit units)
- STV-3040 Northern Governance (UiT) (equivalent to POLS 855.4)
- Students must complete ~~8~~ 2 credit units of electives subject to approval from the Program Director

Approved January 9, 2019

Rationale: The above modifications correct the revision submitted to the January 2019 UCC posting.

For Information:

Course Modifications

EADM 813.3: ~~Planning and Data Based~~Leading for Evidence-Informed Decision Making

A course focusing on key evidence-informed leadership roles including: (i) facilitating growth in stakeholders' assessment and data literacy; (ii) interpreting data as evidence to inform educational design, planning and decision-making processes; (iii) conceptualizing improvement and measurement plans informed by those data; and (iv) engaging stakeholders in dialogue regarding organizational

improvement.~~Designed to provide individuals with a knowledge of educational planning at the Board of Education level. Includes such theoretical aspects as the nature of educational planning, planning concepts, and approaches and models. Investigates applied aspects such as data collection, demographic analysis and enrolment forecasting, school facilities, master plans, and new planning techniques.~~

Approved March 18, 2019

EFDT 842.3: History of Indigenous Education in Canada

A review and examination of colonial socio-historical policy and practice that informed educational foundations of Indigenous people in Canada, this course explores the shift from residential schools, integration, and Indian Control of Indian Education to reconciliation.~~educational practices of Indian and Inuit people of Western and Northern Canada both before and after the arrival of Europeans. The course outlines the involvement in schooling of the Hudson's Bay Company, missionaries and governments. Contemporary developments in education for Indian, Metis and Inuit people are discussed..~~

Corrections from January 2019 UCC posting:

NORD 806.1: Northern Public Policy Analysis
Focuses on the analysis of the processes whereby public policies arise and are enacted in the northern regions of Canada and the Circumpolar North. The course applies the theories and models of policy making and decision making within the unique northern environment, and examines the role of its participants and interest groups. This course is required to be taken parallel to JSGS 806 Public Policy Analysis.
Instructor: Ken Coates, PhD
Pre/co-requisite: JSGS 806.3 Public Policy Analysis
Note: This course is restricted to students in the MGENIA program.

~~CHEP 818.3~~ CHEP 819.3: Colonization and Its Impact on Indigenous Health and Healing
This course will delve into the historical and contemporary aspects of colonization, and the impact it has had on Indigenous health status. The historical context will be linked with the current reality, with a focus on what is positive and valuable about indigenous culture and its healing practices.

~~CE 822.3~~ CE 826.3: Water Chemistry
Introductory water chemistry for graduate students with focus on natural and polluted waters and the applied chemistry for water and wastewater treatment plant processes. This will include coverage of dilute aqueous solutions chemistry of acid-base reactions, complex formation, precipitation and dissolution reactions, and oxidation-reduction reactions.