



PROGRAM DEVELOPMENT COMMITTEE (PDC)
E-VOTE
November 9-16, 2022

Items for Approval

- | | | |
|----|--|--------------------------------------|
| I | Minutes of Meeting of October 21, 2022 | Approval |
| II | Business – Minor Program Change (Form C) | Fazle Baki-Approval
PDC221116-5.1 |

Items for Information

- | | | |
|-----|--|---|
| III | Law - Summary of Minor Course and Calendar Changes (Form E) | Chris Fredette-Information
PDC221116-5.2 |
| IV | Women's and Gender Studies - Summary of Minor Course and Calendar Changes (Form E) | Janu Ku-Information
PDC221116-5.3 |
| V | Sociology and Anthropology – Learning Outcomes (Form E) | John Deukmedjian-Information
PDC221116-5.4 |

**University of Windsor
Program Development Committee**

5.1: Business (Minor in Entrepreneurship)– Minor Program Changes (Form C)

Item for: **Approval**

MOTION: That the requirements for Minor in Entrepreneurship be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Approvals:

- The changes have been approved by the Odette School of Business Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

MINOR PROGRAM CHANGES

FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Bachelor of Commerce (Honours) Business Administration
DEPARTMENT(S)/SCHOOL(S):	Odette School of Business
FACULTY(IES):	Odette School of Business

Proposed change(s) effective as of* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Winter 2023
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A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Minor in Entrepreneurship

Total Courses: 6

STEN-1000, STEN-2900, STEN-3910, STEN-4930, STEN-4910 (STEN-4910 should be taken twice with different topics).

Students must obtain a minimum grade of 60% in each business course applied to the minor.

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

This will align with the grade requirements for the minor in Business Administration.

B.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- What **process** has your department/Faculty used to consider Indigenization?
- **How** have you considered the importance or relevance to the course/program?
- How has your department or faculty approached raising awareness for Indigenous knowledges in your area?

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MINOR PROGRAM CHANGES

FORM C

- What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?
- What have other similar courses/programs done that might be relevant to your course/program?
- In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?
- What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?
- Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)
- Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?
- Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?

Odette has undertaken research to provide information upon which systematic indigenization will proceed in a transparent, and collegial manner to meet the needs of the stakeholders. The Odette School of Business encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. All course outlines of the Odette School of Business recognize that the Odette School of Business and the University of Windsor sit on the Traditional territory of the Three Fires confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie. The University of Windsor Indigenous Scholars have presented at Odette's Faculty Council and at various Odette committees. Many of our faculty have attended workshops provided by CTL to support efforts to indigenize our curriculum. Odette's faculty members have obtained Indigenization grants. Faculty area groups have met to identify and share opportunities to indigenize course content and faculty who are tasked with course development actively participate in workshops and program development sessions designed to support their efforts to indigenize the curriculum. Odette has a First Nations, Metis and Inuit Advisory Council to the Dean, and it has launched multiple endowed scholarships to provide greater opportunities for Indigenous students. Odette recognizes the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students. Odette recognizes the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures, and beliefs of Indigenous people in Canada.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

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C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A

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Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

D.1 Form History *(Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)*

Date of Modification	Approval Body Modifying	Reason for Modification
N/A		

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*5.2 Law - Summary of Minor Course and Calendar Changes (Form E)

Item for: **Information**

Forwarded by: **Faculty of Law**

Form History (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:

I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)

OR

II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**

OR

III. IT HAS **BEEN 5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE** (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Winter 2023
Include the effective date* [Fall, Winter, Spring, 20XX].
*(subject to timely and clear submission) **These changes require no new resources.**

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining.**

For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining.**

Example: CHEM-1001. University Senates — ~~Role and Power~~ This course explores the history, role, and power of Senates in Canadian universities. (~~Also offered as BIOC-1001.~~) (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ **3 lecture hours/week**

LAWG-5915. Copyright Law

This course will provide students with a thorough knowledge of Canadian and U.S. Copyright Law. Further, the students will be exposed to the International Copyright systems including trade related copyright concerns (e.g.

PROGRAM DEVELOPMENT COMMITTEE

SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

GATT, NAFTA). Students will get a valid grounding in basic principles of copyright law and will analyze the copyright issues affecting new technologies (e.g. digital sampling, colourization of films, computer technology). This course explores the main components of Canadian copyright law in an international and transnational context. As a statutory grant by the State, what is the purpose of copyright and how does it relate to property, contracts, and other forms of intellectual property? (i.e. patents, trade-marks, industrial designs) What subject matter (e.g., books, musical recordings, paintings, films, computer programs, indigenous traditional cultural expressions) does it protect and why? How does copyright law directly impact the Internet of Things (IoT) and the right to repair? How does copyright law mediate between the interests of authors, copyright holders, users, intermediaries, and the public? How is copyright law adapting to the digital age, artificial intelligence, and an ever-changing technological environment? These are the main questions that students will explore throughout this course. This course is particularly suited for students interested in intellectual property and technology law and theory, entertainment law and commercial law.

