First-Year Foundations
Proposals for Approval (EAS, FCS, ITA to VIC)
February 11, 2019
## 4 New Courses:

**EAS196H1: Consumption, Taste and Culture in East Asia**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Seminar:</strong> 24</td>
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**Description:**

This course explores the roles that consumption and taste play in personal and public lives in East Asia. Course focus may include the cultural histories of food, fashion, tourism, sports, or forms of audio and visual media.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

- Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly
- Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

**Consultation:**

**Resources:**

- Budget Implications: The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**

**Instructor:**

Linda Feng (in 2019-2020 - up to five EAS faculty members could teach this in future)
EAS197H1: Media Worlds and East Asia

**Contact Hours:**
- **Seminar:** 24

**Description:**

The term "world-making" is often used nowadays to refer to transmedia storytelling, or the creation of story-worlds across serial narratives in a range of entertainment media, such as novels, games, film series/franchises, television shows, comics, and webtoons. This course looks at the ways that media producers and fans, alike, engage with media worlds. More importantly, the course situates these media worlds within a broader conception of "world-making," namely, the geopolitical and economic configuration of modern East Asia.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- **Communication:** notably; **Critical and Creative Thinking:** notably; **Information Literacy:** slightly
- **Quantitative Reasoning:** none; **Social and Ethical Responsibility:** slightly

**Experiential Learning:**
- **Research:** none; **Other:** none

**Rationale:**

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**

**Instructor:**
- Michelle Cho (in 2019-2020 - can be taught by multiple EAS faculty)
# EAS198H1: Martial Arts in East Asian Narratives

**Contact Hours:**

*Seminar:* 24

**Description:**

What can we learn about East Asian history and culture through its rich tradition of narratives featuring the martial arts? This course introduces short stories and novels dealing with combat and warfare from nearly two thousand years of East Asian literature, exploring issues such as self and society, gender, power, the body, and identity. All texts will be provided in translation, and no prior knowledge of any East Asian language or culture is necessary.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

*Communication:* notably; *Critical and Creative Thinking:* notably; *Information Literacy:* slightly

*Quantitative Reasoning:* none; *Social and Ethical Responsibility:* slightly

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**

**Instructor:**

Graham Sanders (in 2019-2020 - can be taught by multiple EAS faculty)
EAS199H1: Thinking through Art in Chinese Culture

**Contact Hours:**
- *Seminar:* 24

**Description:**
This seminar explores different visions and methods of thinking art as ways of living, knowing and willing in Chinese culture, by critically examining various theoretical texts on arts and literature, in the form of special treatises and as recorded in the Classics. Theoretical discussion and textual analysis will provide students with knowledge and research skills on arts in Chinese culture and their development along Chinese intellectual history. Questions to be investigated include: How should we understand the concept of Chinese art beyond representation? How did Chinese literati pursue the sense of beauty through poetry and painting? What are the political and social functions of art education in Chinese culture? How to see the beauty of landscape (*shanshui*, or Mountain and Water) in garden and in nature? What are the universal figures of Chinese artists in the global cultural context?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- *Communication:* notably; *Critical and Creative Thinking:* notably; *Information Literacy:* slightly
- *Quantitative Reasoning:* none; *Social and Ethical Responsibility:* slightly

**Experiential Learning:**
- *Research:* none; *Other:* none

**Rationale:**

**Consultation:**

**Resources:**
- *Budget Implications:* The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**
**Instructor:**

Johanna Liu (in 2019-2020 - can be taught by multiple EAS faculty)
4 New Courses:

**FCS196H1: Exploring Linguistic Variation in Spoken French**

| Contact Hours: |  
| --- | --- |
| *Seminar:* 24 |

**Description:**

“‘R texting n tweeting like’ ruining the language? Do young people speak differently than older people? Are teenagers causing language change? How do we adapt the way we speak in certain situations? Are some varieties of French better than others? In this practical introduction to variationist sociolinguistics, we will investigate these and similar questions through the analysis of linguistic variation and change in multiple varieties of French. No knowledge of French is necessary.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

- *Communication:* extensively; *Critical and Creative Thinking:* notably; *Information Literacy:* notably
- *Quantitative Reasoning:* notably; *Social and Ethical Responsibility:* notably

**Experiential Learning:**

- *Research:* none; *Other:* none

**Rationale:**

The course is a practical introduction to variationist sociolinguistics through the analysis of linguistic variation and change in multiple varieties of French. It provides students with an awareness of language use and social factors such as socio-economic status, types of situation, and speaker gender and it connects to courses offered by the Department of French such as FRE379H1S Sociolinguistics of French.

**Consultation:**

**Resources:**

*Budget Implications:* The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
French (FAS), Department of

Estimated Enrolment:

Instructor:
Laura Kastronic

FCS197H1: Pleasure, Pain and Nostalgia in Belle Époque

Contact Hours:
* Lecture: 24

Description:
This course will explore ideas and cultural representations of 19th century France through examples from art, philosophy, and literature with an emphasis on the critical discussion of two literary narratives that challenged tradition and authority: Flaubert’s “Madame Bovary” and Maupassant’s “Bel-amí”.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

Competencies:
* **Communication**: extensively; **Critical and Creative Thinking**: extensively; **Information Literacy**: notably
* **Quantitative Reasoning**: slightly; **Social and Ethical Responsibility**: notably

Experiential Learning:
* **Research**: notably; **Other**: none

Rationale:
The interdisciplinary approach used in this course will familiarize students with the literary themes of “guilt” and “self-quest” as well as with the inherent philosophical tension between “pleasure” and “guilt”. Multimedia presentations, print and online materials and selections from Fernando Trueba’s 1992 film “Belle époque” will encourage Arts and Science first year students to discuss, read, write and research the bohemian culture of “La belle époque”.

Consultation:
Yes. The content of the proposed FYF courses has been discussed with specific course instructors who have been previously taught French Cultural Studies courses.

Resources:
* **Budget Implications**: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable: 8
FCS198H1: Dreaming of Future Worlds: The Making of Modernity in 19th-Century France

Contact Hours:
  Lecture: 24

Description:
This interdisciplinary course will analyze the different forms of the imagination of future and the debates between different conceptions of modernity in 19th-century France. From different perspectives, the students will be invited to reflect on the role of utopian imagination, on the emergence of social sciences, and on the force of the philosophies of progress.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Thought, Belief and Behaviour (2)

Distribution Requirements:
  Humanities

Competencies:
  Communication: extensively; Critical and Creative Thinking: notably; Information Literacy: notably
  Quantitative Reasoning: notably; Social and Ethical Responsibility: notably

Experiential Learning:
  Research: notably; Other: none

Rationale:
Arts and Science first year students will have the opportunity to explore the French culture of the 19th century and its fundamental role in shaping our conceptions of modernity. By focusing on utopian, scientific, literary texts and by interpreting images, they will discover the multiple facets of the imagination of future in 19th-century France and its impacts on the transformation of reality.

Consultation:
Yes. The content of the proposed FYF courses has been discussed with specific course instructors who have been previously taught French Cultural Studies courses.

Resources:
  Budget Implications: The academic unit will provide the resources required for this course from existing budget.
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<th><strong>Overlap with Existing Courses:</strong></th>
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| **Programs of Study for Which This Course Might be Suitable:** |

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<th><strong>Estimated Enrolment:</strong></th>
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<table>
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<tr>
<th><strong>Instructor:</strong></th>
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<tr>
<td>Andrea Lanza</td>
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**FCS199H1: Francophone Indigenous Voices from Quebec**

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<th><strong>Contact Hours:</strong></th>
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<tr>
<td><strong>Seminar:</strong> 24</td>
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<th><strong>Description:</strong></th>
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<tr>
<td>This course will explore Indigenous arts and literature from Quebec, from 1975 until present day. We will examine the ways in which these contemporary francophone artists re-write colonial histories, assert Indigenous cultural sovereignty, make place for Indigenous languages, and represent positive interpersonal relationships. The course will draw from a variety of literary genres (poetry, short story, essay, autobiography, historical fiction) as well as visual art and cinema. In addition, the works considered will be by artists from diverse nations (Wendat, Cri, Innu, Algonquin, Métis). In these ways, students will come to understand the many diverse forms of the contemporary Indigenous “renaissance.”</td>
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<th><strong>Prerequisites:</strong></th>
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<th><strong>Corequisites:</strong></th>
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<th><strong>Exclusions:</strong></th>
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| **Recommended Preparation:** |

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<th><strong>Breadth Requirements:</strong></th>
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<tr>
<td>Society and its Institutions (3), Creative and Cultural Representations (1)</td>
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<th><strong>Distribution Requirements:</strong></th>
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<tr>
<td>Humanities</td>
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<tr>
<th><strong>Competencies:</strong></th>
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<tr>
<td>Communication: extensively; Critical and Creative Thinking: notably; Information Literacy: notably; Quantitative Reasoning: notably; Social and Ethical Responsibility: notably</td>
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<tr>
<th><strong>Experiential Learning:</strong></th>
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<td>Research: notably; Other: none</td>
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<th><strong>Rationale:</strong></th>
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<tr>
<td>This course will introduce students to a variety of themes explored by Indigenous writers and artists. Our discussions will be informed by the writings of Indigenous literary and cultural critics. Students will learn how to conduct research in this field in an ethical manner and will be taught to adopt respectful methodologies for the analysis of the works. Students will develop their capabilities in textual analysis, research and critical analysis.</td>
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<th><strong>Consultation:</strong></th>
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<td><strong>Resources:</strong></td>
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<td><strong>Budget Implications:</strong></td>
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<td><strong>Overlap with Existing Courses:</strong></td>
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<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<td><strong>Estimated Enrolment:</strong></td>
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<td><strong>Instructor:</strong></td>
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# 4 New Courses:

**ITA196H1: Image and Text in Medieval and Renaissance Italian Culture**

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<th>Contact Hours:</th>
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<tr>
<td><strong>Lecture:</strong> 24</td>
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**Description:**

The course will explore various aspects of the interaction between literature and the visual arts in Italy from the Middle Ages to the end of the Renaissance. The focus will be on the intersection between the literary and visual modes of perception in the works of representative Italian authors from the Fourteenth to the Sixteenth Centuries.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

- **Communication:** extensively;
- **Critical and Creative Thinking:** extensively;
- **Information Literacy:** notably
- **Quantitative Reasoning:** none;
- **Social and Ethical Responsibility:** slightly

**Experiential Learning:**

- **Research:** none;
- **Other:** none

**Rationale:**

This is one of four H1 ITA First-Year Foundations proposals.

**Consultation:**

NO

**Resources:**

NONE

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

None

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**
ITA197H1: The Fine Art of Murder: Reading Detective Fiction

Contact Hours:
   Lecture: 24

Description:
   Since its inception in the Nineteenth century, detective fiction has been one of the most popular literary genres, proving adept at both entertaining and shining a critical light on social and political problems. This course will explore the many faces of detective fiction addressing questions such as: Why does crime hold such a fascination for modern audiences? What kind of pleasure do we derive from reading stories that often follow established conventions and rules? What do these novels about crime and punishment tell us about broader social and political issues?

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities

Competencies:
   Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
   Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

Experiential Learning:
   Research: none; Other: none

Rationale:
   This is one of four H1S ITA First-Year Foundations Seminars course proposals. This was previously offered as a CCR 199.

Consultation:
   NONE. It was offered for 15 years.