A.1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

Throughout the course, we discuss what copyright protects as much as what it fails to protect and the value judgments that are behind the law, as well as specific Western approaches to creativity, innovation and “progress”. This includes the misfits between traditional copyright law and the protection of indigenous traditional cultural expressions. In addition, a whole class is devoted to the protection of indigenous traditional cultural expressions at the Canadian, transnational and international levels. For greater details, see attached Copyright Law Reading list Winter term 2022, “Class 11 “.

When adding indigenous legal orders components to this course, this instructor has consulted with indigenous law colleagues, and regularly keeps up to date with the relevant ILO academic literature, as well as developments at the Canadian Government and international levels.

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SUMMARY OF MINOR COURSE AND CALENDAR CHANGES

FORM E

A.2 Experiential Learning Categories

Does the proposed course revision include the addition or deletion of an experiential learning component? For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

- ☒ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).
- ☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit (<i>for visual and performing arts</i>)	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

B. Learning Outcomes for the Courses Listed Above

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.** Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes. **Where there are changes to the learning outcomes, please clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding and underlining**.** COPY AND PASTE THE FOLLOWING ROW and TABLE, AND COMPLETE THEM FOR EACH COURSE LISTED ABOVE.

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E**

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	LAWD-5915 Copyright Law <i>(Learning outcomes were last updated March 8, 2019)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: March 8, 2019 (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

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*5.3 **Women's and Gender Studies - Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Arts, Humanities, and Social Sciences**

Form History (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying	Reason for Modification

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

ALL SECTIONS OF THIS FORM **MUST** BE COMPLETED. **LEARNING OUTCOMES MUST BE PROVIDED FOR LISTED COURSES WHERE:**

I. THERE ARE **NO OFFICIAL LEARNING OUTCOMES FOR THE COURSE** IN THE PDC/SENATE RECORD (check the CuMA database at <https://ctl2.uwindsor.ca/cuma/public/>)

OR

II. THERE ARE **CHANGES TO THE COURSE LEARNING OUTCOMES**

OR

III. IT HAS BEEN **5 YEARS SINCE LEARNING OUTCOMES FOR THE COURSE WERE LAST SUBMITTED TO PDC/SENATE** (check the CuMA database for the date of last submission at <https://ctl2.uwindsor.ca/cuma/public/>)

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
Sociology and Criminology	Dr. Shelagh Towson. (Acting)	May 10, 2022	X	

Please specify to which calendar [Undergraduate or Graduate] the changes will be made. Include the effective date* [Fall, Winter, Spring, 20XX]. *(subject to timely and clear submission) These changes require no new resources.

Winter 2023

A. Proposed Course Calendar Revisions

WGST-2100. Gender, Sexuality and Social Justice

This course examines the personal and cultural meanings of ~~women's~~ sexual **and gender** identities in Canada today. Students consider how ~~these~~ **sexual and gender** identities are created and experienced in conjunction with other identities such as race/ethnicity, social class, and (dis)ability and **explore social justice activism that challenges how** ~~women challenge~~ the personal, social, political, and economic inequities ~~that continue to be~~ based on these identities. Students are encouraged to analyze how their beliefs and behaviours are shaped by heterosexual privilege. **Topics may include: transgender, intersex, and non-binary perspectives, Indigenous and queer people of colour activism, 2SLGBTQIA+ identities, feminist online resistance, disability and desirability, colonialism and the sex/gender binary, and the social construction of sex, gender, and sexuality.** (Also offered as Sociology SACR-2100.) (Prerequisites: WGST-1000.)

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SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

SACR-2100. Gender, Sexuality and Social Justice

This course examines the personal and cultural meanings of ~~women's~~ sexual and gender identities in Canada today. Students consider how ~~these~~ sexual and gender identities are created and experienced in conjunction with other identities such as race/ethnicity, social class, and (dis)ability and explore social justice activism that challenges how ~~women challenge~~ the personal, social, political, and economic inequities ~~that continue to be based on these~~ identities. Students are encouraged to analyze how their beliefs and behaviours are shaped by heterosexual privilege. Topics may include: transgender, intersex, and non-binary perspectives, Indigenous and queer people of colour activism, 2SLGBTQIA+ identities, feminist online resistance, disability and desirability, colonialism and the sex/gender binary, and the social construction of sex, gender, and sexuality. (Also offered as Women's and Gender Studies WGST-2100.) (Prerequisites: WGST-1000)

WGST-2200 Women, Race and Social Justice

This course examines race, racialization, racism, and anti-racism ~~the personal and cultural meanings of women's racial and ethnic identities~~ in Canada today. Students consider how racial and ethnic ~~these~~ identities are created and experienced in conjunction with other identities such as gender, sexuality, social class, and (dis)ability as well as social justice activism that challenges ~~and how women challenge~~ the personal, social, political, and economic inequities ~~that continue to be based on these identities.~~ This course challenges the essentializing of the category of 'woman' while examining how race and gender intersect in women's lives. Students are encouraged to analyze how their beliefs and behaviours are shaped by white privilege. Topics may include: colonization and systemic racism in Canada, white privilege, Indigenous womanhood, Islamophobia and Muslim women, resisting anti-Black racism, allyship and anti-racism, and the social construction of race. (Prerequisite: WGST-1000 or permission of the instructor).

1 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967). In revising this/these course(s), **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

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FORM E

WGST/SACR-2100. Gender, Sexuality and Social Justice:

The course includes an understanding of settler colonialism threaded throughout. The course includes several readings by Indigenous authors. Students are introduced to the concept of two-spirit and how current understandings of sex/gender/sexuality are based on colonial constructs.

WGST-2200 Women, Race and Social Justice:

This course includes substantial content on settler colonialism, challenging anti-Indigeneity in Canada, and first-person narratives of Indigenous women.

A.2 Experiential Learning Categories

Does the proposed course revision include the addition or deletion of an experiential learning component? For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>

☒ **No** - the revision(s) does (do) not include the addition or deletion of experiential learning component(s).

☐ **Yes** - the revision(s) include(s) the addition or deletion of experiential learning component(s). Check all that apply:

Experiential Learning Categories	Addition	Deletion
applied research	<input type="checkbox"/>	<input type="checkbox"/>
capstone	<input type="checkbox"/>	<input type="checkbox"/>
Clinic	<input type="checkbox"/>	<input type="checkbox"/>
co-op	<input type="checkbox"/>	<input type="checkbox"/>
community service learning	<input type="checkbox"/>	<input type="checkbox"/>
creative performance or exhibit <i>(for visual and performing arts)</i>	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>
field experience or site visit	<input type="checkbox"/>	<input type="checkbox"/>
field work	<input type="checkbox"/>	<input type="checkbox"/>
industry/community consulting project	<input type="checkbox"/>	<input type="checkbox"/>
interactive simulations	<input type="checkbox"/>	<input type="checkbox"/>
internship – full-time	<input type="checkbox"/>	<input type="checkbox"/>
internship – part-time	<input type="checkbox"/>	<input type="checkbox"/>
professional practicum	<input type="checkbox"/>	<input type="checkbox"/>
research project	<input type="checkbox"/>	<input type="checkbox"/>
study abroad	<input type="checkbox"/>	<input type="checkbox"/>
Labs	<input type="checkbox"/>	<input type="checkbox"/>

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FORM E

B. Learning Outcomes for the Courses Listed Above

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	WGST/SACR 2100 Gender, Sexuality and Social Justice <i>(Note: Learning outcomes last updated January 23, 2018. These are revised learning outcomes)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<u>X</u> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	_____ Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	_____ Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <u>January 23, 2018</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

Course Learning Outcomes <i>This is a sentence completion exercise. \</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Define and explain the meaning and significance of foundational concepts and ideas about <u>sex, gender, and sexuality</u> using a <u>social constructionist and</u> intersectional feminist lens. Describe and analyze the reasons for and the effectiveness of efforts to challenge <u>homophobia, transphobia, and other intersecting forms of oppression</u> heteronormativity . Analyze how heteronormativity <u>and</u> <u>cisnormativity</u> (past and present) shapes individuals' sense of self and lived experiences of sexuality <u>and</u> <u>gender</u> . (Also applies to C). Explain why and how women resist heteronormativity, and provide examples.	A. the acquisition, application and integration of knowledge
B. Select, organize, and evaluate concepts, ideas, and arguments in scholarly and popular texts to construct coherent and persuasive arguments. (Also applies to D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