Resources:
   NONE
   Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
   NONE

Programs of Study for Which This Course Might be Suitable:
   NONE

Estimated Enrolment: 13
**ITALIAN STUDIES (FAS), DEPARTMENT OF**

**Instructor:**
Prof. Luca Somigli

**ITA198H1: Machiavelli and Machiavellianism**

**Contact Hours:**
- **Lecture:** 24

**Description:**
An examination of Machiavelli’s political doctrine in *The Prince* and the development of his ideas in politics, ethics and the arts. Special attention will be paid to the enduring relevance of his legacy in the modern world.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
- Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

**Experiential Learning:**
- Research: none; Other: none

**Rationale:**
This is one of four H1 ITA First-Year Foundations Seminars proposals.

**Consultation:**
Yes. Victoria College was consulted.

**Resources:**
- NONE

**Budget Implications:**
The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
- NONE

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**

**Instructor:**
## ITA199H1: The Church in Italian Culture

| Contact Hours: | Lecture: 24 |
| Description: | The course will explore the role of the Church in the history of Italian culture, including the literary, visual and performative arts. Special attention will be paid to its seminal functions in different periods of the history of Italy. |
| Prerequisites: | |
| Corequisites: | |
| Exclusions: | |
| Recommended Preparation: | |
| Breadth Requirements: | Creative and Cultural Representations (1) |
| Distribution Requirements: | Humanities |
| Competencies: | Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably |
| | Quantitative Reasoning: none; Social and Ethical Responsibility: slightly |
| Experiential Learning: | Research: none; Other: none |
| Rationale: | This is one of four H1 ITA proposals for First-Year Foundations Seminars. |
| Consultation: | Yes, with SMC. |
| Resources: | NONE |
| | Budget Implications: The academic unit will provide the resources required for this course from existing budget. |
| Overlap with Existing Courses: | NONE |
| Programs of Study for Which This Course Might be Suitable: | |
| Estimated Enrolment: | |
| Instructor: | Prof. Domenico Pietropaolo |
## 5 New Courses:

### LIN195H1: Babel: Language in the Mind of Speakers

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<th>Contact Hours:</th>
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<tr>
<td><strong>Lecture:</strong> 24</td>
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<th>Description:</th>
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<td>What is the relation between language and thought? In this course we examine how language is represented in our minds, and how language and cognitive processes interact. While the link between words and meanings is arbitrary and reflects culture, language is considered to be a universal property of our species. We will examine the place of language in the architecture of the mind; the debates about the universality of language structure vs. linguistic relativism; and how language and thought interact in children’s development.</td>
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<th>Prerequisites:</th>
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<th>Corequisites:</th>
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<th>Breadth Requirements:</th>
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<tr>
<td>Thought, Belief and Behaviour (2)</td>
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<tr>
<td>Social Science</td>
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<tr>
<th>Competencies:</th>
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<tr>
<td><strong>Communication:</strong> extensively; <strong>Critical and Creative Thinking:</strong> notably; <strong>Information Literacy:</strong> notably</td>
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<td><strong>Quantitative Reasoning:</strong> slightly; <strong>Social and Ethical Responsibility:</strong> slightly</td>
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<th>Experiential Learning:</th>
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<td><strong>Research:</strong> notably; <strong>Other:</strong> none</td>
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<th>Rationale:</th>
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<td>new 199 course as we migrate the TBBs</td>
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<table>
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<tr>
<th>Resources:</th>
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<tr>
<td>instructor, computer projector in class</td>
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<th><strong>Budget Implications:</strong></th>
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<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<th>Overlap with Existing Courses:</th>
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<td>some possible overlap with one NEW1 course</td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<td>LIN, Cognitive Science</td>
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<th>Estimated Enrolment:</th>
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<td>16</td>
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LIN196H1: Language and Communication

Contact Hours:
Lecture: 24

Description:

We will explore the ways in which information is communicated in conversation. We will consider systematic ways in which what a speaker intends to communicate with language goes beyond what one says in conversation. The goal of the course is to investigate the ways in which speakers rely on knowledge of language and implicit “rules” to enrich and transform the literal content of someone’s utterance.

Students will familiarize themselves with some fundamental concepts in linguistic semantics and pragmatics. They will develop analytic skills necessary to analyze a text in an academic context and beyond.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Social Science

Competencies:
Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: slightly
Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

Experiential Learning:
Research: none; Other: none

Rationale:
migration of TBB 199 course

Consultation:

Resources:
instructor, projector in classroom

Budget Implications: The academic unit will provide the resources required for this course from existing budget.
LIN197H1: Language and Social Justice

Contact Hours:
- Lecture: 24

Description:
This course explores how language is used to construct and reinforce unjust social structures. Topics may include: the underlying sexism, classism, racism, and ableism of prestige dialects and prescriptive language education; the history and consequences of national language movements; language endangerment, documentation, and revival; sign languages and language rights for the deaf and hard-of-hearing; popular media representations of linguistic variation, especially vocal fry, uptalk, and regional accents; and the relationships between language and sex, gender identity, and sexuality.

Students will develop research, analytic, and writing skills through critique and discussion of assigned texts, independent research projects, and regular written and oral presentation of their work.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Thought, Belief and Behaviour (2)

Distribution Requirements:
- Social Science

Competencies:
- Communication: extensively; Critical and Creative Thinking: notably; Information Literacy: notably
- Quantitative Reasoning: none; Social and Ethical Responsibility: extensively

Experiential Learning:
- Research: notably; Other: none

Rationale:
Migration of existing TBB199 course
**Linguistics (FAS), Department of**

**Consultation:**

**Resources:**
- instructor, computer projector in classroom

**Overlap with Existing Courses:**
- No known overlap with any other courses in other departments

**Programs of Study for Which This Course Might be Suitable:**
- LIN

**Estimated Enrolment:**
- 24

**Instructor:**
- Nathan Sanders

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**LIN198H1: Language Diversity**

**Contact Hours:**
- **Lecture:** 24

**Description:**

There are estimated to be about 7000 languages currently spoken in the world. What do they have in common? In what ways are they different? This course will explore these questions, covering such topics as meaning, sound systems, the structure of words, the order of words in sentences, question formation, concepts such as subject and object, tense systems, pronoun systems. We will also discuss language loss and revival. Students will develop analytic skills as they consult published grammars and other resources to address these issues. Students will share their findings through oral and written presentation. Examples will be drawn from a wide range of languages.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

**Competencies:**
- Communication: none;
- Critical and Creative Thinking: none;
- Information Literacy: none;
- Quantitative Reasoning: none;
- Social and Ethical Responsibility: none

**Experiential Learning:**
- Research: none;
- Other: none

**Rationale:**
- Migration of TBB199 course
Consultation:  

Resources:  
- instructor, free online resources such as the World Atlas of Language Structures.

Overlap with Existing Courses:  
LIN offers a higher level course on a similar topic (LIN306), but where considerable linguistic theoretical preparation is required. This course has no prerequisites.

Programs of Study for Which This Course Might be Suitable:  

Estimated Enrolment:  

Instructor:  
Guillaume Thomas

LIN199H1: Exploring Heritage Languages

Contact Hours:  
*Lecture*: 24

Description:  
We will explore how speakers use [Heritage Languages in Toronto](#), using data recently collected in the GTA, so students should be familiar with one of these languages. We will collect, organize and interpret information about heritage languages in Toronto. We will look for speech patterns that differentiate first, second and third generation speakers in Toronto from corresponding speakers in their countries of origin, and look at the effects of cultural and language attitudes and usage.

Students will develop analytic skills as they explore a range of research methods and resources to address these issues. Students will share their findings through oral and written presentation, including online formats.

Prerequisites:  

Corequisites:  

Exclusions:  

Recommended Preparation:  

Breadth Requirements:  
- Thought, Belief and Behaviour (2)

Distribution Requirements:  
- Social Science

Competencies:  
- *Communication*: extensively; *Critical and Creative Thinking*: notably; *Information Literacy*: notably
<table>
<thead>
<tr>
<th><strong>Linguistics (FAS), Department of</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Quantitative Reasoning:</strong> slightly; <strong>Social and Ethical Responsibility:</strong> slightly</td>
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<tr>
<td><strong>Experiential Learning:</strong></td>
</tr>
<tr>
<td><strong>Research:</strong> notably; <strong>Other:</strong> none</td>
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<tr>
<td><strong>Rationale:</strong></td>
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<tr>
<td>rollover of existing TBB 199 course</td>
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<tr>
<td><strong>Consultation:</strong></td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>instructor. computer projector in class</td>
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<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
</tr>
<tr>
<td>some overlap possible with one NEW1 course, but only a small subset of topics in each.</td>
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<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<td><strong>Estimated Enrolment:</strong></td>
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<tr>
<td>24</td>
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<tr>
<td><strong>Instructor:</strong></td>
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<tr>
<td>Naomi Nagy</td>
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</table>
3 New Courses:

**MAT197H1: Math and Magic**

**Contact Hours:**

*Seminar: 24*

**Description:**

In this course we will look at magic tricks! Not just any magic tricks, but ones that involve only Mathematics and maybe a flair for the presentation. Some magic tricks involve only elementary Mathematics, others involve very deep Mathematics. In the discussions, we will talk about the tricks and the Mathematics behind them.

**Prerequisites:**

High school level algebra.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

The Physical and Mathematical Universes (5)

**Distribution Requirements:**

Science

**Competencies:**

*Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly Quantum Reasoning: notably; Social and Ethical Responsibility: none*

**Experiential Learning:**

*Research: none; Other: none*

**Rationale:**

Students learn about Mathematics through magic tricks. Students work on topics such as: permutations, bases, invariants, probability, de Bruijn sequences, Gilbreath principle, error correcting codes, Erdos-Szekeres theorem.

**Consultation:**

Internal only in the math department.

**Resources:**

In class, students work together, so a classroom that allows for easy collaboration between 2-4 students.

**Overlap with Existing Courses:**

None.

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**

30

**Instructor:** 22
# MAT198H1: Cryptology: The Mathematics of Secrecy and Security

**Contact Hours:**
- **Seminar:** 24

**Description:**
How do we send our own confidential information through secure channels, and how can we break codes to uncover the secret information of our adversaries? The mathematical field of cryptology is dedicated to answering such questions. In this course we will study breakthroughs in cryptology, from secret messages in the ancient world and the Enigma cipher in World War II, to modern cryptosystems that facilitate online commerce. Along the way, you will develop a sophisticated understanding of how numbers interact and develop the ability to communicate messages secretly and mathematics clearly.

**Prerequisites:**
High school level algebra.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
The Physical and Mathematical Universes (5)

**Distribution Requirements:**
Science

**Competencies:**
- Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly
- Quantitative Reasoning: notably; Social and Ethical Responsibility: slightly

**Experiential Learning:**
- Research: none; Other: none

**Rationale:**
This course proposal is for a new First-Year Foundations seminar.

The fundamental problems of cryptology fascinate many students, as they are relevant, relatable, easy to understand, and have an air of mystery around them. These problems may be used as a vehicle to understand our number system in a deeper and more thorough way and to improve students' mathematical and logical thinking skills. The proposed course would provide an inviting entry-point to looking at substantial problems in higher mathematics, even for students who do not have a strong mathematical background in high school. Studying cryptology allows students to learn about the active nature of contemporary mathematics, to do authentic mathematics, to develop new modes of mathematical thought, and to communicate their work with others. The field is also fundamentally interdisciplinary, and the course will touch on problems from fields as diverse as computer science, history, ethics, and languages.

By the end of the class, students will have a deeper understanding of discrete mathematics and number theory. They will also understand how to translate problems into a useful mathematical framework, gain an appreciation for modern mathematics, form and critique mathematical arguments, and communicate mathematics with greater clarity.
Significant Learning Goals:
1. understand the value of having different methods of encryption, including both private key and public key methods
2. identify multiple methods for encrypting and decrypting messages
3. understand how tools from mathematics are used to make and break cryptographic systems
4. analyze and evaluate the strengths and weaknesses of a given cryptographic system
5. construct and communicate rigorous mathematical arguments
6. connect the study of cryptology to significant events in history and the modern world
7. identify how cryptology is used in contemporary daily life
8. come to see yourself as a capable user of mathematics
9. value understanding why mathematical and quantitative concepts make sense
10. be able to read mathematical and quantitative texts independently for learning
11. understand the necessity of solving a variety of problems to gain understanding

Consultation:
Internal within the math department. This course is based on a first-year seminar the faculty member taught at another university.

Resources:
None.

Overlap with Existing Courses:
There is some overlap in content with Computer Science (e.g. “CSC2426 Fundamentals of Cryptography”, a graduate course), History, and the Faculty of Information. However, the level at which the material is taught (as a first-year seminar) and the mathematical lens that it is taught with is unique. These topics are not usually included in first-year courses.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
30.