Course Learning Outcomes <i>This is a sentence completion exercise. \</i> <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
<u>Cite sources correctly and consistently adhering to a specific citation style.</u>	
C. Defend the use of first-person narrative as a form of knowledge creation. <u>Engage critically with gender, sexuality and social justice concepts using a social constructionist and intersectional feminist perspective.</u>	C. critical thinking and problem-solving skills
D. Identify, explain, and illustrate the main concepts, ideas, and evidence in scholarly and popular texts. See also B.	D. literacy and numeracy skills
E. Investigate personal investment in heteronormativity. Use course concepts and ideas to critically reflect on personal beliefs and practices. (Also applies to C). <u>Critically reflect on personal beliefs and practices as they pertain to gender, sexuality, race, class, disability, and social justice. (Also applies to C and I.)</u>	E. responsible behaviour to self, others and society
F. Construct an informed point of view in small group and class discussions. <u>Describe ideas persuasively orally or in writing.</u> <u>Articulate the rationale for challenging transphobia, (trans)misogyny, sexism, homophobia, racism, classism, ableism, and other intersecting forms of oppression. (Also applies to C, G.)</u>	F. interpersonal and communications skills
G. Construct an informed point of view relevant to gender, sexuality and social justice.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Relate the discourses of heteronormativity and cisnormativity to daily life. (Also applies to C). <u>Relate course ideas to current events and global issues as they pertain to gender, sexuality, 2SLGBTQIA+ issues, and social change.</u> <u>Describe how social justice activism challenges ideas about gender, sexuality, race, class, and disability. (See also E).</u>	I. the ability and desire for continuous learning

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E**

B. Learning Outcomes for the Courses Listed Above

COMPLETE THIS TABLE FOR EACH COURSE LISTED IN SECTION "A" ABOVE.	
COURSE NUMBER AND TITLE:	WGST-2200: Women, Race, and Social Justice <i>(Note: Learning outcomes last updated April 7, 2017. There are no proposed revisions to the learning outcomes)</i>
SELECT ONE OF THE FOLLOWING:	
I. There are no official learning outcomes for the course in the PDC/Senate record. (check the CuMA database at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
II. There are changes to the course learning outcomes	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
III. It has been 5 years since learning outcomes for the course were last submitted to PDC/Senate. (check the CuMA database for the date of last submission at https://ctl2.uwindsor.ca/cuma/public/)	<input type="checkbox"/> Provide learning outcomes for the course by completing the Learning Outcomes Table below.
IV. Learning Outcomes have been reviewed in the past 5 years and no revisions are being proposed.	<input checked="" type="checkbox"/> Learning outcomes need not be submitted. PROVIDE DATE LAST REVIEWED BY PDC/SENATE then go to the next course: <u>April 7, 2017</u> (check CUMA database at: https://ctl2.uwindsor.ca/cuma/public/)

**University of Windsor
Program Development Committee**

*5.4: **Sociology and Anthropology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Faculty of Arts, Humanities and Social Sciences**

This package includes the following course learning outcomes:

SACR-1100. Foundations of Social Life
SACR-2040. Sociology of Families
SACR-2050. Sociology of Sexualities
SACR-2160. Education and Society
SACR-2170. Religion and Society
SACR-2220. Morals, Markets, and Myths
SACR-2270. Globalization, Development and Social Change
SACR-2280. Class, Wealth and Power in Canada
SACR-2400. Introduction to Race and Ethnicity
SACR-2910. Theorizing Social Life
SACR-3010. Sociology of Childhood
SACR-3050. Sexuality and Health
SACR-3330. Crimes of the State: Genocide, War Crimes and Ethnic Cleansing
SACR-3380. Stuff: Seeing Culture through 'Things'
SACR-3610. Youth and Conflict with the Law
SACR-3620. Victimology
SACR-3650. Green Criminology
SACR-3670. White Collar Crime
SACR-3680. Policing and Security
SACR-3700. Selected Topics in Criminology
SACR-3710. Drugs and Society
SACR-3740. Crime, Media and Culture
SACR-3820. Surveillance and Society
SACR-3900. Qualitative Approaches to Social and Cultural Research

SACR-1100. Foundations of Social Life

Learning Outcomes Last Updated: December 15, 2017 (PDC171215-5.9)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply concepts, theories and methods of Sociology, specifically social life;	A. the acquisition, application and integration of knowledge
Recognize important material from verbal and written resources and consult alternative resources;	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Connect and apply basic concepts, theories and methods to real-world ideas, problems and issues in social life using the sociological imagination;	C. critical thinking and problem-solving skills
Read and evaluate research that focuses on select social issues such as discussion of culture, gender, social stratification, race and ethnicity, family, and crime and deviance (also applies to B);	D. literacy and numeracy skills
Reflect critically on personal choices regarding social behaviour and interaction as well as to consider and respond to important social policy and issues;	E. responsible behaviour to self, others and society
Generate discussion and debate by evaluating and constructing arguments to support or counter opinions related to social life (also applies to C);	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2040. Sociology of Families