Instructor:
Sarah Mayes-Tang and others.

MAT199H1: Puzzles, Mind, and Math

Contact Hours:
Seminar: 24

Description:
The course is offered in a seminar/workshop format. Each week students solve puzzles, and develop initial and essential intuitions for the fundamental ideas of each puzzle. Then in the lectures and through the reading materials, the mathematical foundations of each puzzle are studied. Students learn to apply mathematical techniques to strengthen and generalize the puzzles, and to enrich their initial problem solving intuitions.

Topics covered include mathematics of numbers, counting, base and modular arithmetic, geometry and geometric constructions, graph theory, games, decision theory, logic puzzles, and recursion.

Prerequisites:
High school level algebra

Corequisites:
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<th>Breadth Requirements:</th>
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<tr>
<td>The Physical and Mathematical Universes (5)</td>
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<th>Distribution Requirements:</th>
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<td>Science</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: notably; Critical and Creative Thinking: notably; Information Literacy: none</td>
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<td>Quantitative Reasoning: notably; Social and Ethical Responsibility: none</td>
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<th>Experiential Learning:</th>
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<td>Research: none; Other: none</td>
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<th>Rationale:</th>
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<tr>
<td>The course is geared toward active, deep learning of the fundamental mathematical skills, essential in Analytical thinking. The use of puzzles helps with initiating problem solving intuitions, which can then be enriched and consolidated through mathematical training. The multi-disciplinary nature of the topics covered in the course helps with broadening the analytical vision and wisdom of the students of general background and various area of study.</td>
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<th>Consultation:</th>
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<th>Overlap with Existing Courses:</th>
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<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<th>Instructor:</th>
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<tr>
<td>Soheil Homayouni and others</td>
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4 New Courses:

**NMC196H1: Law and Order in the Ancient Near East**

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<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 24</td>
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**Description:**

Are human beings basically evil or good? What creates order in society? Coercion? Religion? Can societies operate without law? This course explores different systems of authority and control through ancient texts, focusing on the very first ideas of law in human history. We examine actual law codes, court cases on real estate disputes and conspiracy to commit murder and rape, as well as alternative means of regulating communities such as ideology, ritual and magic. While most courses on ancient law approach the topic from the perspective of modern concerns, this course situates the first law in its own historical, social and political context.

**Prerequisites:**

none

**Corequisites:**

none

**Exclusions:**

none

**Recommended Preparation:**

none

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

- Communication: notably
- Critical and Creative Thinking: extensively
- Information Literacy: notably
- Quantitative Reasoning: slightly
- Social and Ethical Responsibility: extensively

**Experiential Learning:**

- Research: none
- Other: none

**Rationale:**

This proposed course engages on a deep level with primary source material relating to a topic of immense current relevance. It introduces students to analytical approaches of broad relevance to the Humanities through the examination of law in a specific cultural context, one that forms the basis for many of our own ideas about the role of law in society. In this sense the course has relevance both for the study of the ancient Near East and also for the understanding of our own approaches to legal issues and the nature of our society.

**Consultation:**

Proposal approved by the Undergraduate Affairs Committee of NMC (which includes student representation).

**Resources:**

- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

none
<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>NMC, History, Anthropology</td>
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<tr>
<th>Instructor:</th>
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<tr>
<td>Anne Porter</td>
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**NMC197H1: Myth and History in the Bible**

**Contact Hours:**

*Seminar:* 24

**Description:**

Reading the Bible is easy, but reading it well isn’t. Should we read its stories as history? All of it? Or perhaps only part of it? If so, which parts? And if some parts aren’t meant to be read as history, then what are they? Was Jonah really swallowed by a large fish? Did the sun and moon stand still for Joshua? Did Moses really part the Red Sea? Did Jesus really raise Lazarus from the dead? Are miracles necessarily fiction? In this seminar, we will read together many of the most colourful stories of the Bible, sometimes alongside similar stories from the cultural context of ancient Israel, and discuss what genre (history, myth, legend, folktale) they belong to and how this affects our reading of these texts.

**Prerequisites:**

none

**Corequisites:**

none

**Exclusions:**

none

**Recommended Preparation:**

none

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

*Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably

*Quantitative Reasoning:* none; *Social and Ethical Responsibility:* notably

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

As a course that provokes deep discussion about how the Bible is typically read versus how it ought to be read (as established by its own literary features), this course will be both interesting in general and beneficial to students in the Humanities. It engages with primary source material and will involve students in the challenges of interpreting this material. In addition, the course will introduce students to NMC through the study of myth and history, and may contribute also to encouraging further studies in Hebrew.

**Consultation:**

Proposal approved by the Undergraduate Affairs Committee of NMC (which includes student representation).

**Resources:**

27
**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
none

**Programs of Study for Which This Course Might be Suitable:**
NMC, History

**Estimated Enrolment:**
25

**Instructor:**
Robert Holmstedt

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**NMC198H1: Iranian Women Reveal their Lives: the First Generation**

**Contact Hours:**
*Seminar:* 24

**Description:**
The narrative of women speaking out begins in Iran in the first decades of the 20th century. In this course, we will look at an early generation of educated Iranian females who although from varied backgrounds have a common desire to make their lives public. We will refer to a mix of sources including memoirs, interviews and poems to explore how feminist aspirations are repressed or expressed in a society dominated by patriarchal values. We will analyse how a woman’s childhood experience affects her personal expectations for the future and whether the cultural environment restricted this generation or encouraged women to make a social contribution.

**Prerequisites:**
none

**Corequisites:**
none

**Exclusions:**
none

**Recommended Preparation:**
none

**Breadth Requirements:**
Creative and Cultural Representations (1)

**Distribution Requirements:**
Humanities

**Competencies:**
*Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably

*Quantitative Reasoning:* slightly; *Social and Ethical Responsibility:* notably

**Experiential Learning:**
*Research:* none; *Other:* none

**Rationale:**
This course has been taught as a First-year seminar previously and has been quite successful. It introduces students to one of the major areas covered in NMC, and introduces analytical approaches to the study of a major culture of the Middle East through primary sources. In this respect it is an excellent foundation for further study in the Humanities.

**Consultation:**
Near & Middle Eastern Civilizations (FAS), Department of

Proposal approved by the Undergraduate Affairs Committee of NMC (which includes student representation). The course has been taught for several years and student evaluations have been strong.

<table>
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<th>Resources:</th>
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<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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<th>Overlap with Existing Courses:</th>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>NMC, Diaspora and Transnational Studies, History</td>
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<th>Estimated Enrolment:</th>
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<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Rivanne Sandler</td>
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**NMC199H1: Babylon: Fact vs. Fiction**

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<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 24</td>
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<th>Description:</th>
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<td>The ancient city of Babylon, now a vast archaeological site in Iraq about 100km south of Baghdad, has captured people’s imagination up to this day. Who has not heard of the Hanging Gardens of Babylon, the Biblical Tower of Babel, or the sci-fi TV series Babylon 5? Yet, how much of that reflects the reality of ancient Babylon? This course will explore the city of Babylon through its texts and archaeology and contrast this data with the way the city has been remembered over the past two thousand years. However, the goal of the course is not only to investigate how myths about Babylon have been constructed throughout the centuries. It will also look at the shortcomings of contemporary academic research on Babylon, and how difficult it is to reconstruct humankind’s distant past.</td>
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<table>
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<tr>
<th>Prerequisites:</th>
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<tr>
<th>Corequisites:</th>
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<tr>
<th>Breadth Requirements:</th>
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<tr>
<td>Creative and Cultural Representations (1)</td>
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<th>Distribution Requirements:</th>
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<tr>
<td>Humanities</td>
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<tr>
<th>Competencies:</th>
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<tr>
<td><em>Communication:</em> notably; <em>Critical and Creative Thinking:</em> extensively; <em>Information Literacy:</em> notably</td>
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<tr>
<td><em>Quantitative Reasoning:</em> slightly; <em>Social and Ethical Responsibility:</em> notably</td>
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<th>Experiential Learning:</th>
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<tr>
<td><em>Research:</em> none; <em>Other:</em> none</td>
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<table>
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<tr>
<th>Rationale:</th>
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</table>
This course has been taught as a First-year seminar previously and has been quite successful. It introduces students to one of the major areas covered in NMC, and more importantly allows them to learn analytical approaches to the study of the ancient world through primary sources. In this respect it is an excellent foundation for further study in the Humanities.

**Consultation:**
Proposal approved by the Undergraduate Affairs Committee of NMC (which includes student representation).

**Resources:**

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
none

**Programs of Study for Which This Course Might be Suitable:**
NMC, History

**Estimated Enrolment:**
24

**Instructor:**
Paul-Alain Beaulieu
2 New Courses:

**NEW198H1: Myths of French Sensuality**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
<th>Seminar: 24</th>
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**Description:**

A study of French cultural history with respect to the French reputation for the indulgence and refinement of all the senses in visual arts, music, cuisine, perfume and fashion. Supporting mythologies are investigated, along with stereotype formation, exoticism and cultural appropriation. Through various research, writing and presentation techniques, including mini-essays, poster displays and pecha kucha, students will explore what is left of this reputation in an era of globalization. No knowledge of French is necessary.

**Prerequisites:**

- 

**Corequisites:**

- 

**Exclusions:**

- 

**Recommended Preparation:**

- 

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
- Quantitative Reasoning: none; Social and Ethical Responsibility: notably

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

The course offers a cultural studies approach to French history through the construction of a cultural identity, combining health and pleasure, excess and moderation, standardization and diversification, innovation and appropriation. The academic roots of this course may be found in Norbert Elias, Roland Barthes and Eugen Weber among others. It extends the objects of academic study to include smell, taste and touch, the senses of propinquity, alongside the more familiar study of the objects of sight and hearing. It introduces students to such communication techniques as short essays on assigned readings, collaborative writing, poster presentations and pecha kucha.

**Consultation:**

Consulted with the Department of French.

**Resources:**

- Budget Implications: The academic unit has received Decanal approval for additional resources required for this course.

**Overlap with Existing Courses:**

No overlap
**NEW199H1: We Are What We Eat: The Example of French Cuisine**

| Contact Hours: |  
|---------------|--  
| **Seminar:** 24 |

**Description:**

The historical study of French cuisine reveals a culture rich in controversy and conflicting narratives. These include contested origins, court intrigues, sensual delight, revolutions, colonialism and slavery, controversial farm practices, haute cuisine, cuisine bourgeoise, regionalism, European regulation. Through various research, writing and presentation techniques, including mini-essays, wikis and pecha kucha, students will explore what is left of French food culture in an era of globalization. No knowledge of French is necessary.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

*Communication:* extensively; *Critical and Creative Thinking:* notably; *Information Literacy:* notably

*Quantitative Reasoning:* none; *Social and Ethical Responsibility:* notably

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

The course offers a cultural studies approach to food through the example of France and its construction of a cultural identity combining health and pleasure, excess and moderation, standardization and diversification, etc. This connects with the New College emphasis on food in other courses. It introduces students to such communication techniques as short essays on assigned readings, collaborative writing, wiki creation, and pecha kucha.

**Consultation:**

Consulted with the Department of French; Equity Studies

**Resources:**

*Budget Implications:* The academic unit has received Decanal approval for additional resources required for this course.
<table>
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<th><strong>Overlap with Existing Courses:</strong></th>
<th>No overlap.</th>
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<tbody>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td>French, Equity Studies</td>
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<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>25</td>
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<tr>
<td><strong>Instructor:</strong></td>
<td>Prof. David Clandfield</td>
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4 New Courses:

**PHL196H1: Multiculturalism, Philosophy and Film**

**Contact Hours:**
- Seminar: 48

**Description:**
This course will critically examine the role of cinema in the construction and exploration of the figure of the racial, ethnic, cultural and social "other". Our topics will include (1) racial, ethnic and cultural identity and its reciprocal relationship with cinema, (2) the notion of realism in relation to the representation of race and ethnicity in film, (3) the cinematic representation of inter-ethnic and intra-ethnic conflict, (4) the position of cinema in the debate between assimilation and multiculturalism, and (5) the ways in which cinema can help illuminate a cluster of relevant notions in political philosophy including citizenship, communitarianism, cosmopolitanism, and the relation between individual rights and group rights. Films will be screened in class and discussed against the background of focused critical readings.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- Communication: slightly; Critical and Creative Thinking: notably; Information Literacy: none
- Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

**Experiential Learning:**
- Research: none; Other: none

**Rationale:**
We are required to offer 2.0 First-Year Foundation seminars. This seminar was offered under the old first-year seminar system.