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
Locate and evaluate research on cross-cultural variations and change in family forms.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect on and apply basic sociological concepts, theories and methods to real-world problems related to modern and traditional ideas of family life.	C. critical thinking and problem-solving skills
Read and evaluate ideas and research by sociologists and others regarding family life.	D. literacy and numeracy skills
Evaluate one's social and cultural identity and location, power, and privilege within a personal, social, cultural, political, and global context.	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively in written and oral form. Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Situate sociology of family within the broader field of the social sciences.	I. the ability and desire for continuous learning

SACR-2050. Sociology of Sexualities

Learning Outcomes Last Updated: April 20, 2017 (PDC1704205.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Recognize, define and conceptualize key concepts such as sex, gender, sexuality, sexual orientation, sexual identity, and sexual rights. Describe the history of theoretical and methodological approaches to the study of sexualities.	A. the acquisition, application and integration of knowledge
Evaluate research on the variables that influence the development of sexual knowledge, attitudes, relationships, and behaviours.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Conduct a critical analysis of issues such as sexual differentiation, sex role acquisition, sexual attitudes, sexual behaviour, and the sex structure of Canadian society.	C. critical thinking and problem-solving skills
Identify and describe the ways in which a society attempts to regulate sexuality.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2160. Education and Society

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
A. Identify, describe and apply concepts and theories relevant to the interconnections of education and society.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars whose work focuses on the interconnections of education and society	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the role of culture, social relations and/or social structures in the link between education and society.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely; organize and present evidence coherently.	D. literacy and numeracy skills
E. Adhere to principles of academic integrity.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2170. Religion and Society

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Define the scope of the sociology of religion. Analyze examples of how forms of social organization affect religious life.	A. the acquisition, application and integration of knowledge
Evaluate ideas and research by scholars whose work focuses on the interconnections of religion and society.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the role of culture, social relations, social structures in the link between religion and society. Identify how power differentials and competing interests in society affect religious life and vice versa.	C. critical thinking and problem-solving skills
Construct and articulate arguments clearly and concisely Organize and present evidence coherently. Assess arguments in sociology and religious studies.	D. literacy and numeracy skills
Adhere to principles of academic integrity. Reflect on how personal choices concerning religious life affect others and are variously affected by concern for others.	E. responsible behaviour to self, others and society
Communicate respectfully and professionally both orally and in writing, demonstrating active listening skills.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Apply concepts relevant to the sociology of religion to their own social milieu to generate original social scientific insights (also applies to C).	H. creativity and aesthetic appreciation
Reflect on how religious life and institutions reflect debates about human existence and related power struggles in society.	I. the ability and desire for continuous learning

SACR-2220. Morals, Markets, and Myths

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
<p>Define the scope of the field of economic sociology.</p> <p>Analyze examples of how forms of social organization affect economic activity.</p> <p>Defend the social scientific pertinence of sociological approaches to economic phenomena and events (also applies to D).</p> <p>Identify and define different theoretical approaches in economic sociology (also applies to C).</p> <p>Provide examples of how morality affects and is affected by economic exchanges.</p> <p>Identify and analyze how mythic forms and popular understandings affect people's evaluations of economic activity.</p>	A. the acquisition, application, and integration of knowledge
Find and evaluate research in economic sociology (e.g., journals and journal entries; periodicals; web applications; key experts)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>Identify, reflect on, and respond to the normative criteria subtending debates about economic activities and their impacts on social policy.</p> <p>Reflect on the impact of social values on society and the economy.</p> <p>Identify how power differentials and competing interests in society affect a variety of economic exchanges and how they are regulated (and not, as the case may be).</p>	C. critical thinking and problem-solving skills
<p>Systematically read, interpret, and summarize in written form appropriate literature in economic sociology.</p> <p>Assess social scientific arguments.</p> <p>Write clearly and concisely.</p>	D. literacy and numeracy skills
<p>Demonstrate adherence to the principles of academic integrity.</p> <p>Reflect on how personal choices concerning work, production, consumption, and planning for the future affect others and are variously affected by concern for others.</p>	E. responsible behaviour to self, others, and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Apply concepts relevant to the economic sociology to their own social milieu to generate novel social scientific insights.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2270. Globalization, Development and Social Change