**Consultation:**
This course has received approval by the undergraduate chair and the department curriculum committee.

**Resources:**
- Budget Implications: The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
- n/a

**Programs of Study for Which This Course Might be Suitable:**
PHL197H1: Introduction to Philosophical Anthropology

Contact Hours:
  Seminar: 24

Description:
Philosophical anthropology is the subject that poses the most fundamental questions about human nature and the human condition. Taking as its point of departure the most up-to-date scientific understanding of human nature, from anthropology broadly conceived, it goes on to inquire, in a disciplined fashion, about the implications of these views for perennial philosophical questions about human rationality, morality, the possibility of progress, the existence of god and the meaning of life. This course will examine one or more topics in this domain, as a more general introduction to the discipline.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Thought, Belief and Behaviour (2)

Distribution Requirements:
  Humanities

Competencies:
  Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly
  Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

Experiential Learning:
  Research: none; Other: none

Rationale:
We are required to offer 2.0 First-Year Foundation Seminars. This seminar was offered under the old first-year seminar regime.

Consultation:
This course has been approved by the department's curriculum committee.

Resources:
  Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
**Programs of Study for Which This Course Might be Suitable:**
Philosophy, Bioethics

**Estimated Enrolment:**
24

**Instructor:**
Joseph Heath

### PHL198H1: Philosophy of Time

**Contact Hours:**
- **Seminar:** 24

**Description:**

The passage of time is a fundamental aspect of human experience: we are born, we grow older, and eventually we pass away. During our lives our experience of the past, present, and future are distinct. We can influence the world in the present and the future, but it does not seem that we can influence the past. We have hopes about the future, memories of the past, and experiences of the present. In this seminar we will explore insights from contemporary philosophy and physics concerning the nature of the passage of time. Questions to be considered may include the following: What does it mean to say that time passes? Does time really pass at all? How do we experience time? Why can we influence the future but not the past? Is it possible to travel backward in time? Is time even real? What is time?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- The Physical and Mathematical Universes (5)

**Distribution Requirements:**
- Science

**Competencies:**
- **Communication:** none; **Critical and Creative Thinking:** notably; **Information Literacy:** slightly
- **Quantitative Reasoning:** slightly; **Social and Ethical Responsibility:** none

**Experiential Learning:**
- **Research:** none; **Other:** none

**Rationale:**

We are required to offer 2.0 First-Year Foundation Seminars. This seminar can act as a bridge for humanities students interested in sciences and vice versa.

**Consultation:**

This course has approval from the department’s undergraduate curriculum committee.

**Resources:**

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
PHIL199H1: Trump, the Rule of Law and the Rise of Illiberal Democracy

Contact Hours:

Seminar: 24

Description:

This seminar will examine the important idea in our culture of the rule of law - the idea that there is a virtue to having what the state can do to its subjects governed by law. It will investigate concrete examples of what happens when the rule of law is put under stress, as is arguably the case under the Trump administration. It will also examine the way in which these developments are related to the rise of what gets called 'illiberal democracy', a notion celebrated by Victor Orban in Hungary, and by other Central and Eastern European politicians.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Humanities

Competencies:

Communication: none; Critical and Creative Thinking: notably; Information Literacy: slightly
Quantitative Reasoning: none; Social and Ethical Responsibility: extensively

Experiential Learning:

Research: none; Other: none

Rationale:

We are required to offer 2.0 First-Year Foundation Seminars. This seminar was offered under the old first-year seminar regime.

Consultation:

This course has approval from the department's undergraduate curriculum committee.

Resources:

Budget Implications: The academic unit will provide the resources required for this course from existing budget.
<table>
<thead>
<tr>
<th>Philosophy (FAS), Department of</th>
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<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
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<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<tr>
<td>Philosophy and Bioethics</td>
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<tr>
<td><strong>Estimated Enrolment:</strong></td>
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<tr>
<td><strong>Instructor:</strong></td>
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<tr>
<td>David Dyzenhaus</td>
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3 New Courses:

**PHY197H1: Modern Physics for the Curious**

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<th>Contact Hours:</th>
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<tr>
<td>Seminar: 24</td>
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**Description:**

Have you wondered about the origin and workings of the natural world around us? Have you found physical science interesting but inaccessible because it was too full of math and jargon? Have you felt a pull to become more science-literate? If so, this seminar course is for you -- or for anyone interested in understanding more about the universe, including our planet, seen through the lens of modern physics. Ideas on the menu will include: particle physics, space and time, relativity, black holes, quantum physics, unification forces, string theory, and big bang cosmology. The intriguing story of these integrated phenomena unfolds over a wide distance and a long time. No prior experience with physical science will be required, but familiarity with Grade 10 mathematics will be assumed. Students from diverse academic backgrounds are warmly welcome.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

The Physical and Mathematical Universes (5)

**Distribution Requirements:**

Science

**Competencies:**

*Communication*: none; *Critical and Creative Thinking*: none; *Information Literacy*: none

*Quantitative Reasoning*: none; *Social and Ethical Responsibility*: none

**Experiential Learning:**

*Research*: none; *Other*: none

**Rationale:**

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
Estimated Enrolment:

Instructor:
Professor A.W. Peet

PHY198H1: Physics at the Cutting Edge

Contact Hours:
$Lecture: 24$ / $Seminar: 12$

Description:
A limited enrollment seminar course for First Year Science students interested in current research in Physics. Students will meet active researchers studying the universe from the centre of the earth to the edge of the cosmos. Topics may range from string theory to experimental biological physics, from climate change to quantum computing, from superconductivity to earthquakes. The course may involve both individual and group work, essays and oral presentations.

Prerequisites:
PHY151H1

Corequisites:
PHY152H1, MAT137Y1/MAT157Y1

Exclusions:

Recommended Preparation:

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

Competencies:

- $Communication$: none; $Critical and Creative Thinking$: none; $Information Literacy$: none
- $Quantitative Reasoning$: none; $Social and Ethical Responsibility$: none

Experiential Learning:

- $Research$: none; $Other$: none

Rationale:
This seminar is intended for students who are serious about physics, hence the prerequisite and corequisites. If allowed, it will replace PHY289H1S which we have been offering successfully for several years now. The students get a chance to meet with the weekly colloquium speakers, so an enrolment of more than 30 is not possible.

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
PHY199Y1: Dark Matter and Dark Energy are the New Black

Contact Hours:
Seminar: 48

Description:

It is now 90 years since astronomers found the first evidence for a form of matter that wasn't part of the stars in our galaxies, but rather is "dark" and has a gravitational attraction to ordinary matter. Other lines of evidence lead us to believe that there is six times more dark matter than the ordinary matter we are familiar with. Despite this, we have no credible, direct evidence for what this dark matter might be. It is one of the biggest puzzles in particle physics and cosmology. In the last decade, we have also discovered that something else is going on – the universe appears to be filled with "dark energy" that causes the expansion of our universe to speed up instead of slowdown. We will discuss what we know about the hypotheses of dark matter and dark energy, and the debates about what might really be going on. Are we seeing science in crisis, with a revolution just around the corner, or is this just the "normal science" talked about by Kuhn and other philosophers of science? Participants will be expected to participate in seminar-style discussions, as well as take the lead on at least one topic of discussion.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

Competencies:
Communication: none; Critical and Creative Thinking: none; Information Literacy: none
Quantitative Reasoning: none; Social and Ethical Responsibility: none

Experiential Learning:
Research: none; Other: none

Rationale:

Consultation:

Resources:

Overlap with Existing Courses:
Physics (FAS), Department of

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<th>Programs of Study for Which This Course Might be Suitable:</th>
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<td>Estimated Enrolment:</td>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Professor Pekka Sinervo</td>
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</tbody>
</table>
2 New Courses:

**POL198Y1: Social Justice and the City**

| Contact Hours: | Seminar: 48 |
| Description: |
| Who benefits and who loses from urban transformation? This course is an introduction to the concept of social justice from an urban perspective. It will highlight how unequal relations of race, class, gender, sexuality, and ability operate through the urban environment, and how these conditions can be contested through political mobilization. A variety of cases from cities around the world are used to explore issues related to segregation, gentrification, policing, migration, and access to public spaces and services. |

| Prerequisites: |
| Corequisites: |
| Exclusions: |

| Recommended Preparation: |
| Breadth Requirements: |
| Society and its Institutions (3) |
| Distribution Requirements: |
| Social Science |

| Competencies: |
| Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: notably |
| Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively |

| Experiential Learning: |
| Research: none; Other: none |

| Rationale: |
| This course provides an introduction to urban politics through the lens of social justice. It combines political theoretical and comparative politics approaches. It examines a variety of theories of justice, and looks at how these can illuminate urban processes globally. |

| Consultation: |

| Resources: |
| Budget Implications: The academic unit will provide the resources required for this course from existing budget. |

| Overlap with Existing Courses: |

| Programs of Study for Which This Course Might be Suitable: |
Political Science (FAS), Department of

**Estimated Enrolment:**
- 30

**Instructor:**
- Theresa Enright

**POL199Y1: Utopias and Dystopias**

**Contact Hours:**
- *Tutorial:* 24  /  *Seminar:* 48

**Description:**
- This course explores alternative visions of good and bad social, economic and political orders. Students are expected to think about how work, income, and power should be allocated, what social norms regarding gender and sexuality should prevail, how children should be raised and educated, and so on.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Society and Its Institutions (3), Thought, Belief, and Behaviour (2)

**Distribution Requirements:**
- Social Science

**Competencies:**
- *Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* slightly
- *Quantitative Reasoning:* none; *Social and Ethical Responsibility:* extensively

**Experiential Learning:**
- *Research:* none; *Other:* none

**Rationale:**
- This course raises fundamental normative questions about social institutions and practices. As such, it enables students to see both the importance of understanding how political and social institutions work in various contexts and the variability of the standards by which political and social institutions are judged. These are topics that are pursued in depth in upper level courses in political science.

**Consultation:**

**Resources:**
- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
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<th>Instructor:</th>
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<tr>
<td>Joseph Carens</td>
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4 New Courses:

**PSY196H1: Critical Periods, Brain Plasticity and Development**

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<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 24</td>
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**Description:**

This course will ask how changes in the developing brain can influence our understanding of how humans learn. To answer this question, we will learn about how the brain changes and about how learning changes. We will dig into brain plasticity and ask how this influences “critical” or “sensitive” periods for learning: a phenomenon whereby learning can only take place during a particular time in an organism’s life. We will explore learning in a number of different ways including learning in sensory and motor systems and the development of multiple aspects of learning and memory. In all cases, we will ask how changes in the developing brain impact learning outcomes.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Living Things and Their Environment (4)

**Distribution Requirements:**

- Science

**Competencies:**

- **Communication:** extensively; **Critical and Creative Thinking:** extensively; **Information Literacy:** notably
- **Quantitative Reasoning:** slightly; **Social and Ethical Responsibility:** slightly

**Experiential Learning:**

- **Research:** notably; **Other:** none

**Rationale:**

This course will cover content in psychology, cognitive neuroscience and development. It will include weekly writing assignments, in-class presentations and a term paper. The goal is to incite critical thinking skills by engaging directly with research.

**Consultation:**

N/A

**Resources:**

- Seminar room capable of holding 24 students, plus instructor. Teaching Station/AV equipment required.

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

There is very little overlap with current courses offered by other departments.