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Articulate the impact of colonialism on global poverty and trade policies. Explain key concepts such as global restructuring, neoliberal policies, global governance, poverty alleviation efforts, cultural resistance, gendered patterns of development, population displacements and popular responses to globalization.	A. the acquisition, application and integration of knowledge
Access and evaluate research on the impact of globalization on the daily lives of people throughout the globe.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the relationships between globalization and development issues in written work and oral presentations.	C. critical thinking and problem-solving skills
Communicate critical and abstract thinking about globalization, development and social change (also applies to F).	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively (also applies to D).	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2280. Class, Wealth and Power in Canada

Learning Outcomes Last Updated: April 20, 2017 (PDC170425.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Describe key concepts related to social inequality.	A. the acquisition, application and integration of knowledge
Evaluate key theoretical models of social inequality.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically reflect on models of inequality and their application to Canadian society and evaluate and recommend various strategies to respond to inequality.	C. critical thinking and problem-solving skills
Articulate and explain how class, gender and ethnicity/race intersect (also applies to F).	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively in written and oral form (also applies to D).	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2400. Introduction to Race and Ethnicity

Learning Outcomes Last Updated: April 20, 2017 (PDC1704205.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and describe key ideas in the study of the history of racialization and racism in Canada and other countries, including indigenous, ethnic and racial identities.	A. the acquisition, application and integration of knowledge
Access and evaluate research on racialization and racism in different regions of the world and anti-racist struggles.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze sociological and anthropological literature for global and Canadian perspectives to race and ethnic relations.	C. critical thinking and problem-solving skills
Clearly communicate analysis of race and ethnic relations in writing and oral presentations.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
Collaborate with peers in order to develop explanations of racialization and racism in different regions.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2910. Theorizing Social Life

Learning Outcomes Last Updated: December 15, 2017 (PDC171215-5.9)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Describe the historical and ideological basis of social theories. - Describe and evaluate key theoretical concepts.	A. the acquisition, application and integration of knowledge
Compare the strengths and limitations of classical theories of social life. Identify strengths and limitations of key classical theorists.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically reflect on the relationship between theory and the social life, social structure and power relationships.	C. critical thinking and problem-solving skills
Articulate and explain how social inequality is related to social change (also applies to F).	D. literacy and numeracy skills
Reflect on how social context influences one's biography	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively in written and oral form (also applies to D).	F. interpersonal and communications skills
Collaborate with peers to develop theoretical explanations of social problems and issues included in written and oral presentations.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3010. Sociology of Childhood

Learning Outcomes Last Updated: June 07, 2013 (PDC130506-5.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and demonstrate the major theoretical approaches to the study of children and childhood and explain the importance of those approaches for policy domains ranging from education to urban planning. Relate the experience of childhood to broader demographic trends in family life.	A. the acquisition, application and integration of knowledge
Explain the unique challenges presented by research into childhood, the consequences of these challenges for knowledge acquisition and dissemination, and various methodological approaches used to overcome these challenges.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Evaluate ideological, scientific, and moral conceptions of childhood, integrate those evaluations through critical appraisal, and apply those appraisals to contemporary issues relating to children and childhood.	C. critical thinking and problem-solving skills
Identify basic demographic concepts (i.e. fertility rates) and describe their significance for political and policy debates.	D. literacy and numeracy skills
Explain how childhood contributes to the understanding of an often 'taken for granted' class of Canadian citizens and encourages them to support the promotion and protection of children as valued social citizens.	E. responsible behaviour to self, others and society
Identify communicational patterns associated with childhood and the methodological difficulties this presents for research.	F. interpersonal and communications skills
Critique and describe the importance of childhood as an area of interest for multiple disciplines.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3050. Sexuality and Health

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
<u>Identify, define, and conceptualize different key concepts such as sexuality, sexual health, sex, gender, femininity, and masculinity, heteronormativity, sexualization, sexual identity, and sexual rights.</u>	A. the acquisition, application and integration of knowledge
<u>Assemble and evaluate ideas and scholarly research on sexuality and sexual identities (also relevant to C.)</u>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
<u>Synthesize and integrate academic research on human sexualities and health using supporting theoretical arguments and empirical evidence, while remaining respectful of other perspectives (also relevant to E.)</u>	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
<u>Communicate clearly in writing and orally.</u>	F. interpersonal and communications skills
<u>Collaborate with peers to develop explanations of sexuality and sexual identity issues/problems.</u>	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3330. Crimes of the State: Genocide, War Crimes and Ethnic Cleansing