**Programs of Study for Which This Course Might be Suitable:**
## Psychology (FAS), Department of

Psychology, Neuroscience, Cognitive Science

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<th>Estimated Enrolment:</th>
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<td>Instructor:</td>
<td>Dr. Amy Finn</td>
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### PSY197H1: The Individual and Society

**Contact Hours:**
- **Seminar:** 24

**Description:**

How does one develop a sense of individuality? Can individual will and freedom be reconciled with the interests of society? Are we determined by society or culture or do we, in some important sense, determine our own behaviour and futures? In this course, we will use classic and contemporary readings from psychology, sociology, anthropology, philosophy, and law to explore general characterizations of the individual and society. Basic questions will be examined in light of these characterizations such as: Is there a universal human nature? Who is a “person”? and What is the ideal society? We will examine these questions in light of various social issues, such as debates about multiculturalism and democracy, whether children have rights to freedom of speech, and women’s equality in society. Throughout the course, the emphasis will be on the different views of the person underlying and informing contrasting perspectives on important social questions.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Thought, Belief and Behaviour (2)

**Distribution Requirements:**
- Science

**Competencies:**
- **Communication:** extensively; **Critical and Creative Thinking:** extensively; **Information Literacy:** notably
- **Quantitative Reasoning:** none; **Social and Ethical Responsibility:** extensively

**Experiential Learning:**
- **Research:** notably; **Other:** none

**Rationale:**

This course will provide students with an introduction to psychological theorists (e.g., Freud, Skinner) and interdisciplinary writings dealing with societal issues. The course will help students to develop written and oral skills and critical thinking through examination of psychological issues and questions having social relevance.

**Consultation:**
- None

**Resources:**

47
Seminar room capable of holding 24 students, plus instructor. Teaching Station/AV equipment required.

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
None known

**Programs of Study for Which This Course Might be Suitable:**
All first-year students, particularly those with an interest in psychology.

**Estimated Enrolment:**
24

**Instructor:**
Dr. Charles Helwig

**PSY198H1: The Psychology of Magic**

**Contact Hours:**  
*Seminar:* 24

**Description:**
Magicians entertain us with their tricks. What appears as “Magic” is based on fundamental aspects of human psychology: visual and auditory perception, decision making, logic, memory, and verbal abilities. In this class, we will consider and discuss the psychological basis of magic tricks and use magic to explore aspects of psychology. The class will require reading of scientific articles and book chapters as well as watching and analyzing magical tricks. The only prerequisite is a curious and critical mind. The course puts great emphasis on writing and on starting to read primary scientific literature.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
Thought, Belief and Behaviour (2)

**Distribution Requirements:**
Science

**Competencies:**
*Communication:* extensively; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably

*Quantitative Reasoning:* none; *Social and Ethical Responsibility:* none

**Experiential Learning:**
*Research:* notably; *Other:* none

**Rationale:**
This course will introduce students to concepts from cognitive psychology and cognitive neuroscience that are applied in stage magic. Students will engage with the class content through focused unconstrained writing, and they will learn how to read and summarize scientific articles.
Consultation:  
N/A

Resources:  
Seminar room capable of holding 24 students, plus instructor. Teaching Station/AV equipment required.  

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:  
None.

Programs of Study for Which This Course Might be Suitable:  
All first-year students, particularly those with an interest in psychology.

Estimated Enrolment:  
24

Instructor:  
Dr. Dirk Bernhardt-Walther

PSY199H1: Psychology and History of Drug Use

Contact Hours:  
Seminar: 24

Description:  
This seminar will examine the historical and contemporary use of drugs. Students will be introduced to the general psychological and neuroscientific mechanisms by which drugs affect human behavior, and explore highlights of current research on drug effects in animals and humans.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:  
Thought, Belief and Behaviour (2)

Distribution Requirements:  
Science

Competencies:  
Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly  
Quantitative Reasoning: slightly; Social and Ethical Responsibility: notably

Experiential Learning:  
Research: none; Other: none

Rationale:  
The course will address multiple perspectives on current society’s relationship with drugs. Namely, the psychological and neuroscientific bases for addiction will be addressed. In addition, current addiction theories that focus on context and experiential factors will also be discussed. This topic is highly relevant today, in the midst of what many consider
to be an “opiate crisis” in North America.

Students will be encouraged to discuss and write about this topic in a way that takes advantage of our small class size. Basic research and writing skills will be developed in this course (e.g., students will learn how to perform research using the UofT library’s website) that will benefit students in their years to come.

Consultation:
N/A

Resources:
- Seminar room capable of holding 24 students, plus instructor. Teaching Station/AV equipment required.

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
PCL 389 (The Role of Pharmacology and Toxicology in Society) is a service learning course that covers some similar concepts through a pharmacology and physiology lens, and requires previous coursework in pharmacology and physiology. The present course is for first-year students and is taught at a level that requires no biology background.

Programs of Study for Which This Course Might be Suitable:
- All first-year students, particularly those with an interest in psychology.

Estimated Enrolment:
24

Instructor:
Dr. Suzanne Wood
3 New Courses:

RLG197Y1: Enchantment, Disenchantment, Re-Enchantment

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<th>Contact Hours:</th>
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<tr>
<td>Lecture: 48</td>
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<th>Description:</th>
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<tr>
<td>Disenchantment is associated with modernity, secularisation and progress, and has traditionally been understood as the successor to the enchantment of the antique and mediaeval worldviews, associated with wonder and transcendence. Re-enchantment, a term increasingly encountered in popular and academic contexts alike, challenges this notion of progress. As an ongoing phenomenon, it points toward a complicated dialectic between enchantment and disenchantment, revealing both a desire for move forward, and a nostalgia for an enchanted past. These three ideas will be examined sequentially and in dialogue through a series of readings taken from literature, philosophy, theology and fine art, ranging from Plato to contemporary magical realism.</td>
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<td>TBB199Y</td>
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<th>Breadth Requirements:</th>
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<tr>
<td>Thought, Belief and Behaviour (2), Creative and Cultural Representations (1)</td>
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<td>Humanities</td>
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<th>Competencies:</th>
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<tr>
<td>Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: none</td>
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<td>Quantitative Reasoning: none; Social and Ethical Responsibility: none</td>
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<th>Rationale:</th>
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<tr>
<td>This course was part of FAS First Year Seminars now under RLG designator</td>
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<th>Consultation:</th>
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<td>Previously approved as First Year Seminar course</td>
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<th>Resources:</th>
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**Budget Implications:**  The academic unit will provide the resources required for this course from existing budget.

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<th>Overlap with Existing Courses:</th>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<td>Open to all programs</td>
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</table>
### RLG198H1: Dystopia: Religion & Gender in Science Fiction

**Contact Hours:**
- *Lecture:* 24

**Description:**

This course will examine the “what ifs” and imagined worlds of ideal utopias and oppressive dystopias through the lens of religion and gender in Margaret Atwood’s *The Handmaid’s Tale* and Charlotte Perkins Gilman’s *Herland*. Because science fiction and utopian/dystopian literature expresses what an author sees as possible or hopes is possible, but also fears is possible, we will consider science fiction as a political and social critique. Themes to be covered include fundamentalism, totalitarianism, the relationship between technology and religion, religion and reproductive rights, and the potential relationship between religion, gender and oppression.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- *Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* none
- *Quantitative Reasoning:* none; *Social and Ethical Responsibility:* notably

**Experiential Learning:**
- *Research:* none; *Other:* none

**Rationale:**

This course was part of FAS First Year Seminar course now under RLG designator

**Consultation:**

Previously approved as First Year Seminar course

**Resources:**

None

**Budget Implications:**

The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

None

**Programs of Study for Which This Course Might be Suitable:**

52
RLG199H1: Religion for Grown-Ups?

Contact Hours:
- **Lecture:** 24

Description:
Kant, the great modern philosopher, famously describes enlightenment as our release from self-incurred immaturity or minority. That is, according to Kant, we don’t want to grow up. Our immaturity is facilitated especially by religion, whose demands for deference to the authority of texts, traditions, and gods often prevent us from taking full responsibility for our thoughts and actions. But need religion play this role? Is there a religion for grown-ups? This course explores those questions by reading autobiographical accounts of philosophers who describe how their study of philosophy either strengthened or strangled their youthful religious convictions.

Prerequisites:
None

Corequisites:
None

Exclusions:
None

Recommended Preparation:
None

Breadth Requirements:
- Thought, Belief and Behaviour (2)

Distribution Requirements:
- Humanities

Competencies:
- **Communication:** notably; **Critical and Creative Thinking:** extensively; **Information Literacy:** none
- **Quantitative Reasoning:** slightly; **Social and Ethical Responsibility:** extensively

Experiential Learning:
- **Research:** none; **Other:** none

Rationale:
Require another course at the 199 level

Consultation:
Discussed with Department Faculty within the area.

Resources:
None

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
None
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<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Sol Goldberg</td>
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</table>
1 New Course:

SDS199H1: Sexuality at the Intersections

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:

Lecture: 24

Description:
This First-Year Foundations seminar will explore sexuality at the intersections of race, gender, class, disability, citizenship status, and geography, among other social relations and processes as a foundational practice in Sexual Diversity Studies. In an intimate seminar setting, students will develop reading, writing, and presentation skills necessary for engaging in Sexual Diversity Studies across a wide array of disciplinary traditions.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities, Social Science

Competencies:
Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
Quantitative Reasoning: none; Social and Ethical Responsibility: extensively

Experiential Learning:
Research: none; Other: none

Rationale:
One of the new key emphases and themes of SDS’s undergraduate program is intersectional approaches to sexuality and sexual diversity studies. This FYF seminar will expose students to intersectionality as a central framework for sexual diversity studies early on and will shape their later learning in upper-level courses. The course will also enable students, through a range of readings and guest lectures by UofT faculty engaged in sexuality research across the humanities, social sciences, and sciences, to develop the reading, writing, and presentation skills necessary for pursuing a degree both in the field of sexual diversity studies specifically, and across the disciplines more generally.

Consultation:
We have consulted with closely related units, such as Women & Gender Studies and Equity Studies, and have received their support for the offering of this course. SDS students’ demand for a 100-level course has been very high, as such a course will help them build a sense of cohort and a community of learners, as well as acquire foundational knowledge of sexual diversity studies early on in their program.

Resources: 
This course will be taught by an appointed SDS faculty member, Dai Kojima. With estimated enrolments of 30/year and as a writing intensive seminar, the course will require support for 1-2 Teaching Assistant(s). We also require initial support for new curricular development and course implementation.

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

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<thead>
<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Women &amp; Gender Studies, Equity Studies, Anthropology, Sociology, History, Public Health, English</td>
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<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
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<tr>
<td>30</td>
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<table>
<thead>
<tr>
<th>Instructor:</th>
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</thead>
<tbody>
<tr>
<td>Dai Kojima</td>
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## 4 New Courses:

### SLA196H1: Russia at War

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<th>Contact Hours:</th>
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<tr>
<td><strong>Seminar:</strong> 24</td>
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<tr>
<th>Description:</th>
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<tr>
<td>In its long history Russia has fought numerous wars, both defensive and offensive, and these wars have inspired a rich, complex, contradictory poetic response. We examine Russian war narratives starting with the medieval period and ending with the Second World War and including epic poetry, songs, stories, novels, paintings, and films. We will study the depiction of war and the image of the soldier (or warrior) in different genres and time periods, as well as the historical circumstances in which the different works were produced and the respective audiences for which they were intended. All texts will be in English.</td>
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<th>Prerequisites:</th>
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<th>Corequisites:</th>
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Creative and Cultural Representations (1)</td>
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<tr>
<th>Distribution Requirements:</th>
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<tbody>
<tr>
<td>Humanities</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td><em>Communication</em>: notably; <em>Critical and Creative Thinking</em>: extensively; <em>Information Literacy</em>: slightly</td>
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<tr>
<td><em>Quantitative Reasoning</em>: none; <em>Social and Ethical Responsibility</em>: slightly</td>
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<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td><em>Research</em>: none; <em>Other</em>: none</td>
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<tr>
<th>Rationale:</th>
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<tr>
<td>This is one of the four First Year Foundation courses to be offered by the Slavic Department in 2019-2020. It is modeled on a course offered at the 199 level.</td>
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<th>Consultation:</th>
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<tr>
<td>Departmental level.</td>
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<th>Resources:</th>
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<tr>
<th>Budget Implications:</th>
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<tr>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<th>Overlap with Existing Courses:</th>
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<tr>
<td>None</td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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</table>
SLA197H1: The Imaginary Jew

Contact Hours:
Seminar: 24

Description:
The course examines the genesis and evolution of the image of the Jew, central to all European cultures, from the theology and psychology of Christian anti-Judaism to their reflection in folklore, visual, plastic, and verbal arts, and to the survival of the imaginary Jew in secular forms. Special attention is given to the Jews of Slavic and East European imagination. All readings are in English.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

Competencies:
Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: slightly
Quantitative Reasoning: none; Social and Ethical Responsibility: notably

Experiential Learning:
Research: none; Other: none

Rationale:
New first year foundation course on the same topic as a current 300 level course. Deals with the relations between Slavs and Jews in modern Slavic and Eastern European culture.

Consultation:
The Centre for Jewish studies has agreed to, and gives credit for, this course in its other incarnation as a 300 level course.

Resources:
None
Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
Centre for Jewish Studies
SLAVIC LANGUAGES AND LITERATURES (FAS), DEPARTMENT OF

Programs of Study for Which This Course Might be Suitable:

All humanities programs

Estimated Enrolment:

Instructor:
Leonid Livak

SLA198H1: The Slavic Grecian Formula: From Ancient Rhapsode to Modern Slav Song

Contact Hours:

Seminar: 24

Description:

Slavic singers of heroic tales about war, lust, honour and revenge have made a special contribution to our appreciation of classical literature and mythology. We will compare Slavic epics and African-American rap songs to reveal the connection between Homer's *Iliad* and Nas's iconic *Illmatic*, between the mythical image of the pagan goddess Aphrodite and the mystique of Nicki Minaj, Lauryn Hill, and other iconic singers today. As we read *The Iliad* closely, we will study songs from the Russian, Bosnian Muslim, Croatian and Serbian traditions. Employing new performance formulaic theory, we will learn that they share much, in melody and message, with the work of today's hip-hop artists, whose roots of rap "flowing" reach back to the beginnings of Western literature and the epic singers of ancient Greece. Students will have the opportunity to interact with a unique online multimedia edition of an epic song by a traditional Slavic singer.

No knowledge of languages other than English is required.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Creative and Cultural Representations (1)

Distribution Requirements:

Humanities

Competencies:

*Communication*: notably; *Critical and Creative Thinking*: extensively; *Information Literacy*: slightly

*Quantitative Reasoning*: none; *Social and Ethical Responsibility*: slightly

Experiential Learning:

*Research*: none; *Other*: none

Rationale:

A currently successful 199 course offered by the department.

Consultation:
### SLA199H1: Re-imagining Central Europe: Imaginary Galicia

**Contact Hours:**
- **Seminar:** 24

**Description:**
Galicia was an invented province of Austria-Hungary, created at the first partition of Poland in 1772. From the moment of its creation, it stimulated a very wide range of literary representations. As if to mirror its invented political status, the Galicia that appears in fiction is a world of fantastic wonders, strange delights, and ferocious terrors. Whether in Austrian, Jewish, Polish, or Ukrainian national imaginations, Galicia is a place with a uniquely hybrid culture. We explore this imaginary place through the writings of Ivan Franko, Joseph Roth, Stanislaw Lem, Bruno Shultz, Leopold Von Sacher-Masoch, Andrzej Stasiuk and other authors from a variety of traditions.

The course focuses on the cultural understanding of geography with a specific focus on a place where a variety of national cultures interact.

A number of short assignments offer students an opportunity to develop and polish their writing skills.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**

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**Resources:**
- None

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
- Any humanities.

**Estimated Enrolment:**

**Instructor:**
- Ralph Bogert
Slavic Languages and Literatures (FAS), Department of

<table>
<thead>
<tr>
<th>Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: slightly</th>
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<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: slightly</td>
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Experiential Learning:
- Research: none; Other: none

Rationale:
Course provides an introduction to the cultural history and controversies of Central and Eastern Europe.

Consultation:
Within department

Resources:
None

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:
Any humanities

Estimated Enrolment:

Instructor:
Maxim Tarnawsky
1 New Course:

**SOC199Y1: How We Use Time in Everyday Life**

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<tr>
<th>Contact Hours:</th>
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<tr>
<td><strong>Seminar:</strong> 48</td>
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**Description:**

This seminar examines how people use time in their everyday lives: the content, the interpersonal and structural circumstances, and the implications. The seminar will include an examination of seminal writings about people's use of time and hands-on practice in the strategies and techniques of analyzing available data, including the formulation of questions and approaches to answering them. Students will acquire an appreciation not only of the concept of time and how it helps explain important issues in the social sciences but also of how they use time in their daily lives and how time-use analysis can help them better understand many situations. Several skills will be developed in this seminar, including reading, writing, expressing points of view, and asking and answering research questions by using numerical data and computers to organize, analyze, and show results clearly.

**Prerequisites:**

None

**Corequisites:**

None

**Exclusions:**

SII199Y1Y - LEC0391

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

- Communication: none; Critical and Creative Thinking: none; Information Literacy: none
- Quantitative Reasoning: none; Social and Ethical Responsibility: none

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
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<th>Estimated Enrolment:</th>
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<td>Instructor:</td>
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### 3 New Courses:

**SPA196H1: Class and Work in the Americas**

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<th>Contact Hours:</th>
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<tr>
<td><strong>Lecture:</strong> 24</td>
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<th>Description:</th>
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<tr>
<td>This course examines economic and social inequalities in the contemporary Americas. We look at the ways in which class divisions are represented in academic studies, literature, film, and television. From Mexican <em>maquiladoras</em> to indigenous reservations, we consider the global poor and how recent changes in the character of work (automation, outsourcing, free trade zones) have had an impact on class divisions, especially for younger members of society. Can a renewed understanding of class and work help us to negotiate power, privilege, and inequality in this century?</td>
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<th>Prerequisites:</th>
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<th>Breadth Requirements:</th>
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<tr>
<td>Creative and Cultural Representations (1)</td>
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<tr>
<td>Humanities</td>
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<th>Competencies:</th>
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<tr>
<td><em>Communication:</em> notably; <em>Critical and Creative Thinking:</em> extensively; <em>Information Literacy:</em> slightly</td>
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<tr>
<td><em>Quantitative Reasoning:</em> slightly; <em>Social and Ethical Responsibility:</em> extensively</td>
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<tr>
<td><em>Research:</em> none; <em>Other:</em> none</td>
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<th>Rationale:</th>
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<tr>
<td>This course will give students an introduction to questions of class and work in Latin America, the US, and Canada, allowing them to situate themselves and to think critically and responsibly about the future and the growing inequalities in the world in which they seek work.</td>
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<th>Consultation:</th>
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<tbody>
<tr>
<td>Spanish and Portuguese curriculum committee</td>
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<th>Resources:</th>
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<tr>
<th>Overlap with Existing Courses:</th>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Spanish, Literature and Critical Theory, English, History, Sociology, Anthropology, Cinema Studies</td>
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<th>Estimated Enrolment:</th>
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**SPA197H1: War and Empire in the Hispanic World**

**Contact Hours:**
- *Lecture:* 24

**Description:**
Spain built up a world empire in the sixteenth century, by unifying its monarchy in the Iberian peninsula and Europe and conquering territories in the New World. Writers and thinkers recorded the progress of this empire with praise, but they also commented on ethical issues related to rule over other peoples and the impact of armed violence on the lives of soldiers and civilians. We will study these questions by reading important Spanish texts that describe the conduct and impact of wars of conquest and of civil unrest. Through a focus on writings that deal with warfare, this course offers an introduction to an important period in European history.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Society and its Institutions (3)

**Distribution Requirements:**
- Humanities

**Competencies:**
- *Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* slightly
- *Quantitative Reasoning:* none; *Social and Ethical Responsibility:* notably

**Experiential Learning:**
- *Research:* none; *Other:* none

**Rationale:**
Through the study of important sixteenth-century texts, this course will introduce first-year students to issues and methods in a recognized field of Hispanic Studies.

**Consultation:**
- Spanish and Portuguese Department curriculum committee

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
- Spanish, Renaissance Studies

**Estimated Enrolment:**
65
**SPA198Y1: A Brief History of Love in the Western World**

**Contact Hours:**
* Lecture: 48

**Description:**
Students will become familiar with the pivotal moments in the development of an enormous Western intellectual tradition regarding the subject of love. Discussions will address the ways in which the foremost thinkers in the history of the Western world conceived the idea of love; how did the notions of sexuality and gender play into that idea, and how did these notions carry on – or not – into our present understanding of love, sexuality, and gender.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
Creative and Cultural Representations (1)

**Distribution Requirements:**
Humanities

**Competencies:**
- **Communication:** extensively; **Critical and Creative Thinking:** extensively; **Information Literacy:** notably
- **Quantitative Reasoning:** none; **Social and Ethical Responsibility:** extensively

**Experiential Learning:**
- **Research:** none; **Other:** none

**Rationale:**
Students will read prominent texts in the Western philographic tradition in order to become familiar with the consolidation of heteronormativity and gender binary, and the imbedding of violence in the Western love construct over the centuries.

**Consultation:**
Spanish and Portuguese curriculum committee

**Resources:**

**Overlap with Existing Courses:**
none

**Programs of Study for Which This Course Might be Suitable:**
Humanities – literature, culture, history, Spanish literature

**Estimated Enrolment:**
25-30
2 New Courses:

STA198H1: PROBABILITIES EVERYWHERE

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Seminar: 24

Description:
This course examines the meaning and mathematics of probabilities, and how they arise in our everyday lives. Specific topics may include: the nature of coincidences, the concept of luck, games involving dice and cards, long run averages in casinos, margins of error in polls, the interpretation of medical studies, crime statistics, decision making, pseudorandomness, and Monte Carlo algorithms.

Prerequisites:
Grade 12 Mathematics

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

Competencies:

Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
Quantitative Reasoning: notably; Social and Ethical Responsibility: none

Experiential Learning:
Research: none; Other: none

Rationale:
1st year seminar for students interested in studying Statistical Science.

Consultation:

Resources:
Instructor

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
Estimated Enrolment: 20

Instructor: Jeff Rosenthal

STA199H1: Statistical Evidence: Truth or Myth?

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Seminar: 24

Description:
This course explores the impact Statistics has made and continues to make on everyday life through science, law, and the modern methods for information processing. Statistical principles will be illustrated using examples from real life including business, romance and health.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

Competencies:
Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
Quantitative Reasoning: slightly; Social and Ethical Responsibility: none

Experiential Learning:
Research: none; Other: none

Rationale:
1st year seminar for students interested in Statistical Science

Consultation:

Resources:
Instructor

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
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<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<td>Statistics</td>
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<td>Estimated Enrolment:</td>
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<td>20</td>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Zhou Zhou</td>
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8 New Courses:

TRN192H1: Public Health in Canada: Health for the 21st Century

Contact Hours:

Lecture: 24

Description:

This course deals with preventive care and population health. It would be a compliment to a second course which deals with illness care and individual health, which in academic parlance is a health systems course. The course will also move into new areas like healthcare and the environment (climate change) and the greening of healthcare. The NHS in the UK has a number of initiatives underway. Canada has not taken the same level of interest. We will look at both what the UK is doing and the opportunities for Canada. The course will look at health as an extension of democracy, extending individual rights beyond the political realm to the social realm. There is some important academic literature from other countries that will be examined.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively

Experiential Learning:

Research: none; Other: none

Rationale:

This course has previously been given as a popular half credit 199 course. The subject matter for this course grew out of academia. In the mid 1950’s the British government found that the earlier health improvements resulting from the NHS had stalled. They could not figure out why. They turned to academia. It took some time but in the mid-1960s and onward a new picture began to emerge of what health was and that illness care was really only a very small part (10-20%) of total health. There have been a number of seminal reports in this area and we will look at them. Given that this area grew out of academia we will also look at what the continuing role of academia should be. In health, as in perhaps no other area, academia is absolutely integral. In illness care it is the source of medical discovery. In public health the university has a continuing role in identifying the important factors and linking them to health outcomes. Because of the complexity of population health, because it grew out of academia, it is pretty much an area that cannot exist without academic research. In addition it is an area that involves a partnership between the public, university, and government. This course will identify the respective roles of each of
Trinity College

Population health is very different from illness treatment. It requires the cooperation of multiple government ministries, the results require a much longer timeline, and many times a behavior change is needed from the public. This University is at the cutting-edge of some of these ‘experiments’ in the health of populations. It is not the first time this university has been at the forefront of public health. In the past it has led internationally in this area. The Dalla Lana School of Public Health, in 2017 ranked number five in the world, is recapturing this leadership position. This history, these present initiatives, and their potential for the future will be explored.

We will examine the university as nexus; not apart from but a part of the community. The Munk School and Dalla Lana have important initiatives underway in this regard.

Consultation:
This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

Resources:
Trinity College and FAS Funding for instructor stipend.

Budget Implications: The academic unit has received Decanal approval for additional resources required for this course.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
30

Instructor:
Les Boehm

TRN193H1: Canadian Health Policy: Past, Present and Future

Contact Hours:
Lecture: 24

Description:
In academic parlance this is a health systems course. It deals with illness care and individual health. This course would be a compliment to a second course which deals with preventive care and population health, which would be called a public health course. We will unpack this complexity. We will look at our benefits, will look at those other countries provide (like pharmacare, dental care, mental health care, seniors’ care). We will look at indirect contributors like childcare, basic income. We will examine the public-private debate. We will also take some novel approaches. One is that the university has an expanded role in the 21st century, one that involves public outreach, a role that includes healthcare. A three-part paradigm will be presented on this. It involves public lectures, an emphasis on communication, and university-based policy institutes.

Prerequisites:

Corequisites:

Exclusions:
Trinity College

**Recommended Preparation:**

**Breadth Requirements:**
- Society and its Institutions (3)

**Distribution Requirements:**
- Social Science

**Competencies:**
- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: extensively
- Quantitative Reasoning: none; Social and Ethical Responsibility: extensively

**Experiential Learning:**
- Research: none; Other: none

**Rationale:**
This course has previously been given as a popular half credit 199 course.

Health is the largest single expenditure of all provincial governments. And yet academics have long noted where we put our health dollar, in illness care, is really only a very small part of health (ten to twenty percent). We really should invest much more heavily in prevention and the determinants of health (the subject of the complimentary class to this one).

That said, we cannot ignore illness care. So the question becomes one of how do we make it the very best system we can. This class will dispel myths about the Canadian system. It will be unique in that it will take both a comparative and historical approach to the topic. A comparative approach provides perspective. It allows us to regard our system in relation to other countries. Many do better than us. We need to consider select aspects of these other systems.

A historical approach recognizes that healthcare is very idiosyncratic, its country specific. What works in one country may not work in another. Thus, one needs to know their system. Our Canadian system is a brilliant accomplishment. Until Tommy Douglas we were very much on a US trajectory. We will look at how we got here and why health is important to Canadians. IHPME at the U of T is doing some very innovative work in this area. A faculty member there is directing the development of provincial profiles of health systems by academics across Canada. We will look at this literature.

Recent academic literature on healthcare notes that it is nation-building. Both the British and Canadian public see it as an integral part of their identity. We will look at why.

We will explore whether Canadians need to take a more active role in their care and in their health system and whether this would make it even better and more accountable.

We will examine some cutting-edge ideas, like integrated care, the learning health system, the concept of customer-owners, community hubs. We will examine some of the innovative activities underway in the NHS in the UK. We will explore whether our healthcare system needs to be anchored by ‘institutions of excellence’ and we will identify those institutions.

The objective of this course will be to interest tomorrow’s citizens in health. It is also, ideally, to plant the seed for graduate studies in health for some of them.

**Consultation:**
This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

**Resources:**
- Trinity College and FAS Funding for instructor stipend.
### Budget Implications:
The academic unit has received Decanal approval for additional resources required for this course.

### Overlap with Existing Courses:
None

### Programs of Study for Which This Course Might be Suitable:

### Estimated Enrolment:
30

### Instructor:
Les Boehm

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**TRN194H1: Literature and Wicked Problems**

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<td><strong>Lecture:</strong></td>
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**Description:**

This course explores contemporary literature in relation to the interdisciplinary framework of “wicked problems.” Research emphasizes that complex, entrenched problems, like government relations with Indigenous peoples or human impacts on the climate, involve interconnected systems and require approaches that cross disciplines and types of knowledge. The course examines the role of literary works (mostly 21st-century fiction) in addressing these issues of pressing concern to students as global citizens. Critical thinking, scholarly reading and database research are foundational skills that this course strengthens in order to prepare students for their writing in disciplines across the university.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

- **Communication:** extensively; **Critical and Creative Thinking:** extensively; **Information Literacy:** extensively
- **Quantitative Reasoning:** none; **Social and Ethical Responsibility:** extensively

**Experiential Learning:**

- **Research:** none; **Other:** none

**Rationale:**

This course has been adapted from a long-standing 1 credit first year course to the preferred 0.5FCE format. This course approaches literary works through an interdisciplinary framework that has drawn scholars from a range of...
fields (e.g., environmental studies, political science, and public policy). For this reason, students will be able to pursue research from fields that are relevant to them as they analyze important, insightful works of contemporary literature. In addition, this seminar approaches academic writing as a primary way for communities of readers to share knowledge, resolve debates and make decisions that will help address “wicked problems,” and thus improve the world. Students who want to enhance their ability to write well for courses across the university can use this course to develop highly valued skills in critical thinking, research and writing. Members of this class will move through stages of the university research and writing process, learning to find the best research in university databases and to use that research to analyze literary and nonfiction readings that explore compelling current issues.

Consultation:
This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

Resources:
Trinity College and FAS Funding for instructor stipend.

Budget Implications: The academic unit has received Decanal approval for additional resources required for this course.

Overlap with Existing Courses:
none

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
30

Instructor:
Dr. Sheryl Stevenson

TRN195H1: The Literature of Heroes and Horrors

Contact Hours:
Lecture: 24

Description:
This course explores contemporary literary works—primarily works of fiction—that redefine heroism in light of personal and cultural trauma. What does 21st-century literature show us about the nature of heroism in our time? To answer this question, the course examines theories of psychological trauma, recent work in the field of positive psychology, and research on gothic and dystopian literature. Critical thinking, scholarly reading and database research are foundational skills that the course strengthens in order to prepare students for their writing in disciplines across the university.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

**Distribution Requirements:**
- Humanities

**Competencies:**
- Communication: extensively;
- Critical and Creative Thinking: extensively;
- Information Literacy: extensively;
- Quantitative Reasoning: none;
- Social and Ethical Responsibility: notably

**Experiential Learning:**
- Research: none;
- Other: none

**Rationale:**
This course has been adapted from a long-standing first year 1 credit course to the preferred 0.5FCE format.

This course approaches literary works through an interdisciplinary framework that can draw upon research in psychology, political science, international relations, history, and Indigenous studies. Research in all of these fields has contributed to the understanding of significant 21st-century literary works that deal with individual and cultural trauma, whether stemming from war, displacement, terrorism, imprisonment, or systemic ethnic or racial oppression. For this reason, students in this course will be able to pursue diverse research that is relevant to them as they analyze important, insightful works of contemporary literature. In addition, this seminar approaches academic writing as a primary way for communities of readers to share knowledge, resolve debates and make decisions that can improve the world. Students who want to enhance their ability to write well for courses across the university can use the course to develop highly valued skills in critical thinking, research and writing. Members of this class will move through stages of the university research and writing process, learning to find the best research in university databases and to use that research to analyze literary and nonfiction readings that explore compelling current issues.

**Consultation:**
This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

**Resources:**
- Trinity College and FAS Funding for instructor stipend.

**Budget Implications:** The academic unit has received Decanal approval for additional resources required for this course.

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**
30

**Instructor:**
Dr. Sheryl Stevenson

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**TRN196H1: Boethius's Consolation of Philosophy**

**Contact Hours:**
- Lecture: 24

**Description:**
Anicius Manlius Severinus Boethius (died 524) was the greatest scholar and statesman of Rome after its conquest by the barbarian Ostrogoths. When he was unjustly sentenced to death for treason, he wrote one of the great classics of Western literature, *The Consolation of Philosophy*. C. S. Lewis remarked of the work that “until about two hundred years ago it would, I think, have been hard to find an educated man in any European country who did not love it.” Boethius confronts the most intractable questions of suffering humanity: Why do bad things happen to good people? What is the point of living a virtuous life? Do we really have free will, or is choice an illusion? In this seminar, we will learn about Boethius’s world and his philosophical sources, and we will analyse the argument he offers in the Consolation. We will then see how Boethius’s ideas are discussed by modern scholars and consider the relevance of Boethius’s ideas to modern life. A highlight of the term will be a visit to the Fisher Rare Book Library to look at manuscripts and early printed books.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

- Humanities

**Competencies:**

- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: extensively
- Quantitative Reasoning: none; Social and Ethical Responsibility: notably

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

Students successfully completing this course will be able to:
1. Discuss the arguments and themes of Boethius’s Consolation of Philosophy and compare them with those found in other philosophical texts;
2. Analyze the philosophical argument of a portion of Boethius’s Consolation of Philosophy;
3. Identify a significant theme or motif in the Consolation of Philosophy, collect evidence relevant to its development in the text, and interpret this evidence to advance an original argument.
4. Propose an original research question relating to the Consolation of Philosophy, assemble appropriate information and evidence from both primary and secondary sources, and construct a well-written argument answering the research question, applying scholarly conventions of citation and bibliography.

This course has been given over the last few years as a 199 course. The simple goal of the course is to acclimate first-year students to university-level skills and practices in reading a text analytically and critically (in conversation with ancient and contemporary literature), assembling evidence to advance a cogent argument, and crafting a project that allows them to develop good bibliographical skills and habits. The particular focus on Boethius’s Consolation allows students to encounter a celebrated classic of Latin literature (the most read and copied text in the Middle Ages after the Bible). It offers an accessible entrée to important “issues of ultimate concern” (the problem of evil, freedom and responsibility, theodicy, etc.), considered against the background of a survey of ancient Greek and Roman thought. And it affords a fascinating introduction to the concept of “book culture,” with a visit to the Fisher Library to learn about manuscripts and incunabula forming an important part of the term.
**Consultation:**
This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

**Resources:**
Trinity College and FAS Funding for instructor stipend.

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**
30

**Instructor:**
Prof. Jesse Billett

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**TRN197H1: In the Shadow of the Vikings: Depictions of the Early Norse in Medieval, Modern, and Post-Modern Culture**

**Contact Hours:**
- Lecture: 24

**Description:**

Although rarely attested during the historical era when they were active, since the early nineteenth century the word “Viking” has been popularly applied to describe groups of Scandinavian adventurers who marauded along the frontiers of Medieval Europe: in this respect, the image of “the Viking” may regarded as much a modern, as it is a medieval, creation. The legacy of historical “Viking activities” was unquestionably a factor in the development of modern nation-states in Scandinavia and the Baltic region, and their contributions to the heritage of people residing in Britain, continental Europe, the Mideast and even the Atlantic coast of Canada have been and continued to be cited to the present day. Aspects of culture attributed to “the Vikings”—their assumed independence, courage, resourcefulness, and tenacity in the face of adversity, as well as the occult characteristics of their cosmology—have, for better and worse, inspired modern artists, writers, composers, intellectuals, explorers and even political leaders, and persist in present-day literature, art, music, sport and popular culture as well. Why and how do elements of historic Viking culture—or traditions and characteristics attributed to the Vikings—continue to influence those people who recall or evoke memories of their activities? What have been—or are—some implications of “Viking-ness” for those people in the post-Viking Age past and/or present who we may regard—or may regard themselves—as the “cultural descendants” of the Vikings? In this seminar, participants will study selected cultural artifacts of the “post-Viking Age”, along with recent multidisciplinary research, to observe how various “post-Viking Age” cultures and subcultures have selectively appropriated elements of the “Viking” past.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
**Trinity College**

- **Breadth Requirements:**
  Creative and Cultural Representations (1)

- **Distribution Requirements:**
  Humanities

- **Competencies:**
  - **Communication:** extensively;
  - **Critical and Creative Thinking:** extensively;
  - **Information Literacy:** extensively
  - **Quantitative Reasoning:** none;
  - **Social and Ethical Responsibility:** notably

- **Experiential Learning:**
  - **Research:** none;
  - **Other:** none

- **Rationale:**
  This course has been adapted from a long standing 1.0FCE 199 course to the preferred 0.5FCE credit course.

  The course is intended to provide students with an opportunity to participate in a focused, small class “seminar experience”, in which they will practice (and/or be introduced to) the skills of close reading, analytical discussion, and formal written presentation of their ideas based on observations of historical and literary texts and other cultural artifacts (figural representations, film, gaming, etc.), as well as exposure to recent scholarship addressing the influence of “historical reception” upon cultural construction. In particular, there is potential benefit in encouraging students to examine and correct misapprehensions concerning the “use” of the medieval past in general—and the “Viking Past” in particular—by extremist groups that distort history and appropriate symbols associated with “the Vikings” to advance their agendas.

- **Consultation:**
  This course was offered for a number of years in a different format, and went through Curricular Governance at that time.

  The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

- **Resources:**
  Academic Unit will provide the resources required for this course from existing budget

  **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

- **Overlap with Existing Courses:**
  None

- **Programs of Study for Which This Course Might be Suitable:**

- **Estimated Enrolment:**
  30

- **Instructor:**
  Jonathan Herold

**TRN198H1: The Viking Phenomenon: Commerce, Conflict, and Communication along Europe’s Frontiers, 7th – 15th Century**

- **Contact Hours:**
  - **Lecture:** 24

- **Description:**
  Perspectives on the impact that the Scandinavian raiders and traders popularly referred to as “Vikings” had on European and World history continue to develop as the work of historians, archaeologists, linguists, and scientists
expands our understanding of the past. Recent research has revised the traditional view of the “Vikings” as primarily marauding warriors; in its place, a more complex and nuanced conception of the implications that “Viking activity” had on the social, economic, and political development of the peoples with whom they came in contact has emerged. This seminar will consider the relationship between the traditional conception of the “Viking warrior” and recent research that suggests the broader impact that the “Viking Phenomenon” had upon the economic revival and socio-political development of medieval Europe and its frontiers. In the course of the seminar, we will examine historical records and information concerning artifacts of the material culture of “The Viking Age” in order to better understand the activities of early medieval “Vikings,” not only as warriors, but also as agents of commerce, explorers, pioneers, and rulers.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

Competencies:
Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: extensively
Quantitative Reasoning: none; Social and Ethical Responsibility: notably

Experiential Learning:
Research: none; Other: none

Rationale:
This course has been adapted from a long standing 1.0FCE 199 course to the preferred 0.5FCE credit format.

This course is intended to provide students with an opportunity to participate in a focused, small class “seminar experience”, in which they may practice (and/or be introduced to) the skills of close reading, the analytical discussion of various forms of historical evidence, and the formal written presentation of their ideas supported by primary and secondary historical texts, scientific observations of material artifacts, and other multidisciplinary research that informs the understanding of historical developments. Beyond affording an opportunity for participants to read and think about inherently interesting developments in our understanding of the past, the course will challenge students to compose reasoned observations of an historical primary text, analyze the methodology employed in works of recent scholarly research, and compile an annotated bibliography related to a select aspect of complex historical developments.

Consultation:
This course was offered for a number of years in a different format, and went through Curricular Governance at that time.
The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate.

Resources:
Academic Unit will provide the resources required for this course from existing budget

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
TRN199H1: Classical Social and Political Thought from the 18th Century Enlightenment to the 20th Century

**Contact Hours:**
- **Lecture:** 24

**Description:**

In the first part of the course, via lectures and readings, we will be examining the Enlightenment, the French and Industrial Revolutions, and the Romantic Conservative Reaction to these revolutions.

In part two of the course, we will study Karl Marx, who coined the term “capitalism” to describe the new type of society that had emerged as a product of the Industrial Revolution. Marx, as the severest critic of the capitalist system, called attention to its alienating character.

In the 19th Century, his ideas provoked a response that accounts, in large measure, for the character of Western political thought. The discussion of Marx is therefore followed by the intense debate with his “ghost,” the Marxian legacy. We will engage with the participants in the debate - - Weber, Pareto, Mosca, Michels, Durkheim, and Mannheim.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
- Thought, Belief and Behaviour (2)

**Distribution Requirements:**
- Humanities, Social Science

**Competencies:**
- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: extensively
Trinity College

| Rationale: | This course has been adapted from a long-standing 199 full year course to move towards the preferred 0.5FCE credit format. The rationale is to provide students with a high quality, fundamental introduction to Western social and political thought, from the time of the Enlightenment to the 20th Century. |
| Consultation: | This course was offered for a number of years in a different format, and went through Curricular Governance at that time. The new format has been approved by the Trinity College Arts and Science Committee as well as Trinity College Senate. |
| Resources: | Trinity College and FAS Funding for instructor stipend. Budget Implications: The academic unit will provide the resources required for this course from existing budget. |
| Overlap with Existing Courses: | |
| Programs of Study for Which This Course Might be Suitable: | |
| Estimated Enrolment: | 30 |
| Instructor: | Irv Zeitlin |
4 New Courses:

VIC196H1: Thinking with Things

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**Description:**

This course will examine the materiality of objects with a view to understanding how artefacts are made, their circulation, consumption, and the importance of things to social and cultural life. An investigation of artefacts from various collections in and around the university will be undertaken to develop basic methods for the study, description and analysis of material culture. In addition to hands-on exploration of objects, topics may include antiquarians and their methods, material culture in colonial contexts, and materials in contemporary user-friendly design.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

Innis One, Munk One, New One, SMC One, Trinity One, UC One, Vic One, Woodsworth One; No more than another 0.5 FCE from FYF seminars or Vic One Hundred

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

*Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* extensively

*Quantitative Reasoning:* none; *Social and Ethical Responsibility:* slightly

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

VIC196H1 Thinking with Things, a new First-Year-Foundation seminar, introduces students to the study of Material Culture via an interdisciplinary investigation of some the field’s key questions. VIC196H1 advances the goals of the First-Year-Foundation initiative by providing a small-course introductory experience that offers a pathway to Victoria College’s Material Culture program. By introducing students to various collections held in and around the UofT, VIC196H1 leverages our location (in alignment with a Presidential priority) while helping students orient themselves within the institution and foster connections across units.

**Consultation:**

Victoria College Academic Committee; Material Culture Program

**Resources:**

Instructor: 0.5 FCE

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

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VIC197H1: Evaluating Healthcare: Problems and Solutions

**Contact Hours:**
- **Seminar:** 24

**Description:**
This course introduces students to the study of healthcare by asking foundational questions about how evidence and knowledge are produced in the context of healthcare problems. Students will explore how different frameworks for clinical practise (e.g. Evidence-based Medicine, Person-Centered Healthcare) conceptualize evidence and how different methodologies impact how healthcare research is conceived, reported, and understood. Students will learn to critically appraise healthcare research studies and assess their evidence value and implications for clinical practice.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- Innis One, Munk One, New One, SMC One, Trinity One, UC One, Vic One, Woodsworth One; No more than another 0.5 FCE from FYF seminars or Vic One Hundred

**Recommended Preparation:**

**Breadth Requirements:**
- Living Things and Their Environment (4)

**Distribution Requirements:**
- Social Science

**Competencies:**
- *Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* extensively
- *Quantitative Reasoning:* notably; *Social and Ethical Responsibility:* notably

**Experiential Learning:**
- *Research:* none; *Other:* none

**Rationale:**
VIC197H1 Evaluating Healthcare: Problems and Solutions, a new FYF seminar, provides a foundational consideration of methodology and evidence in the field of healthcare. VIC197H1 furthers Victoria College’s priority of expanding our first-year offerings for students in the sciences while providing a pathway to Victoria’s “Science and Society” program. VIC197H1 is also conceived as a unique small-classroom opportunity for students interested in medicine and health while providing a topical new breadth requirement for humanities and social science students.

**Consultation:**
Victoria College Academic Committee
**Resources:**

Instructor: 0.5 FCE

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
Science and Society, Human Biology, Pharmacology

**Estimated Enrolment:**
25

**Instructor:**
Mathew Mercuri

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**VIC198H1: Scientific Evidence in Public Policy**

**Contact Hours:**

*Seminar:* 24

**Description:**

This course investigates issues arising from the translation of scientific evidence for public consumption, including in the development of public policy and in confronting problems of social and global significance. Areas of focus will include climate change, global health, and clinical medicine. Students will explore concepts including the perception and communication of risk, the generalizability of research findings, probabilistic and mechanistic thinking, and the use and abuse of scientific authority and “expertise” in public discourse.

**Prerequisites:**

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**Corequisites:**

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**Exclusions:**

Innis One, Munk One, New One, SMC One, Trinity One, UC One, Vic One, Woodsworth One; No more than another 0.5 FCE from FYF seminars or Vic One Hundred

**Recommended Preparation:**

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**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

*Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* extensively

*Quantitative Reasoning:* notably; *Social and Ethical Responsibility:* notably

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

VIC198H1 Scientific Evidence in Public Policy, a new FYF seminar on how science shapes (and is circumscribed by) competing agendas in the public sphere, will appeal to a broad range of students, including those interested in Environmental Studies, Life Sciences, and Political Science. VIC198H1 furthers Victoria College’s priority of...
expanding our first-year offerings for students in the sciences while providing a pathway to Victoria’s “Science and Society” program. VIC198H1 is also conceived as a unique small-classroom opportunity for students interested in social applications of science while providing a topical new breadth requirement for humanities and social science students.

**Consultation:**  
Victoria College Academic Committee

**Resources:**  
Instructor: 0.5 FCE  

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**  
None

**Programs of Study for Which This Course Might be Suitable:**  
Science and Society, Environmental Studies, Political Science, IHPST, Life Sciences programs

**Estimated Enrolment:**  
25

**Instructor:**  
Mathew Mercuri

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**VIC199H1: Science, Pseudo-Science, Non-Science: What's the Difference?**

**Contact Hours:**  
*Seminar:* 24

**Description:**

This seminar explores some of the most foundational topics in the philosophy of science: How is science different from pseudoscience and non-science? What’s the difference between empirical and formal sciences, between social and natural sciences, between sciences and humanities? What is a scientific theory, and what is a scientific method? How do scientific theories and methods of their evaluation change through time?

**Prerequisites:**

**Corequisites:**

**Exclusions:**  
Innis One, Munk One, New One, SMC One, Trinity One, UC One, Vic One, Woodsworth One; No more than another 0.5 FCE from FYF seminars or Vic One Hundred

**Recommended Preparation:**

**Breadth Requirements:**  
Society and its Institutions (3)

**Distribution Requirements:**  
Social Science

**Competencies:**  
*Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* extensively  
*Quantitative Reasoning:* slightly; *Social and Ethical Responsibility:* notably
**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

VIC199H1 Science, Pseudo-Science, and Non-Science aims to provide students with the ability to distinguish science from what presents itself as science, which is crucial for scientists, grant agencies, educators, science journalists, policymakers, and the public at large. VIC199H1 furthers Victoria College’s priority of expanding our first-year offerings for students in the sciences while providing a pathway to Victoria’s “Science and Society” program. In its exploration of epistemological boundaries between scientific and other ways of knowing, VIC199H1 will also constitute an appealing breadth requirement for students in the humanities.

**Consultation:**

Victoria College Academic Committee

**Resources:**

 Instructor: 0.5 FCE  
**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

None

**Programs of Study for Which This Course Might be Suitable:**

Science and Society, IHPST

**Estimated Enrolment:**

25

**Instructor:**

Prof. Hakob Barseghyan