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and explain the possibilities and constraints of international law, geo politics and humanitarian intervention in detecting and preventing genocide and mass atrocities.	A. the acquisition, application and integration of knowledge
Evaluate ideas and research on genocide, war crimes, ethnic cleansing and other state crimes	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the role of racism, colonialism, social relations and/or social structures in understanding perpetuating genocide, war crimes, ethnic cleansing and other state crimes	C. critical thinking and problem-solving skills
Construct and articulate arguments clearly and concisely and organize and present evidence coherently	D. literacy and numeracy skills
Reflect critically on personal choices regarding ethnic intolerance and interaction and propose and assess humanitarian interventions and other solutions to ethnic conflicts and wars	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Link concepts related to ethnic cleansing, genocide, and humanitarian intervention to other areas of study	I. the ability and desire for continuous learning

SACR-3380. Stuff: Seeing Culture through 'Things'

Learning Outcomes Last Updated: May 15, 2017 (PDC1705155.7.5)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify, describe, and apply key theoretical concepts/ideas in the study of the meaning, circulation and production of objects.	A. the acquisition, application and integration of knowledge
Undertake independent research related to the study of the meaning, circulation, production, and use of objects by defining a problem or research question and integrating relevant scholarly literature in the examination of a research topic.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
Persuasively interpret literature in the study of the meaning, circulation and production of objects.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Present and examine objects with attention to aesthetic elements (such as creative diagramming; critical use of photographic images).	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3610. Youth and Conflict with the Law

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify, describe, integrate, and apply key concepts, theories, and methods relevant to research of youth offending and youth justice. (Also relevant to B.)	A. the acquisition, application and integration of knowledge
Explain and differentiate between theoretical perspectives on youth-related crime. (Also relevant to C.) Determine the effectiveness of different crime prevention strategies and policies. (Also relevant to D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically assess and communicate the conceptual and practical possibilities and limits of potential policy directions in Canada. (Also relevant to F.)	C. critical thinking and problem-solving skills
Succinctly communicate how institutional structures, professional cultures, social-legal norms, research evidence and political ideologies impact government and societal responses to youth offending and youth justice in Canada.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Effectively communicate the relationships between criminological theories and youth criminal justice policies.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3620. Victimology

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of victims of crime.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars within the field of victimology and identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and evaluate the merits of research and policy surrounding victims of crime, including the process and aftermath of the victimization experience, the involvement and treatment of victims in the criminal justice system, legal remedies and services available to victims, restorative justice initiatives and victims' rights.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
E. Reflect critically on the ways in which criminal victimization is addressed and how victims of crime are treated within/by the criminal justice system, including community services, police, the courts and alternative forms of justice.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3650. Green Criminology

Learning Outcomes Last Updated: October 14, 2011 (PDC110531-5.1)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
	A. the acquisition, application and integration of knowledge
Define problems of green criminological concern and gather interdisciplinary academic information to analyze these problems.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically identify and evaluate harms perpetrated against the environment and non-human animals, and propose potential solutions.	C. critical thinking and problem-solving skills
Describe green criminological concepts and the relevant breadth of theoretical understandings of the environment and non-human animals.	D. literacy and numeracy skills
Envision more responsible behaviour towards the environment and non-human animals, as well as articulate how doing so is part of a larger vision of social justice.	E. responsible behaviour to self, others and society
Engage in respectful conversations about somewhat contentious issues and communicate ideas clearly in verbal and written form (also applicable to G).	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
Critically analyze our anthropocentric culture and be reflexive about their position in it (also relates to C).	I. the ability and desire for continuous learning

SACR-3670. White Collar Crime

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of white collar crime and crimes of the powerful in Canada and around the world.	A. the acquisition, application and integration of knowledge
Evaluate ideas and research by scholars in criminology broadly, with an attention to white collar crime and crimes of the powerful, and identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Explain the impact of current strategies and programs used to control white collar crime and crimes of the powerful, the limitations of these strategies, and the repercussions for the larger society.	C. critical thinking and problem-solving skills
Construct clear, coherent and concise, arguments, supported with evidence.	D. literacy and numeracy skills
Reflect critically on personal choices regarding social behavior and interactions – and the ways in which these reflect social positionality.	E. responsible behaviour to self, others and society
Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
Contribute thoughtfully and respectfully to ethical debates related to white collar crime and the crime of the powerful.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3680. Policing and Security

Learning Outcomes Last Updated: May 10, 2019 PDC1904295.29

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of policing in Canada.	A. the acquisition, application and integration of knowledge
Evaluate ideas and research by scholars in policing and identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the organizational culture of police and security agencies and social relations between the public and the police. Explain the impact of current strategies and programs used in policing and security on human rights and democracy.	C. critical thinking and problem-solving skills
Construct clear, coherent and concise arguments, supported with evidence (also relevant to F).	D. literacy and numeracy skills
Reflect critically on personal choices regarding social behavior and interactions and propose and assess solutions to social problems in relation to the conduct of policing and security in liberal democracies.	E. responsible behaviour to self, others and society
Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
Contribute thoughtfully and respectfully to ethical debates related to policing and security.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3700. Selected Topics in Criminology

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and apply appropriate theory and research in the field of criminology to select topics.	A. the acquisition, application and integration of knowledge
Recognize important material from verbal and written resources and to consult alternative resources for further information.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Identify and evaluate the merits of research and policy surrounding select topics within criminology. (Also applies to D)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Reflect critically on the topic under study with the aim of considering and responding to key issues and debates through informed interventions.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Situate select topics within the broader field of criminology and within society more generally.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3710. Drugs and Society

Learning Outcomes Last Updated: Unknown

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify and describe key concepts and theory relevant to historical and contemporary attitudes towards drugs and the construction of drug policy. (Also applies to C)	A. the acquisition, application and integration of knowledge
Clearly articulate the importance of key concepts to the exploration and understanding of drugs and drug policy.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
	C. critical thinking and problem-solving skills
Construct and articulate arguments clearly and concisely (also see F). Organize and present evidence coherently (also relevant to F). Read, evaluate and synthesize ideas and research by scholars in the area of drugs, their use, and relevant social policy (also relevant to B & C). Express ideas clearly and persuasively in writing (also relevant to F).	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3740. Crime, Media and Culture

Learning Outcomes Last Updated: June 06, 2014 (PDC140508-5.4)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Identify, describe, integrate and apply concepts, theories and methods appropriate to the interplay between media/popular culture and crime/criminal justice	A. the acquisition, application and integration of knowledge
Identify, gather, synthesize and assess relevant research and scholarship pertaining to the interplay between media/popular culture and crime/criminal justice - Extract important material from oral and written resources and investigate alternative resources for further information relevant to the crime-media interplay	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the intersection between crime/criminal justice and media/popular culture and its potential influences	C. critical thinking and problem-solving skills
Construct clear, coherent and concise arguments, supported with evidence; Interpret and assess statistics as presented in media.	D. literacy and numeracy skills
Situate and evaluate one's social and cultural identity and location in relation to the crime-media interplay; Propose policies and practices that take into account potential influences of media/popular culture on crime and criminal justice Adhere to principles of academic integrity	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively in written and oral form; Debate issues relating to the crime-media interplay, while remaining respectful of other perspectives	F. interpersonal and communications skills
Collaborate respectfully and thoughtfully with peers to evaluate issues relevant to the crime – media interplay.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3820. Surveillance and Society

Learning Outcomes Last Updated: June 06, 2014 (PDC140508-5.4)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Critically analyze the different meanings, uses, and types of surveillance, privacy, and privacy regulation in contemporary and international contexts Identify and describe social problems that intersect with issues of surveillance and privacy	A. the acquisition, application and integration of knowledge
Synthesize and assess criminological and sociological academic literature relevant to surveillance and privacy	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Critically evaluate surveillance practices and privacy regulation policies Propose and evaluate potential solutions to privacy and inequality issues that arise from surveillance practices	C. critical thinking and problem-solving skills
Construct and articulate arguments clearly and concisely Organize and present evidence coherently	D. literacy and numeracy skills
Develop strategies for responsible behaviours relating to surveillance and privacy within Canadian society Articulate how concerns about surveillance and privacy are part of a larger progressive vision of society	E. responsible behaviour to self, others and society
Debate issues of social concern relating to surveillance and privacy, while remaining respectful of other perspectives Express ideas clearly and persuasively in written and oral form	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Propose and assess creative alternatives to current surveillance (and privacy) practices	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-3900. Qualitative Approaches to Social and Cultural Research

Learning Outcomes Last Updated: September 12, 2013 (PDC130912-5.5)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Apply sociological and anthropological methods and theories to the design, analysis and practice of a situation or social issue.	A. the acquisition, application and integration of knowledge
Use qualitative research methods to design and conduct research on real world issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze and interpret qualitatively oriented data.	C. critical thinking and problem-solving skills
Write research reports.	D. literacy and numeracy skills
Reflect on strengths and limits of qualitative approaches to social and cultural research.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
Combine and integrate field-based research results	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning