First-Year Foundations

Proposals for Approval (ANT to IRE, SMC, WDW)

February 4, 2019
4 New Courses:

ANT196H1: Observing Everyday Life

Contact Hours:
- **Seminar:** 24

Description:
Informal introduction to the notion of “everyday life” in anthropology and related humanities and social science disciplines. How seemingly insignificant, ordinary events and behaviors shape and are shaped by large societal patterns. Students will learn to interpret their own observational experiences with reference to relevant anthropological and other analytical frameworks.

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:** slightly
- **Quantitative Reasoning:** slightly; **Social and Ethical Responsibility:** extensively

Experiential Learning:
- **Research:** extensively; **Other:** extensively;
- **Nature of "Other" Experiential Learning:** none selected

Rationale:
This course provides an excellent opportunity for students to connect their everyday experiences to subjects studied by anthropologists.

Consultation:

Resources:
- none

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

Overlap with Existing Courses:
VIC 136, “How to Study Everyday Life” similarly targets everyday, ordinary experience, but is not focused on anthropology. Psychological and human-geographic analysis, as well as artistic, media and literary coverage are included in VIC 136 but not in the proposed course.

Programs of Study for Which This Course Might be Suitable:
ANT197H1: Representations of Intellectuals

**Description:**

The course explores ideas of intellectuals who carved transformative theories during war times or under repressive regimes in the twentieth century. Intellectuals featured in the course include Rosa Luxemburg, Frantz Fanon, Walter Benjamin, Lu Xin, Audre Lorde. Further, it would examine cultural representations of them, such as, graphic novels, fictions, essays, films and videos on them or relatable to their ideas. For example, it would assign reading of *Red Rosa*, a graphic novel of Luxemburg together with her own work *Theory of Imperialism*. Or it would juxtapose Lorde’s classic, *Sister Outsider*, with Octavia Butler’s science fiction, *Parable of the Sower*.

**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: notably;
- Other: none

**Rationale:**

It would be essential for university students, especially in their early years of programs before they focus on specialization of their careers, to have an opportunity to think about their potential to be public intellectuals, not merely researchers and professionals.

**Consultation:**

**Resources:**

- none

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
## ANT198H1: Nature: A Cultural Introduction

### Contact Hours:

*Seminar: 24*

### Description:

The distinction (or dualism) between nature and culture is often described as a central feature of the western cultural imagination and of “modernity.” The nature/culture dualism is also relevant to many current debates about ecology and environment. This course explores various approaches to “nature” through a variety of written and visual texts, and focuses on representations of the nature/culture dualism.

### Prerequisites:


### Corequisites:


### Exclusions:


### Recommended Preparation:


### Breadth Requirements:

Creative and Cultural Representations (1)

### Distribution Requirements:

Social Science

### Competencies:

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

### Experiential Learning:

*Research: none; Other: none*

### Rationale:

The course’s main objectives are 1) to engender discussion and debate about “nature” and how it is represented in a variety of cultural texts; 2) introduce students to some of the key positions on “nature” among classical and contemporary social theorists; and 3) expose students to pressing ecological issues in a way that fosters their critical engagement with a variety of nature “frameworks” or “scriptings”.

### Consultation:


### ANT199H1: Living on the Water in Toronto

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

**Description:**
What do the Great Lakes mean to people living here? Especially Indigenous people? When and how do people care about the Great Lakes? Poems, stories, social science offer perspectives on the water from anthropology and arts. Field trips including paddling on a river, hiking; talks with local activists and artists.

**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:**
Course previously taught as 199H for 4 years (3 for Anthropology, 1 for New College) offers social science and humanities perspectives on a topic (water) often associated with the life sciences, while introducing students to ideas of Indigenous territory. Offers writing experience in a range of genres.

**Consultation:**
<table>
<thead>
<tr>
<th><strong>Anthropology (FAS), Department of</strong></th>
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<tbody>
<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>none</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>None known at St. George; one Anthropology 4th year course at UTM taught on water</td>
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<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<tr>
<td><strong>Estimated Enrolment:</strong></td>
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<tr>
<td>25</td>
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<tr>
<td><strong>Instructor:</strong></td>
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<tr>
<td>Prof. Bonnie McElhinny</td>
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### 4 New Courses:

**FAH196H1: Marco Polo's World**

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

This course explores the visual and material worlds of the Italian traveller Marco Polo, which are described in his *Travels*. Together we will read sections of this text and explore their meaning with respect to the objects and monuments of Marco Polo’s time from the regions to which he travelled. By studying cartography, art, architecture, and urban form in the expansive medieval world of Marco Polo, the course will introduce us to the global world of the Middle Ages.

**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:**

Introduction for first year students to Asian art through the figure of Marco Polo in historical art, literature and popular culture. Specific attention to cross-cultural connections between Europe and East Asia.

**Consultation:**

**Resources:**

none beyond usual teaching resources

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

**Overlap with Existing Courses:**

none on the first year level

**Programs of Study for Which This Course Might be Suitable:**
FAH197H1: Classical Art from Greek Gods to Roman Gladiators

Description:

The ancient Greeks and Romans lived in a world full of images. Ancient visual culture comprises not only the high arts but also the everyday. This course is meant to introduce students to key ideas about how art and images in general impacted the life of ancient Greeks and Romans. Students will learn to examine various categories of visual material ranging from the pictorial and applied arts (painting, sculpture, architecture) to everyday artifacts (for example, domestic wares, jewelry or weapons). Through a series of discussion-centred seminar sessions students will explore the interconnections between art and ideology, art and identity as well as visuality and viewing.

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

Experiential Learning:

*Research*: notably; *Other*: none

Rationale:

Introduction for first year students to ancient Greek and Roman art through a focus on the interaction between divinity and mortals as seen in the art of the period. Incorporates literature in translation, popular culture images, and close attention to specific objects in local collections.

Consultation:

Resources:

none beyond usual departmental teaching resources

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

Overlap with Existing Courses:

none at the first year level
FAH198H1: Shocking Artists, Shocking Art

Contact Hours:
Seminar: 24

Description:
Art causes scandals for many reasons, provoking a range of consequences, including censorship, cuts to government funding of the arts or even destruction of the work in question. In this course we will consider a number of kinds of art scandal arising from exhibition in public galleries and urban spaces, including those that have to do with legal issues such as plagiarism and vandalism; aesthetic objections on the part of the public, ranging from perceived obscenity to simple resentment of abstract art; racism; sacrilege; and political subversion, amongst others. We will consider the work of artists including Chris Ofili, Joep van Lieshout, Paul McCarthy, Damien Hirst, Michael Snow, Sally Mann, Banksy, Rachel Whiteread, Richard Prince, Andres Serrano, Robert Mapplethorpe, Carl Andre, Maya Lin, and Jeff Koons, amongst others.

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:
Examination of the role of scandal in the art of the avant garde, predominantly in the modern era. Students will be introduced to issues of public taste, cultural standards, exhibition culture, and the connections between art and the law.

Consultation:

Resources:
none beyond usual departmental teaching resources
Art (FAS), Department of

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<tr>
<th>Budget Implications:</th>
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<tr>
<td>Overlap with Existing Courses:</td>
<td>none at the first year level</td>
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<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
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<td>Estimated Enrolment:</td>
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<td>Instructor:</td>
<td>Elizabeth Legge</td>
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**FAH199H1: Curiosity: Art and Science**

**Contact Hours:**

*Seminar:* 24

**Description:**

“Curiosity” can refer to the desire to know or learn something, but the word has also been used to define objects of singular interest: “curiosities.” Drawing from the University of Toronto’s rich museum and library collections, this course will present an overview of the diverse and shifting European cultural attitudes toward curiosity—from the early modern period to the present. We will examine themes such as: museum history, rarity and monstrosity, natural history illustration, exploration and travel art, the construction of racial and cultural difference, and visual entertainment.

**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:**

Introduction for first year students to the connections between art and science in European art and culture. Interdisciplinary in content and approach. Draws on the history of science as approach as well as the scientific nature of artistic creation.

**Consultation:**

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<th>Art (FAS), Department of</th>
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**Resources:**
none beyond usual departmental teaching resources

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

**Overlap with Existing Courses:**
none on the first year level

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

**Estimated Enrolment:**

**Instructor:**
Julia Lum (post-doc in our department)
2 New Courses:

**AST198H1: Great Astronomical Issues**

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

**Description:**

There are some fundamental questions which humankind has asked itself over the centuries. Many of these involve astronomical origins, events, and objects. Astronomers now have the tools with which to attempt to answer some of the most fundamental questions, such as "Where did it all begin, where are we in space and time, are we alone, and who and what are we?" This seminar will explore some of these great issues. The selection of topics will be made initially by the instructor, but will be modified by the seminar participants at the first class meeting. Topics could include: stellar evolution and the future of the Sun, origin of the elements, origin and future of the Universe, origin of the Earth, origin of life, and extinction of the dinosaurs, global warming, the scientific method, astronomy and the public. Participants will be expected to join actively in lively discussions and to prepare and lead some of the seminars.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

AST199H1; Open only to newly-admitted, Faculty of Arts & Science students (3.5 credits or less);

**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:**  
Astronomy's contribution to the First Year Foundation seminars.

**Consultation:**  
None - this is a PMU199 transfer

**Resources:**  
None beyond what was required for PMU199

**Overlap with Existing Courses:**  
No overlap

**Programs of Study for Which This Course Might be Suitable:**
AST199H1: Astronomy at the Frontier

Description:
This seminar series aims at building up general scientific literacy, by discussing selected topics in current astronomy, cosmology, and space science. We will delve into the physical foundation behind the questions being asked and how the answers are being sought. Students will have an opportunity early in the course to select topics of particular interest to them and this will govern the choice of readings as well. Topics could include: formation of stars; lives and deaths of stars; stellar corpses: white dwarfs, neutron stars, and black holes; planets around other stars; recent results from Hubble and other telescopes; architecture of the solar system; exploration in the solar system; the invisible universe: dark energy and dark matter; first light; formation of galaxies; the age and future of the universe. Participants should be comfortable with basic mathematics and quantitative reasoning. Students will be expected to do independent research for essays, presentations, etc.

Prerequisites:

Corequisites:

Exclusions:
AST198H1; Open only to newly-admitted, Faculty of Arts & Science students (3.5 credits or less);

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*: slightly

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

Rationale:
Astronomy's contribution to the First Year Foundation seminars.

Consultation:
None - this is a PMU199 transfer

Resources:
None beyond what was required for PMU 199

Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Astronomy and Astrophysics (FAS), Department of

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<th>Programmes of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Science breadth requirement</td>
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<th>Estimated Enrolment:</th>
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<td>24 each session</td>
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<th>Instructor:</th>
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4 New Courses:

CSB196H1: Genes, Genomes and Us

Contact Hours:
Lecture: 24

Description:

With the completion of the human genome sequence, we now have access to more information than ever before about our genetic make-up. This course addresses topics such as what are genes, how are they identified and how does knowledge about genes impact society. Students will learn basic concepts in genetics. Using this conceptual foundation, the significance of genomic research for understanding human biology, and the social consequences that may result from it, will be discussed. Evaluation is based on class discussions, homework, oral presentation and written assignments.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Living Things and Their Environment (4)

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 course is the same as the course previously offered as LTE199H1, Genes, Genomes and Us

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:  
Prof. Ashley Bruce

**CSB197H1: Human Viruses**

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

**Description:**

This course allows students to broaden their knowledge about the most important human viruses and prions. In essence, what viruses are, what they do, what are the diseases caused by viruses and how they are transmitted, etc., and what can be done about them (vaccines, antiviral treatments, etc.). Viruses cause many diseases ranging from a benign rash to severe hemorrhages and death. Each student will select a specific topic in Virology and write an essay and present a seminar for the rest of the class. Major "hot" problems in Virology from pandemics to controversial vaccines will also be discussed. Two tests covering all materials presented by all the students' seminars will be conducted.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

*Living Things and Their Environment (4)*

**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 course is the same as the course previously offered as LTE199H1, Human Viruses.

**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:**
Cell and Systems Biology (FAS), Department of

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<th>Estimated Enrolment:</th>
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<th>Instructor:</th>
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<tr>
<td>Prof. Mounir AbouHaidar</td>
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**CSB198H1: Cell and Molecular Biology in the News**

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<th>Contact Hours:</th>
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<td><strong>Lecture:</strong> 24</td>
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<th>Description:</th>
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<tr>
<td>The pace of knowledge creation in the fields of cell and molecular biology has greatly increased in the 21st century and with it, the need for greater scientific literacy. In this course, we will teach students to find reliable sources of information in order to understand the basic concepts underlying the research reported in these media releases, with the ultimate aim of critically evaluating these reports. Through exploration of various media articles in cell and molecular biology (with an emphasis on humans), students will be able to apply what they have learned to current events, as well as relevant issues in their lives and society as a whole. Students will be assessed through short-written assignments, class discussions, an oral presentation, and a final project where they will get the opportunity to explore the research behind a media article of their choice.</td>
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<th>Prerequisites:</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>Living Things and Their Environment (4)</td>
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<tr>
<th>Distribution Requirements:</th>
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<tr>
<td>Science</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td><strong>Communication:</strong> none; <strong>Critical and Creative Thinking:</strong> none; <strong>Information Literacy:</strong> none</td>
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<tr>
<td><strong>Quantitative Reasoning:</strong> none; <strong>Social and Ethical Responsibility:</strong> none</td>
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<th>Experiential Learning:</th>
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<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
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<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>This course is the same as the course previously offered as LTE199H1, Cell and Molecular Biology in the News.</td>
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<th>Consultation:</th>
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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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<tr>
<th>Overlap with Existing Courses:</th>
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</table>
### Programs of Study for Which This Course Might be Suitable:

### Estimated Enrolment:

### Instructor:
- Prof. Melody Neumann

### CSB199H1: Biotechnology and Society

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

#### Description:
From the manipulation of genes of plants for improved food production through to human tissue engineering and stem cell research, biotechnology is increasingly playing a major role in our world. Society, however, is often challenged by the rapid advances in our knowledge in these areas, and how to best apply these technologies in a manner that is socially responsible and economically viable. In this seminar course, students will research and describe various applications of biotechnology using information obtained from reputable sources, and lead discussions on the benefits and concerns that arise from this research.

#### Prerequisites:

#### Corequisites:

#### Exclusions:

#### Recommended Preparation:

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

#### 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:
The course is the same as the course previously offered as LTE199H1, Biotechnology and Society.

#### Consultation:

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

#### Overlap with Existing Courses:
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Estimated Enrolment:</td>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Prof. John Coleman</td>
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4 New Courses:

CHM196H1: The Quantum World and Its Classical Limit

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

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<tr>
<th>Description:</th>
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<tr>
<td>This course seeks to demystify quantum mechanics and equip students to critically analyze popular depictions of quantum phenomena. While quantum mechanics provides a reliable description of the behavior of atoms, molecules and photons, most people are uncomfortable with some of its predictions, such as &quot;quantum entanglement&quot; between distant particles. In this course we will delve into key aspects of quantum mechanics and its more comfortable classical limit, focusing first on its manifestations in nature and then on fundamental issues such as uncertainty, interference, entanglement, and decoherence. This course will appeal to students with enthusiasm for physics.</td>
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<th>Prerequisites:</th>
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<tr>
<th>Corequisites:</th>
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<table>
<thead>
<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>Other FYF classes</td>
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<table>
<thead>
<tr>
<th>Recommended Preparation:</th>
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<tbody>
<tr>
<td>High school physics and mathematics</td>
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<tr>
<th>Breadth Requirements:</th>
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<tr>
<td>The Physical and Mathematical Universes (5)</td>
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<tr>
<th>Distribution Requirements:</th>
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<tr>
<td>Science</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td><strong>Communication</strong>: notably; <strong>Critical and Creative Thinking</strong>: extensively; <strong>Information Literacy</strong>: notably</td>
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<td><strong>Quantitative Reasoning</strong>: notably; <strong>Social and Ethical Responsibility</strong>: notably</td>
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<th>Experiential Learning:</th>
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<tbody>
<tr>
<td><strong>Research</strong>: none; <strong>Other</strong>: none</td>
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<table>
<thead>
<tr>
<th>Rationale:</th>
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</thead>
<tbody>
<tr>
<td>This course is evolving from the PMU199 currently offered on “The Quantum World and its Classical Limit.” The course description has been modified to (hopefully) attract more students.</td>
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<table>
<thead>
<tr>
<th>Consultation:</th>
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<tbody>
<tr>
<td>None</td>
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<table>
<thead>
<tr>
<th>Resources:</th>
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</thead>
<tbody>
<tr>
<td>Nothing beyond a classroom a projection system.</td>
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<table>
<thead>
<tr>
<th>Budget Implications:</th>
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<tbody>
<tr>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<table>
<thead>
<tr>
<th>Overlap with Existing Courses:</th>
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</thead>
<tbody>
<tr>
<td>While some of the ideas discussed overlap with quantum courses offered in CHM or PHY, those are taught at a level suitable for more advanced undergraduate students whereas is a first year foundation course.</td>
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<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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</table>
Chemistry (FAS), Department of

Estimated Enrolment: 30

Instructor: Professor Paul Brumer

CHM197H1: Environmental Chemistry in a Sustainable World

Contact Hours:
  Seminar: 24

Description:
Rapid and widespread industrialization is changing the chemical nature of the planet. In order to have a sustainable future, we need to manage chemicals released by humankind, and to understand their effects on the environment and on us. Each year, this seminar course will address the fundamental science behind a specific topic in this field, such as the interactions of our energy choices and the environment, changes in water and air quality, or exposure to biologically-active synthetic chemicals such as pharmaceuticals or personal care products.

Prerequisites:

Corequisites:

Exclusions:
Other FYF courses

Recommended Preparation:
Minimum level of high school science and mathematics

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

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

Experiential Learning:
  Research: none; Other: none

Rationale:
This course is evolving from the PMU199 currently offered on “Energy Choices and Impacts on the Environment”, which addresses the environmental impacts of different energy sources such as fossil fuels, solar cells, biofuels, nuclear. The chemistry topics covered in the course include the chemical nature of fossil and nuclear fuels and their related impacts on the environment through their waste products (acid rain, greenhouse gases, nuclear waste), chemistry and environmental implications of biofuels on a wide scale, nature of solar cells, etc.

We propose to broaden this specific topic on energy and the environment into a course with a broader scope. In particular, in the new course we may instead consider the changes in water and air quality that are occurring with widespread industrialization, or exposure to biologically-active synthetic chemicals such as pharmaceuticals or personal care products.

By broadening the scope, we will have four faculty in the Chemistry Department who can teach the class. The class
Chemistry (FAS), Department of

will focus on just one topic each year, matched to the expertise of the available faculty member. Each of these topics is highly relevant and topical, and each illustrates the tight relationship that exists between environmental/human health and the chemical nature of our surroundings.

Consultation:
This course is a generalized version of a first-year seminar already offered, as described above. As such, we believe that it should fill a niche that already exists in the 199 seminar course list.

Resources:
Nothing beyond a classroom.

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

Overlap with Existing Courses:
We are not aware of another first-year seminar course in the topic of environmental chemistry. Other PMU199 courses offered this year with a related content are “Resources and Sustainability” and “Energy, Water and Carbon Dioxide”, which have different foci on resources and climate, respectively.

Programs of Study for Which This Course Might be Suitable:
N/A

Estimated Enrolment: 30

Instructor:
Professor Jon Abbatt; or Professor Jessica D'eon; or Professor Jennifer Murphy; or Professor Hui Peng

CHM198H1: Biosensor Technology and Applications for the Non-Scientist

Contact Hours: 
_Seminar:_ 34

Description:
This breadth course introduces uses of and key ideas behind biosensor technology. Sensors will be familiar to all, playing key roles in our everyday lives, for example in touch screens or in automotive technology. Biosensor devices are fabricated from an electrical transducer which is intimately connected to a biochemical probe such as an enzyme or antibody. The idea is that a detectable electrical signal can be obtained when a target molecule or ion binds to the probe. Such a device offers many applications. These range from the detection of biological markers in blood and serum to test for genetic and infectious disease, to the selective monitoring of biomolecules for public safety, or in biotechnology or other industrial processes.

Prerequisites:

Corequisites:

Exclusions:
Other FYF Courses

Recommended Preparation:
Reading of book chapter on biosensor technology

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

Competencies: 22
**Chemistry (FAS), Department of**

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

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

<table>
<thead>
<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td>Research:* notably; Other:* none</td>
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<tr>
<th>Rationale:</th>
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<tr>
<td>Biosensor technology has become a very integral component of modern bioanalytical chemistry. Analytical chemistry is a major sub-discipline taught by the Chemistry Department. Also biosensor use is becoming extremely important in the field in the medical area. Accordingly, the course is relevant academically on more than one count.</td>
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<tr>
<th>Consultation:</th>
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<tr>
<td>None</td>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td>Nothing beyond a classroom a projection system.</td>
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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>
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<tr>
<th>Estimated Enrolment:</th>
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<td>30</td>
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<table>
<thead>
<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Professor Mike Thompson</td>
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<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Seminar: 24</td>
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<tr>
<th>Description:</th>
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<tr>
<td>Chemistry is a practical as well as a conceptual science that serves as the basis for applications in many other fields. The ideas and methods have evolved from diverse inputs leading to widely accepted sets of standard of facts. This collective knowledge has led to progress in the quality and understanding of life at a molecular level. While the facts of chemistry are taught in established courses, the context of what we know, the limitations and challenges of what chemistry can do and how we got to this point will be the targets for discovery by students in this course. The course will operate in a seminar model, combining presentations, readings, reports and discussions of current and historical issues.</td>
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<th>Prerequisites:</th>
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<tr>
<th>Corequisites:</th>
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<tbody>
<tr>
<td>CHM135H1 and CHM136H1 (in sequence) or CHM151Y1</td>
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<tr>
<th>Exclusions:</th>
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<tr>
<td>Other FYF courses</td>
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<th>Recommended Preparation:</th>
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<tr>
<td>Grade 12 level chemsitry</td>
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<tr>
<th>Breadth Requirements:</th>
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<tr>
<td>The Physical and Mathematical Universes (5)</td>
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<tr>
<td>Distribution Requirements:</td>
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<td>---------------------------</td>
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<tr>
<td>Competencies:</td>
</tr>
<tr>
<td>Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably</td>
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<tr>
<td>Quantitative Reasoning: notably; Social and Ethical Responsibility: notably</td>
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<tr>
<td>Experiential Learning:</td>
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<tr>
<td>Research: none; Other: none</td>
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<tr>
<td>Rationale:</td>
</tr>
<tr>
<td>The courses in chemistry focus on factual matters of the science and laboratory techniques. This is an attempt to place the science itself in historical and social context. It also is aimed at developing communication skills and development of critical thinking.</td>
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<td>Consultation:</td>
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<tr>
<td>None</td>
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<tr>
<td>Resources:</td>
</tr>
<tr>
<td>Just a regular classroom</td>
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<tr>
<td>Budget Implications:</td>
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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>
<td>Overlap with Existing Courses:</td>
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<tr>
<td>N/A</td>
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<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
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<td>Estimated Enrolment:</td>
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<tr>
<td>25</td>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Professor Ronal Kluger</td>
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### 4 New Courses:

**CLA196H1: Homer's Odyssey down through Time**

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

This course will survey creative works inspired by Homer’s *Odyssey*. First we will read through the *Odyssey*, contextualizing the Homeric epic within the larger story of the Trojan War and the subsequent heroic return in the "Epic Cycle." Then we will study various "receptions" of the *Odyssey*, ancient and modern. Ancient works will include the satyr play *Cyclops* by Euripides and portrayals of a love-sick Cyclops in Theocritus and Ovid. In *True Story* Lucian calls Odysseus a liar but rivals his travel tale with episodes placed on the moon and inside a whale. Modern works include Atwood’s *Penelopiad*, Walcott’s stage version of the *Odyssey*, and the film “O Brother, Where Art Thou?” Themes will include travel literature, truth and lying, localization of the wanderings of Odysseus, culture clash, and the definition of home. All this material, various in date, media, and fidelity to their Homeric source, will provide us with a well-rounded sense of how the *Odyssey* has been re-imagined over the ages.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**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:**

N/A

**Consultation:**

N/A

**Resources:**

N/A

**Overlap with Existing Courses:**

N/A

**Programs of Study for Which This Course Might be Suitable:**
CLA197H1: Poetics of Desire

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

**Description:**

The seminar will introduce students to the texts and social context of Eros in Ancient Greece and Rome as it appears in such authors as Hesiod, Homer, Sappho, Catullus and Ovid. It will also examine ancient discussions of the nature of desire, such as those in Plato's *Symposium* and *Phaedrus*. Finally, the course will explore how these traditions were received in Renaissance poetry and thought, through works such as Petrarch's *Rime Sparse* and Shakespeare's *Sonnets*.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

**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:**

N/A

**Consultation:**

N/A

**Resources:**

N/A

**Overlap with Existing Courses:**

N/A

**Programs of Study for Which This Course Might be Suitable:**
CLA198H1: Julius Caesar

Contact Hours:
- Seminar: 24

Description:
Gaius Julius Caesar (100 – 44 BC) was a writer, an orator, a reformer, and a builder, as well as a general, a conqueror, an explorer, and a dictator. After his death, he was even worshipped as a god with a temple in the very heart of Rome. According to his critics, both ancient and modern, he was also a megalomaniac, an enemy of the state, a war criminal, and a tyrant. Only a very few individuals have left such an extensive and controversial mark on the history of the ancient world. We shall consider as many aspects of his life and his legacy as we can, from his conquest of Gaul to his decision to plunge Rome into a horrific civil war, from his love-affair with Queen Cleopatra of Egypt to his brutal assassination on the Ides of March.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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:
CLA199H1: Death and the Underworld in Classical Antiquity

Contact Hours:
   Seminar: 24

Description:

The question of what happens after death has long fascinated humanity. Every culture elaborates a variety of answers to this question, resorting to different approaches in order to discuss, represent and attempt to ‘control’ the end of human life. Ancient Greeks and Romans articulated their responses to the problem through philosophical and historical-ethnographic inquiries, through the figurative arts, and through myth and poetry. Death, funeral, and mourning were in antiquity at the centre of complex social rituals, often crucial to the construction of a community’s identity. Mass casualties in war or following disastrous events, while causing exceptional bereavement, also engendered artistic monumentalization. At the core of ancient responses to the mystery of death, however, are attempts to imagine the specifics of the afterlife (its setting, nature and quality), or else to deny such an afterlife altogether. The seminar will focus on Greco-Roman answers to the problems of death and afterlife, with an interest in the various practices of funeral and mourning, a consideration of funerary monuments, and a special focus on mythical and literary representations of the Underworld.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities

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: 28
Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:
  Lorenza Bennardo
# 3 New Courses:

**CSC197H1: What, Who, How: Privacy in the Age of Big Data Collection**

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

The rapid advance of technology has brought remarkable changes to how we conduct our daily lives, from how we communicate, consume news and data, and purchase goods. As we increase our online activity, so too do we increase the amount of personal data that we're sharing, often without realizing it. The questions of exactly what data is being collected, who is collecting and accessing this data, and how this data is being used, have significant implications for both individuals and our larger social and political institutions. Organized by a wide variety of case studies drawn from current events, we'll study how personal data can be collected and tracked, how personal and social factors may influence our own decisions about whether and how much to share our data, and what broader political and legal tools are used to either protect or subvert individual privacy.

**Prerequisites:**

- None

**Corequisites:**

- None

**Exclusions:**

- None

**Recommended Preparation:**

- None

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Social Science

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

As the events of the past few years make clear, data privacy is an increasingly important issue in the modern world. This course serves to give first-year students---most of whom have come of age enmeshed in a culture of technological (over-)sharing---to the myriad ways in which personal data is collected using technology, and the positive and negative consequences of this phenomenon. This is intended to be an interdisciplinary survey, blending technical discussions of specific technologies and software tools with a broad look at the social, political, cultural policies and mores that have evolved in response. This course will present students many opportunities to engage in critical thinking and analysis of current events, engage in independent research, and develop their oral and written communication skills.

**Consultation:**

Discussion at the department's Undergraduate Affairs Committee.

**Resources:**

- None
## CSC198H1: Computing for Science

### Contact Hours:

- **Lecture:** 48

### Description:

Computational skills for the modern practice of basic and applied science. Applied computer programming with an emphasis on practical examples related to the simulation of matter, drawing from scientific disciplines including chemistry, biology, materials science, and physics. Studio format with a mixture of lecture, guided programming, and open scientific problem solving. Students will be exposed to Python numerical and data analysis libraries.

### Prerequisites:

None

### Corequisites:

None

### Exclusions:

- Any CSC course, except CSC104H1

### Recommended Preparation:

We recommend students also be enrolled in CHM151H1, PHY151H1, or another science course

### Breadth Requirements:

- The Physical and Mathematical Universes (5)

### Distribution Requirements:

- Science

### Competencies:

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

### Experiential Learning:

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

### Rationale:

As the laboratory is automated and we enter the era of big data, more than ever, computing is an essential tool for science. We believe it is essential to introduce modern scientists of most disciplines to the practical aspects of computing as soon as possible. This course provides hands-on training on programming in a flipped-classroom manner. The students will be exposed to 45 min-1 hour of a contextual/situational lecture, and to a 15-minute overview of the
Jupyter Notebooks they will have to employ. These self-graded notebooks, which are stored in a central server are solved in-class while the instructors help the students if they get stuck. The format encourages students to brainstorm with each other as they solve the exercises. A take-home exercise is started during the last 30 min-1hr of class and due the next 4-hour continuous session. This “studio” format allows for a less distracted environment for the modern student.

**Consultation:**
This course is modelled after a course taught by one of the proposers at Harvard University. Discussion with the Department of Computer Science and faculty from other departments at UofT indicates there is interest from faculty and students in other disciplines for a course teaching computational skills more specific to the physical sciences.

**Resources:**
A classroom with teaching station, and with tables where the students can sit in groups, such as one of the new active learning classrooms in the Myhal Centre. Students should bring their own laptops. For the final project, we require a collection of Raspberry Pis, pumps, webcams and simple wetware. We will require access to a chemistry laboratory to carry out the final project experimentation with simple chemicals to carry out automated titration operations. See the following articles for context.
https://cen.acs.org/education/Teaching-chemistry-students-use-labs/96/i48
https://cen.acs.org/articles/96/web/2018/03/New-software-run-lab-future.html

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
This course is well-suited for students in any program in the physical sciences, such as chemistry or physics.

**Estimated Enrolment:**
30

**Instructor:**
Jacqueline Smith, Alán Aspuru-Guzik

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**CSC199H1: Intelligence, Artificial and Human**

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

**Description:**
What is human intelligence? How close are we to replicating it? How productive/reductive is the brain-computer analogy? What ethical challenges are posed by AI on workers, society, and the environment? Can we put a hold on "progress"? Is Silicon Valley the seat of a new techno-religion? What can they teach us about today's research priorities? What insight (or inspiration) can we get from works of science fiction about the future of human-AI interaction? Through reading discussion, written assignment, and workshops, this seminar will present students with the opportunity to integrate their computer science interests with philosophy, history, and literature.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**
### Computer Science (FAS), Department of Society and its Institutions (3)

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<th>Distribution Requirements:</th>
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<tbody>
<tr>
<td>Science</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td><strong>Communication</strong>: notably; <strong>Critical and Creative Thinking</strong>: notably; <strong>Information Literacy</strong>: notably</td>
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<tr>
<td><strong>Quantitative Reasoning</strong>: slightly; <strong>Social and Ethical Responsibility</strong>: extensively</td>
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<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td><strong>Research</strong>: none; <strong>Other</strong>: none</td>
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**Rationale:**

Writing algorithms has started to become an essential skill outside of the computing sciences, although not as an end unto itself. Even among computer science undergraduates, knowledge of computer programming will not guarantee employment - let alone a fulfilling career - in a competitive market-place where humans must compete with AI technologies. To be deployed to its fullest potential, computational thinking must be both subjected to critical inquiry and informed by culture. The best way to accomplish this is to integrate an introduction to computational thinking with a rigorous survey of the philosophy and history behind it. This course proposes just that: a collaborative experiment between fledgling computer scientists and humanists. Instead of adopting a digital humanities model, we propose a humanistic inquiry into the history, assumption, and aspirations of computer science, and AI in particular. In an age increasingly shaped by the exigencies of AI and deep learning research, a humanistic perspective on intelligent technologies will help the next generation of students remain in control of their field, and take it in new and exciting directions. Reciprocally, computer literacy, along with a deeper appreciation for the way computer scientists identify and solve problems, should be part of any humanistic education, along with traditional reading, writing, and oral expression skills.

Assignments will ensure that in addition to wrestling with these questions, student also acquire the fundamental reading, writing, and research skills they will need to succeed throughout their undergraduate studies and beyond.

**Consultation:**

Discussion with Jean-Olivier Richard; discussion at the department's Undergraduate Affairs Committee.

**Resources:**

N/A

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

**Overlap with Existing Courses:**

This course will be offered concurrently with a course of the same name at St. Michael’s College, and both sections will be co-taught by both instructors. The instructor for the SMC course is Jean-Olivier Richard.

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

**Estimated Enrolment:**

30

**Instructor:**

Gerald Penn and Jean-Olivier Richard
1 New Course:

**DTS199H1: Routes of Conversion**

**Contact Hours:**
- **Seminar:** 12

**Description:**

Paths to conversion entail movement—whether on the land, between communities, or within a person. In this seminar, we will discuss conversion as a religious journey that may be chosen or coerced, gradual or dramatic. We will read texts of fiction and nonfiction both ancient and modern, and sacred and heretical, asking how stories of conversion reveal not only psychological transformation and religious difference but also wider dynamics of power as shaped by gender, racialization, and colonialism. Readings include biblical narrative, missionary accounts, novels, short stories and autobiographies from the *Book of Ruth* to *The Autobiography of Malcolm X* and *Lila*.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

**Distribution Requirements:**

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

To introduce students to the field of Diaspora and Transnational Studies through the notion of religious conversion as movement.

**Consultation:**

We have received approval for this course from the Director and Associate Director of the Centre for Diaspora and Translational Studies.

**Resources:**

**Overlap with Existing Courses:**

None

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

DTS and Religion
Diaspora & Transnational Studies (FAS), Centre for

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<th>Estimated Enrolment:</th>
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<table>
<thead>
<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Pamela Klassen and Naomi Seidman</td>
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4 New Courses:

**ESS196H1: Life and Death in the Solar System**

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<tbody>
<tr>
<td>Earth is the only planet in the solar system known to support life. Through directed readings, seminars, videos and lab visits, participants in this course will work with instructors whose own research tackles important questions concerning the origin of life on earth; the limits to life on this planet; implications for life under extreme conditions elsewhere in the solar system; and the life cycles of the planets themselves. The course will involve reading of scientific literature, student-led discussions, oral presentations and research projects, as well as potential field trips to sites in Southern Ontario.</td>
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<tr>
<th>Estimated Enrolment:</th>
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<td>36</td>
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ESS197H1: Earth and Life through Time

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

**Description:**
This seminar will look through the lens of earth history to explore drivers of change in the biosphere and the impacts of these changes. We will focus on episodes of mass extinction, and the spectacular landscape changes and speciation events which often followed. Abrupt or gradual climatic changes, massive volcanism, asteroid impacts, catastrophic carbon releases, and human activity will be evaluated as the causes of major extinction events in Earth history. The course will involve reading of scientific literature, student-led discussions, oral presentations and research projects, as well as potential field trips to sites in Southern Ontario.

**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:**
This course was previously a PMU199 course.

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
ESS198H1: Resources and Sustainability

Contact Hours:
Lecture: 24

Description:
The rise of humanity is intricately linked to the exploitation of natural resources. From its earliest attempts to use fire and extract metals from rocks, to coal-fired steam that brought the industrial revolution, hydrocarbons that fuel international travel and trade, nuclear energy to produce electricity, and the reliance on smartphones in our daily lives, the planet’s resources have brought innovation and problems and require us to ask questions regarding sustainability. This course will explore the gamut from resource extraction and trading, to its societal consequences including global politics, environmental pollution, and remediation. The course will involve reading of scientific literature, student-led discussions, oral presentations and research projects, and potentially field trips to sites in Southern Ontario.

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:
This was previously a PMU199 course.

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment: 38
Earth Sciences (FAS), Department of

Instructor:

ESS199H1: Earth, Portrait of a Planet

Contact Hours:
   Lecture: 24

Description:

Modern Earth Sciences touches on virtually all aspects of modern life, from the atmosphere to large scale natural disasters. This course will explore how earth sciences has shaped our society and our understanding of the earth as a system. Potential course topics include (but are not limited to) the great climate change crisis and what we know about climate change in the past to the literally earth moving ideas of plate tectonics (and the associated natural disasters). The course will involve reading of scientific literature, student-led discussions, oral presentations and research projects.

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:
   This course was previously a PMU199 course.

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:
4 New Courses:

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

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<th>Contact Hours:</th>
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<td><em>Seminar:</em> 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

**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:

44
Instructor:
Johanna Liu (in 2019-2020 - can be taught by multiple EAS faculty)
3 New Courses:

EEB197H1: Biodiversity and the City

Contact Hours:
- Lecture: 24

Description:

Most of us are urban creatures, but we as people are not the only urban creatures. In this seminar we will explore the diversity of animal and plant species comprising the ecological community that we call “Toronto”. We will learn their names, whether they are endemic (from here originally) or newcomers, general aspects of their biology that suit them to living in an urban environment, how natural selection shapes the traits similarly and differently for species in urban versus wilderness settings, and what happens when the wild and the domesticated members of the community meet one another.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

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

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:
- First-year foundations course transfer from previous LTE199

Consultation:

Resources:

Overlap with Existing Courses:
- N/A

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
- 30
**EEB198H1: Genes and Behaviour**

**Contact Hours:**

*Lecture: 24*

**Description:**

In this course you will experience the new paradigm in behaviour genetic research. You will learn why the concept of a nature-nurture dichotomy is passé and that it has been replaced by a new understanding gained from animal and human research in the areas of gene by environment interaction and epigenetics. We will discuss how our genome listens to our environment and the effect this has on our health and behaviour. We will learn why our early experiences are critical for the development of our brains and our bodies. Together this new body of knowledge will help us understand how individual differences in behaviour and health arise.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Living Things and Their Environment (4)

**Distribution Requirements:**

Science

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

First-year foundations course transfer from previous LTE199

**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:**

30
**Instructor:**
M. Sokolowski

**EEB199H1: Humans, Evolution and Ecology**

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

**Description:**
Learn about the evolution and ecology of humans and other species. Through discussion, scientific literature research, seminal readings, written reports and presentations you will discover scientific answers to questions such as (topics vary among years): How did life originate? Why are there so many species? Where did humans come from? Will humans become extinct? How can we explain human DNA and human brain size? Need we worry about climate change? What is causing the sixth extinction crisis? Are there ecological limits to human population size? What will life be like in the Anthropocene? Are humans still evolving?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Science

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

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

**Rationale:**
First-year foundations course transfer from previous LTE199

**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:**
30
3 New Courses:

ECO197H1: Seminar on Classical Economic Thought

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<tr>
<th>Contact Hours:</th>
<th>Lecture: 24 / Tutorial: 12</th>
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Description:

This seminar examines the basic ideas of the five most notable economic thinkers before 1870: Aristotle, Adam Smith, Thomas Malthus, David Ricardo, and Karl Marx. We focus on demand as the basis of price in Aristotle; the ambiguity in Smith between a labour theory of value and a demand/supply theory of value; the principle of population in Malthus; Ricardo’s labour theory of value and his theory of rent and economic growth; and Marx’s labour theory of value as the explanation for the development of capital. The understanding in these authors of economics as an historical process of production gives fascinating insights into modern economic development that contrast with the modern economic concentration on the distribution of resources in a world of scarcity.

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: notably; Social and Ethical Responsibility: none

Experiential Learning:
  Research: none; Other: none

Rationale:
  Converting SII199H L0181 to ECO197H

Consultation: 

Resources:
  An instructor and a shared classroom with a teaching station

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:
ECONOMICS (FAS), DEPARTMENT OF

Estimated Enrolment:
24

Instructor:
Kieran Furlong

ECO198H1: Seminar on Modern Economic Thought

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
This seminar examines the development of modern economic thought from the marginal revolutionaries (Jevons and Menger) who proclaimed that demand in the form of utility was the basis of price to the supply/demand analysis of Alfred Marshall that established modern microeconomics by 1890. We then look at Irving Fisher’s 1907 foundation of the modern concept of the interest rate and the present value of capital before reviewing J.M. Keynes’ 1936 criticism of neo-classical positions on full employment and interest rates in arguing for government manipulation of interest rates to ensure full employment. We finish with Milton Friedman’s championing of the unregulated market economy through his quantity theory of money critique of Keynes.

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: notably; Social and Ethical Responsibility: slightly

Experiential Learning:
Research: none; Other: none

Rationale:
Converting SII199H1 to ECO198H1

Consultation:

Resources:
Instructor and small classroom with a teaching station.

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

Overlap with Existing Courses:
ECO199H1: Economics and Sustainable, Green Development

Description:

Economic growth has been a powerful force through history in improving living standards throughout the world. At the same time, there is a growing recognition that environmental damages frequently accompany this growth, whether it be at the local level (soil degradation and deforestation), or the global level (climate change). Economics studies the allocation of scarce resources, but how can it incorporate "the environment" in a meaningful way that can help guide policy-makers in the 21st century? This course is a fast review of economic approach and tools, and a review of a wide range of environmental policies, designed to manage the possible adverse impacts of economic expansions. The major emphasis in this course is on the market-based policies that guarantee incentive compatibility of these policies, thus, a higher chance of success.

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: extensively
- Quantitative Reasoning: extensively; Social and Ethical Responsibility: extensively

Experiential Learning:
- Research: notably; Other: none

Rationale:
- Converting SII199Y1 L0181 to ECO199H1

Consultation:

Resources:
- Instructor, teaching assistants and a small classroom with a teaching station

Budget Implications: The academic unit will provide the resources required for this course from existing budget.
### Economics (FAS), Department of

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| **Instructor:** | Masoud Anjomshoa, Sessional Lecturer |


4 New Courses:

**ENG196H1: Time Travel and Narrative**

**Contact Hours:**
- Seminar: 24

**Description:**
From H.G. Wells to *Star Trek* to *Bill and Ted's Excellent Adventure*, tales of time travelers remain captivating. What does our fascination with time travel tell us about storytelling and narrative? This course will explore the questions that time travel raises about narrative as well as history, temporality, subjectivity, and agency. We will look at examples of time travel in film, television, and books as well as philosophical and scientific writing about it.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
ENG197H1, ENG198H1, ENG199H1

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
As per FAS changes to 199s

**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:**
ENG197H1: Representing Disability

Contact Hours:
  Seminar: 24

Description:

Understanding disability as a cultural concept—not a medical condition or personal misfortune—that describes how human variation matters in the world, this course asks: how do literary texts represent physical and intellectual disability? Reading drama, fiction, and poetry, we will consider how disability prompts new strategies of writing and thinking.

Prerequisites:

Corequisites:

Exclusions:
  ENG196H1, ENG198H1, ENG199H1

Recommended Preparation:

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  As per FAS changes to 199s.

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:
  30

Instructor:
  Professor Katherine Williams
**ENG198H1: Shipwrecks and Castaways: Disaster at Sea in Literature**

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

**Description:**
For thousands of years, stories of disaster at sea have been among the most widespread and popular of literary genres. These stories raise fundamental questions about the relationship between human beings and the non-human world and the nature of humanity itself. This course will explore the treatment of such questions in some great literary accounts of disaster at sea, from Homer's Odyssey to the twenty-first century.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- ENG196H1, ENG197H1, ENG199H1

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
As per FAS changes to 199s

**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:**
- 30

**Instructor:**
- Professor Maxwell Uphaus
# ENG199H1: Writing About Music

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

**Description:**

This course will consider what makes for an effective piece of critical or creative writing about music by looking at a wide range of essays, stories and poems that celebrate, theorize, or attempt to translate the impact of classical, jazz and popular musical performances. Authors studied will include Ross, Murakami, Byrne, Cather, Nabokov, Baldwin, Ishiguro and others.

**Prerequisites:**

- [ ]

**Corequisites:**

- [ ]

**Exclusions:**
- ENG196H1, ENG197H1, ENG198H1

**Recommended Preparation:**

- [ ]

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**

As per FAS changes to 199s.

**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:**

- 30

**Instructor:**

- Professor Paul Downes
1 New Course:

**ENV199H1: Debating & Understanding Current Environmental Issues**

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<tr>
<td><em>Lecture</em>: 2</td>
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<td>The course examines current environmental issues for which there is no easy answer or consensus position. For instance, to help solve climate change should we generate more electricity from nuclear power-plants, which have no greenhouse gas emissions? Or instead, should we phase out nuclear plants because of possible accidents, costs and radioactive wastes? The seminar examines the scientific and political aspects of such issues and debates the pros and cons of each.</td>
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<th>Exclusions:</th>
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<tr>
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<tr>
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<tr>
<td>Society and its Institutions (3)</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Social Science</td>
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<table>
<thead>
<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td><em>Communication</em>: slightly; <em>Critical and Creative Thinking</em>: notably; <em>Information Literacy</em>: notably</td>
</tr>
<tr>
<td><em>Quantitative Reasoning</em>: none; <em>Social and Ethical Responsibility</em>: extensively</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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<table>
<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>This involves the transition of an SII199H1 first year seminar course to a 199H1</td>
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<table>
<thead>
<tr>
<th>Consultation:</th>
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<tr>
<th>Resources:</th>
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<tr>
<td>This course has always been paid for by FAS because the School is an EDU:B and was not required to offer and pay for first year seminar courses. We are transitioning this course to ENV199H1 on the assumption that FAS will provide the resources to pay for it.</td>
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<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<td>58</td>
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58
<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
<th>25</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Karen Ing</td>
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4 New Courses:

**GGR196H1: Environmental Change: Producing New Natures**

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

**Description:**

Why do we have environmental problems? How do we understand these problems, their origins, and what should be done about them? This course aims to provide background and insight on the dizzying array of contemporary environmental problems by examining their complex origins and implications in some detail. Emphasis will be placed on developing problem-driven, interdisciplinary intellectual tools required to understand phenomena that are produced through novel combinations of biophysical processes and human actions. Consistent themes will include: the human processes that tend to propel these transformations; geographies of integrated social and ecological transformation; challenges to existing institutions and social relations; and strategies in environmental governance. Case studies will draw on a wide range of issues, including the emergence of genetically modified organisms; long-term nuclear wastes; persistent synthetic organic compounds; an altered global climate; complex socio-ecological aspects of waste production and management; industrial agriculture; and large scale landscape transformations more generally.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- SII199 L0232

**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:**
- Moving SII199 to GGR

**Consultation:**
- Previous consultation

**Resources:**

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
### GGR197H1: Nature, Conservation and Justice

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

#### Description:

Every day we read about climate change, species extinction, environmental degradation and the need for nature conservation. It is increasingly becoming apparent that the environmental problems that we face today arise from a deeper crisis relating to human ways of viewing and connecting to nature. This course asks how we can rework human ways of relating to nature, while querying the idea of “nature” and questioning the dominant approaches to nature conservation. It asks how can concerns for nature and for other species be balanced with that for human livelihoods and well-being? How can inequalities with regards to the distribution of environmental goods and bads be reduced? How are citizens and communities in the different parts of the world struggling against environmental injustice and to protect their local environments? How do these place-based movement demand justice and what visions do they articulate for a more just and sustainable world? How do indigenous worldviews offer conceptual resources for rethinking nature and our ways of relating to nature? The course will explore these questions using lectures, class discussion, videos and student presentations.

#### Prerequisites:

#### Corequisites:

#### Exclusions:
- SII199 L0233

#### 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:

Moving SII199 over to GGR

#### Consultation:

Previous consultations

#### Resources:
Geography and Planning (FAS), Department of

**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:** 
25

**Instructor:** 
Neera Singh

**GGR198H1: Political Spaces**

**Contact Hours:**

*Seminar:* 24

**Description:**

Is space political? In what ways? What are the implications of thinking about politics geographically? How do political conflicts both invoke and transform space and place? What kinds of alternative political relationships to space and alternative mappings can we imagine? This course will attempt to answer those questions while exploring a wide range of possible contexts in which political spaces are evident. These may include: conflicts over the intimate spaces of the body, identity, and the home; the racialization and gendering of space; the politics of cities and urbanization; the boundaries of public and private space; struggles over land, property, resources and ‘nature’; the political geographies of labour, citizenship and migration; globalization of economic markets and alternative economic political and social cartographies; borders, geopolitics, and the territorial politics of empire; and the geographic projects of colonialism, post-coloniality, modernity, and modernization.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

SII199 L0231 F

**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:**

Moving SII199 to GGR
Geography and Planning (FAS), Department of

**Consultation:**
Previous consultations

**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:**

**Estimated Enrolment:**
25

**Instructor:**
Rachel Silvey

**GGR199H1: Race, Conflict, and the Urban Landscape**

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

**Description:**
This course will focus on how racial conflict affects the size, shape, composition, and landscape of cities. It will emphasize Canadian and American cities, but other international examples will be discussed for comparison. Ethno-racial conflict has been, and continues to be, an important force on cities throughout the world. Course topics will include housing and employment discrimination, ethno-racial uprisings, and inequality. The course will be a discussion-oriented blend of academic readings, popular journalism, and film. It will serve as an introduction to concepts that are dealt with in greater depth in second, third, and fourth year geography courses.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
SII199 L0231 S

**Recommended Preparation:**

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

**Distribution Requirements:**
Social Science

**Competencies:**

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

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

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

**Rationale:**
This course is based on the extensive academic literature on racial conflict in cities. This theme is covered in greater depth in the geography department second, third, and fourth year courses, but is currently not the sole focus of a first year course. This course reflects both the thematic based approach of other first year seminars offered throughout FAS, while also serving as an introduction to material that is covered in the geography department curriculum.

**Consultation:**
I am not currently in consultation with other instructors, but if there are concerns, I would be happy to engage in this if there are concerns.

**Resources:**

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

**Overlap with Existing Courses:**
This is an introductory seminar. I do not believe that there is any similar first year seminar being offered. However, there will likely be some overlap in topic with courses in Sociology devoted to the topic of race. There are also a number of courses in Geography that deal with some aspect of the United States or Canada, and/or race including :GGR 254 (GGR of the USA); GGR 241 (GGR of Urban Social Exclusion). I have however, reviewed recent course outlines for each of these courses and do not feel that the overlap will be significant as my proposed course will be: 1) seminar style, first year (whereas the other courses are more general courses taught at the 2nd, 3rd, or 4th years); 2) applied to a particular geographic context (North American cities).

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

**Estimated Enrolment:**
25

**Instructor:**
Jason Hackworth
4 New Courses:

GER196H1: ""Es war einmal auf Deutsch" - Learning German with Fairy Tales"

Contact Hours:
 Seminar: 24

Description:
Grimms Fairy Tales – we all know and love them. But what do we really know? Which versions are we familiar with? Most likely not the ones by the Brothers Grimm. And certainly not in German! This course is a journey into the mythical German Schwarzwald, a place of wolves and witches, the realm of the fantastic. It is not a traditional language course, as we won’t be cramming grammar and vocabulary, at least not excessively. Rather, we will learn German playfully by reading, analyzing and acting out original folk tales, their Romantic adaptations and modern retellings. In the process we will enrich our understanding of German language and culture. Please note that basic knowledge of German is required to participate in this course (i.e. at least one year of solid high school instruction).

Prerequisites:
One year of German instruction, or equivalent

Corequisites:

Exclusions:

Recommended Preparation:

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: slightly

Experiential Learning:
Research: none; Other: notably;
Nature of "Other" Experiential Learning: none selected

Rationale:

Consultation:
Undergraduate Curriculum Committee & Executive Committee of German Department

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
GER197H1: Automaton, Puppet, Thing in German Literature (E)

Contact Hours:
  Seminar: 24

Description:

This course will introduce students to the various attempts in German literature over the course of the past 200 years to define the boundary between human and non-human agents. It will examine the idea of a mechanical being, of prostheses (both physical and emotional), of self-motivated matter, of narrating agency in non-human beings, and of imagining the limits of human action. In reading select texts on this topic, we will explore the physical, mental and moral qualities that purportedly separate human from non human agents. Students will gain insight into the problem of defining human beings in the context industrialization, mechanization, automation and artificial intelligence.

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

Experiential Learning:
  Research: none; Other: none

Rationale:

Consultation:
  Undergraduate Curriculum Committee & Executive Committee of German Department

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:
**GER198H1: Technology and the Human in German Literature and Thought (E)**

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

**Description:**
Technology has changed our lives, and scientific knowledge has enhanced human capacities. At the same time, though, this development is also experienced as a threat. Killing missiles, controlling 'Big Brothers,' and monstrous creatures are often considered the flip-side of technological advancement. This course asks: What is the relationship between technology and the "human"? Can there be progress of technology without a regress of humanity? Or is technology liberating us from the bonds of nature? We will discuss possible answers to these questions by looking at key texts in German literature, philosophy, and cultural history from the eighteenth century to Post-Modernity.

**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:** extensively
- **Quantitative Reasoning:** none
- **Social and Ethical Responsibility:** slightly

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

**Rationale:**

**Consultation:**
Undergraduate Curriculum Committee & Executive Committee of German Department

**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:**
GER199H1: The Pleasure of Reading: Reading as Self-Emancipation in the German Literary Tradition (E)

**Contact Hours:**

*Seminar:* 24

**Description:**

In this course we read some of the most enjoyable plots and stories in German Literature and examine how the pleasure of reading sets readers free to re-imagine themselves and the world released from everyday pressures and the repressive weight of the status quo. Readings are all in English translation and include texts by Lessing, Goethe, Schiller, Kleist, Keller, Heine and Kafka.

**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:* extensively

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

**Consultation:**

Undergraduate Curriculum Committee & Executive Committee of German Department

**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>Estimated Enrolment:</th>
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<tr>
<td>Instructor:</td>
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4 New Courses:

**HIS196H1: Religion and Violence**

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<th>Contact Hours:</th>
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<td>Description:</td>
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<tr>
<td>In this seminar we will explore the complex roles of religion in cases of extreme violence. Working chronologically backward from the 1990s (Rwanda, former Yugoslavia), we will consider cases from a number of locations and decades in the 20th Century (Cambodia in the 1970s, the Holocaust in the 1940s, Armenians in the 1910s, Southwest Africa in the 1900s). Rather than limiting ourselves to the recent past, we will also explore cases from the 19th century (imperialism) and earlier as well as ongoing situations that connect past and present (aboriginal people in the Americas). Students will be expected to do the assigned reading (from personal accounts, primary sources, and scholarly articles), participate actively in discussions, prepare a series of short responses, make an oral presentation individually or with a group, and produce a final paper based on original research.</td>
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| Prerequisites: |
| Corequisites: |
| Exclusions: |

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

| 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: | 70 |
HIS197H1: Medieval Medicine

**Contact Hours:**
- Seminar: 24

**Description:**
This course focuses on the theories and practices of medicine in Europe, c.500-1500, by examining surviving evidence from the period, including (in translation) pharmaceutical recipes, diagnostic guides, doctor’s records, commentaries, treatises on anatomy, surgery and gynecology, laws and regulations for physicians, university lectures, disputes in court records, satirical writings against physicians, as well as visual evidence of artifacts, surgical instruments, manuscript illumination/diagrams and archeological remains. Proceeding chronologically, the course engages with such topics as: the heritage of ancient writings (Hippocrates, Galen) for early medieval medicine, the impact of Christianity on medical thought, traditions of simple and compound drugs, physicians of barbarian kings, monastic medicine, Anglo-Saxon charms and recipes, clerical attitudes to medicine, the school of Salerno, the impact of Arabic authors and traditions, the rise of universities, scholastic medical texts, crusader hospitals, challenges to ancient authority from anatomy and chemistry, advances in surgery, the regulation of medical practitioners and pharmacists, responses to the Black Death, “Books of secrets” and other developments in the late middle ages and Renaissance.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

**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:**
HIS198H1: Decolonizing Women's History

Contact Hours:

Description:

This course introduces students to the historiographical and theoretical debates in women's and gender history from a global perspective, with emphasis on the local histories of women in the non-western world. Students will study the themes in women's history as articulated by first and second wave feminists. The second part of the class deconstructs the basic assumptions of Western feminism through the perspective of post-colonial feminist writings and empirical studies. The readings are structured so that you consider how examples from Asia disrupt narratives of universality in Western feminist epistemologies.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Humanities

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:

FYS

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
HIS199H1: Soccer: The History of the World’s Game

Description:

This seminar proposes to consider the history of the world's most popular sport, soccer, in broader political, social, economic, and cultural context. We will consider the emergence of the modern game in industrializing Britain in the 19th century; its globalization; its mobilization as a vehicle for political expression, as well as social cultural, and gendered identities; supporter culture; and soccer as an industry. Students will read scholarly works from a range of disciplinary perspectives, including history, cultural anthropology, sociology, literature, and economics.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

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:

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
History (FAS), Department of

Instructor:
Paul Cohen
1 New Course:

**IRE199H1: Why We Work: Understanding Work Through the Prism of Art & Culture**

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

**Description:**

Why do we work? What does work mean to the average person? These questions are not as straightforward as they appear. We work for the bulk of our lives and most of our days are spent with coworkers who are neither family nor our closest friends, but we often fail to realize how self-defining work really is. This speaks to work’s centrality but also to its invisibility in reflective discourse. However, through “popular” representations of work (e.g., such as in story-telling, cave drawings, hieroglyphs, music, writing, painting, television, film, video games, etc..) we can begin to better understand the meaning of work and how this has changed over time. Readings in anthropology, history, economics, sociology and employment relations plus film and art criticism will help us explore these questions from an interdisciplinary perspective; assignments will encourage students to reflect on their own experience of work. Developing strong analytical and communication skills is an important goal of the course.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Social Science

**Competencies:**

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

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

**Rationale:**

In accordance with recommendations from the First-Year Foundations Council and the Committee on Teaching & Learning, SSI 199H1 Why We Work is being brought into the FYF category and now carry the IRE unit specific designators, instead of the SSI breadth designator

**Consultation:**
- N/A. See rationale.

**Resources:**

Stipend funding (as per the usual 199 arrangement with the Dean's office). Please note that under "Resources-Budget" we are unable to indicate the issue surrounding funding. We hope to obtain clarification on this point.

The academic unit will provide the resources required for this course from existing budget.
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<thead>
<tr>
<th><strong>Budget Implications:</strong></th>
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<tr>
<th><strong>Overlap with Existing Courses:</strong></th>
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<tr>
<td>N/A. See rationale.</td>
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<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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<tbody>
<tr>
<td>ASMAJ1536 Industrial Relations and Human Resources</td>
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<tr>
<td>ASSPE1536 Industrial Relations and Human Resources</td>
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<table>
<thead>
<tr>
<th><strong>Estimated Enrolment:</strong></th>
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<tr>
<td>Maximum of 30</td>
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<table>
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<tr>
<th><strong>Instructor:</strong></th>
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<tr>
<td>Rafael Gomez, Associate Professor &amp; Director, CIRHR</td>
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1 New Course:

INI196H1: Hoboes, Geniuses and Immigrants: Otherness in Contemporary Culture

Contact Hours:
Lecture: 24

Description:
Hoboes, geniuses, and immigrants all share a sense of Otherness in terms of their identity because they are different from the norm. This course analyzes the factors that create the sense of Otherness in an individual. Can Otherness be chosen as an identity or is it imposed by society? What conditions make Otherness a positive or negative experience? What is the distinction between difference and Otherness? Instances of Otherness both negative and positive are analyzed in contemporary novels and films.

Prerequisites:

Corequisites:

Exclusions:
CCR199H1 LEC0091 (of the same name)

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
The course was taught for three years in the HUM 199 series with much success. Every year, the class was full and student evaluations were very positive. The proposed course seeks to give students a similar experience by encouraging class discussion, group presentations and the writing of short essays. The topic of the course “Otherness” is highly relevant in today’s society and of interest to students, in particular immigrant students. The course fits with Innis College’s mandate of encouraging diversity and of acceptance of all minorities. Because of its interactive nature, the course gives students a sense of belonging to the intellectual community of the College and encourages their critical thinking on a crucial question.

Consultation:

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

Overlap with Existing Courses:
None
Innis College

Programs of Study for Which This Course Might be Suitable:
The course fits within the Humanities as it analyses Otherness in novels and films. It also fits in Social Science programs because of the theme of Otherness which, by definition, is created by social norms.

Estimated Enrolment:
25

Instructor:
Janet Paterson, Professor Emerita, Department of French and Former Principal of Innis College
6 New Courses:

**CSC199H1: Intelligence, Artificial and Human**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 24</td>
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**Description:**
What is human intelligence? How close are we to replicating it? How productive/reductive is the brain-computer analogy? What ethical challenges are posed by AI on workers, society, and the environment? Can we put a hold on "progress"? Is Silicon Valley the seat of a new techno-religion? What can they teach us about today's research priorities? What insight (or inspiration) can we get from works of science fiction about the future of human-AI interaction? Through reading discussion, written assignment, and workshops, this seminar will present students with the opportunity to integrate their computer science interests with philosophy, history, and literature.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Science

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

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

**Rationale:**
Writing algorithms has started to become an essential skill outside of the computing sciences, although not as an end unto itself. Even among computer science undergraduates, knowledge of computer programming will not guarantee employment - let alone a fulfilling career - in a competitive market-place where humans must compete with AI technologies. To be deployed to its fullest potential, computational thinking must be both subjected to critical inquiry and informed by culture. The best way to accomplish this is to integrate an introduction to computational thinking with a rigorous survey of the philosophy and history behind it. This course proposes just that: a collaborative experiment between fledgling computer scientists and humanists. Instead of adopting a digital humanities model, we propose a humanistic inquiry into the history, assumption, and aspirations of computer science, and AI in particular.

In an age increasingly shaped by the exigencies of AI and deep learning research, a humanistic perspective on intelligent technologies will help the next generation of students remain in control of their field, and take it in new and exciting directions. Reciprocally, computer literacy, along with a deeper appreciation for the way computer scientists identify and solve problems, should be part of any humanistic education, along with traditional reading, writing, and oral expression skills.
Assignments will ensure that in addition to wrestling with these questions, students also acquire the fundamental reading, writing, and research skills they will need to succeed throughout their undergraduate studies and beyond.

**Consultation:**
Discussion with Jean-Olivier Richard; discussion at the department's Undergraduate Affairs Committee.

**Resources:**
N/A

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

**Overlap with Existing Courses:**
This course will be offered concurrently with a course of the same name at St. Michael's College, and both sections will be co-taught by both instructors. The instructor for the SMC course is Jean-Olivier Richard.

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

**Estimated Enrolment:**
30

**Instructor:**
Gerald Penn and Jean-Olivier Richard

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**SMC195H1: Intelligence, Artificial and Human**

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

**Description:**
This experimental and cross-disciplinary course inquires into the history, assumptions, and aspirations of computer science, and AI in particular. It invites both humanities and computer science students to engage such questions as: What is human intelligence, and how close are we to replicating it? How productive (or reductive) is the brain-computer analogy? What are the ethical challenges posed by AI systems and should we — can we? — put a hold on “progress”? What insight (or inspiration) can we get from works of science fiction about the future of human-AI interaction?

**Prerequisites:**

**Corequisites:**

**Exclusions:**
Other first year foundations or College Ones courses

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

Research: none; Other: none

Rationale:  
Writing algorithms has started to become an essential skill outside of the computing sciences, although not as an end unto itself; even among computer science undergraduates, knowledge of computer programming will not guarantee employment — let alone a fulfilling career — in a competitive market-place where humans must compete with AI technologies. To be deployed to its fullest potential, computational thinking must be both subjected to critical inquiry and informed by culture. The best way to accomplish this is to integrate an introduction to computational thinking with a rigorous survey of the philosophy and history behind it. This course proposes just that: a collaborative experiment between fledging computer scientists and humanists. Instead of adopting a digital humanities model, we propose a humanistic inquiry into the history, assumptions, and aspirations of computer science, and AI in particular.

“We” stands for the two instructors who designed and plan to co-teach this seminar. Jean-Olivier Richard (Christianity and Culture), will lead the humanities component of the course; Gerald Penn (Computer Science) will lead the more technical, algorithmic thinking component. In an age increasingly shaped by the exigencies of AI and deep learning research, a humanistic perspective on intelligent technologies will help the next generation of students remain in control of their field, and take it in new and exciting directions. Reciprocally, computer literacy, along with a deeper appreciation for the way computer scientists identify and solve problems, should be part of any humanistic education, along with traditional reading, writing, and oral expression skills.

Through reading discussions, written assignments, and workshops, first-year students enrolled in this seminar will have the opportunity to integrate their computer science interests with philosophy, history, and literature, thereby fulfilling the Foundation course requirement for both CS and SMC programs. “Intelligence, Artificial and Human” will engage such questions as: What is human intelligence, and how close are we to replicating it? How productive (or reductive) is the brain computer analogy? What are the ethical challenges posed by AI systems (on workers, on society, on the environment) and should we - can we? - put a hold on "progress"? Is Silicon Valley the seat of a new techno-religion, and if so, what implications does this have for research incentive and funding? What are the historical roots of computer science, robotics, and AI, and what can they teach us about today’s research priorities? What insight (or inspiration) can we get from works of science fiction about the future of human-AI interaction? Assignments will ensure that in addition to wrestling with these questions, student also acquire the fundamental reading, writing, and research skills they will need to succeed throughout their undergraduate studies and beyond.

Consultation:  
New FYF Seminars have been discussed extensively at St. Michael’s College, at both the College Council and in program committee meetings. This specific Seminar has been reviewed and recommended for submission to the FYF-focused FAS Curriculum Committee body by the Academic Life Committee of College Council. Gerald Penn, co-developer of this new course, is consulting with the Computer Science Department administration.

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

Overlap with Existing Courses:  
The idea is to offer a parallel FYF Computer Science seminar that would appeal to fledging computer scientists and would offer opportunities for joint projects with SMC students in the humanities. In that sense, a clear overlap does exist, but it is deliberate and will not negatively affect enrollment. In order to make this course possible, faculties from St. Michael's College and from Computer Science would combine their expertise and sit in each other’s seminars, in effect co-teaching a fully integrated SMC+CS course. If the combined enrollment rises above 30 (as we expect it will), we would in effect co-teach two sections, one of which under the SMC banner, the other under CS’s.

Programs of Study for Which This Course Might be Suitable:  
Christianity and Culture, Book and Media Studies, Computer Science

Estimated Enrolment:  
30

Instructor:  
Jean-Olivier Richard (SMC) with Gerald Penn (CS)
**SMC196H1: Beauty, Human and Divine**

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

**Description:**

What is beauty? A quality of fragile things? Or a manifestation of something transcendent? Is beauty human, divine—or both? This seminar will take up these questions by exploring the great works—and intense debates—inspired by the encounter between Christianity and beauty. We will consider the tensions and paradoxes that arise when artists work with religious subject matter, how Christianity’s central claims expand conventional aesthetics categories, and how secular artists respond to these expressions and developments.

**Prerequisites:**

- 

**Corequisites:**

- 

**Exclusions:**
- Other first year foundations or College Ones courses

**Recommended Preparation:**

- 

**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: none

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

**Rationale:**

By examining the works of great artists, thinkers, and theorists, this seminar will develop foundational humanities skills such as textual interpretation and persuasive argumentation in a small classroom setting. The framework of the course will allow students to pose the kind of perennial “big questions” that are fundamental humanistic study while building the requisite skills to pose those questions in ways that are focused and nuanced. A structured series of writing assignments will provide students with a solid foundation for further study in the Christianity & Culture Program or any other program of study in the humanities.

**Consultation:**

New FYF Seminars have been discussed extensively at St. Michael’s College, at both the College Council and in program committee meetings. This specific Seminar has been reviewed and recommended for submission to the FYF-focused FAS Curriculum Committee body by the Academic Life Committee of College Council.

**Resources:**

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

**Overlap with Existing Courses:**

- 

**Programs of Study for Which This Course Might be Suitable:**
SMC197H1: The Sistine Chapel: History, Imagery, Usage

Contact Hours:
Seminar: 24

Description:
The Sistine Chapel in Rome is a historical artifact, an artistic monument, and a house of worship—at once recognizable and mystifying. This seminar explores fifteenth-century origins, decoration by some of the most accomplished artists of the Italian renaissance, and continuing use (especially the election of popes). Topics will include: art and patronage, rhetoric and ritual, controversial restoration, and the Sistine Chapel in popular culture—with an emphasis on the close analysis of the major frescoes. The seminar will develop the academic skills needed for the analysis and discussion of texts, paintings, and ritual events.

Prerequisites:

Corequisites:

Exclusions:
Other first year foundations or College Ones courses

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: extensively; Other: none

Rationale:
As a space containing a rich collection of art works, and as the source of inspiration for musical and rhetorical creativity for centuries, the Sistine Chapel provides an opportunity to study a single artifact in depth while at the same time drawing on history, art history, theology, philosophy, politics, media studies, and ritual studies. It also provides numerous possibilities for the design of scaffolded assignments to develop necessary study and communication skills in first-year students, skills readily transferable to many disciplines in FAS.

Consultation:
New FYF Seminars have been discussed extensively at St. Michael’s College, at both the College Council and in program committee meetings. This specific Seminar has been reviewed and recommended for submission to the FYF-focused FAS Curriculum Committee body by the Academic Life Committee of College Council.
SMC198H1: How to Study Video Games

Contact Hours:

Seminar: 24

Description:

Games and play are a fundamental part of human society, and today digital games occupy a central place in popular culture, media industries, and the imaginations of players around the world. This seminar introduces students to the growing academic field of game studies, with an emphasis on close analysis of specific games as cultural objects. Through lectures, discussions, and in-class play sessions, students will build a critical vocabulary and toolbox of techniques for understanding the unique formal, aesthetic, narrative, and thematic properties of games in a variety of platforms and genres, and develop basic academic reading, writing, and research skills.

Prerequisites:

Corequisites:

Exclusions:

Other first year foundations or College Ones courses

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: notably; Other: none

Rationale:
St. Michael's College

Game studies has been a growing interdisciplinary field of research for nearly two decades, but undergraduate instruction lags behind the field, and students rarely get the opportunity to engage critically with this overwhelmingly popular medium. This course leverages students’ colloquial familiarity with games as an accessible and appealing way in to substantive questions about media, culture, and society. Learning to play “between the lines” and interpret popular cultural objects as more than simply entertainment is a valuable analytical skill that is applicable well beyond game studies, and are central to cognate disciplines like media studies, cinema studies, cultural studies, communication studies, and information studies as well as the Humanities more generally.

Consultation:
New FYF Seminars have been discussed extensively at St. Michael’s College, at both the College Council and in program committee meetings. This specific Seminar has been reviewed and recommended for submission to the FYF-focused FAS Curriculum Committee body by the Academic Life Committee of College Council.

Resources:
Gaming equipment provided by instructor and/or Media Commons

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

Overlap with Existing Courses:
There are a small number of courses in other departments that touch on digital games from different disciplinary perspectives. Existing courses tend to emphasize specific approaches to games (practical design/programming, narrative, or digital humanities) rather than offering a holistic view of games as a distinct medium and object of study. Moreover, there are currently there are no first-year introductory courses on the topic from any perspective.

CSC404H1 Introduction to Video Game Design
ENG287H1 The Digital Text
WDW335H1 From Book to Map to Video Game: Texts and their Digital Transformations

Programs of Study for Which This Course Might be Suitable:
Book and Media Studies, Cinema Studies, Information Studies, Digital Humanities

Estimated Enrolment:
30

Instructor:
Felan Parker

SMC199H1: God and Money in the Middle Ages

Contact Hours:
Seminar: 24

Description:
This seminar considers the ethical, political, and spiritual questions arising from the existence of wealth and poverty in medieval European culture. With readings from Dante, Chaucer, Thomas Aquinas and others, the course will examine how the interaction of spiritual ideals and material realities shaped cultural developments from late antiquity to the Protestant Reformation.

Prerequisites:

Corequisites:

Exclusions:
Other first-year foundations or College Ones courses

Recommended Preparation: 85
### Breadth Requirements:
- Society and its Institutions (3)

### Distribution Requirements:
- Humanities

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

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

### Rationale:
This course would introduce students to university-level studies in a multi-disciplinary mode, bringing together historical, literary, economic, and anthropological perspectives and related methodologies to make sense of the interactions of religious and economic experience in the Middle Ages. The course is a possible gateway to programs and majors in the areas of History, English, cultural anthropology, religious studies, Christianity and Culture, and Mediaeval Studies.

### Consultation:
New FYF Seminars have been discussed extensively at St. Michael’s College, at both the College Council and in program committee meetings. This specific Seminar has been reviewed and recommended for submission to the FYF-focused FAS Curriculum Committee body by the Academic Life Committee of College Council.

### 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:
- Mediaeval Studies, Christianity and Culture, English, Religious Studies, History

### Estimated Enrolment:
- 30

### Instructor:
- SMC Staff
2 New Courses:

**UNI198H1: Why Go to University? The Changing Role and Purpose of Higher Education**

<table>
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<tr>
<th>Contact Hours:</th>
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<tr>
<td><strong>Seminar:</strong> 24</td>
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</table>

**Description:**

Is higher education about job preparation or about giving students an opportunity to learn about themselves and the world around them? Can higher education in Canada achieve both these aims? This course engages with the spirited conversations and scholarly debates about the ideals of a liberal arts education and how these connect with ancient and contemporary arguments about citizenship. We explore the impact on higher education of globalization and what some call the “corporatization” of universities. Students will be encouraged to think, read, research and write about various models of higher education and explore questions suggested by these debates.

**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: none; Social and Ethical Responsibility: notably

**Experiential Learning:**

- Research: none; Other: notably;
- Nature of "Other" Experiential Learning: none selected

**Rationale:**

This course not only invites students to engage with debates about the role and purpose of the university but encourages them to reflect critically about their own personal and civic goals for pursuing a postsecondary degree. They will gain key skills in critical thinking and reading (both scholarly and popular sources) as well as academic argument. Unlike many university courses, this seminar will ask students to draw on their current experience as university students to consider the education from multiple disciplinary perspectives as they examine universities through the lens of history, economics, and philosophy.

**Consultation:**

N/A

**Resources:**

- Budget Implications: The academic unit has received Decanal approval for additional resources required for this course.
UNI199H1: The Construction of Race in America: A History

Contact Hours:
  Seminar: 24

Description:

The course will explore the origins of racial categories in America, in particular Negro (later black), Indian, and white. Drawing on primary sources such as memoirs, film, and government records as well as writings by scholars, we will examine how beliefs about these categories changed over time and with what consequences for the unfolding of American history. Arriving at the present day, we will consider such contradictory developments as the accelerating influence of Black Lives Matter and the headline-grabbing white nationalism on display at the “Unite the Right” rally in Charlottesville, Virginia, August, 2017.

Prerequisites:

Corequisites:

Exclusions:
  TBB199H1 (L0021) in 2018-2019

Recommended Preparation:

Breadth Requirements:
  Thought, Belief and Behaviour (2)

Distribution Requirements:
  Social Science

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

Experiential Learning:
  Research: notably; Other: none

Rationale:

With more power than it has as a scientific category, race functions in our society as a social category. The American experience exerts disproportionate power and understanding; it historically is key to understanding our social world.

Consultation:

The course has been approved in principle by University College Program Directors and Vice-President, the University College Council.
**University College**

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
<th>Beyond teaching space and basic instructional equipment (projector and speakers) this course does not require any particular resource.</th>
</tr>
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<tbody>
<tr>
<td><strong>Budget Implications:</strong></td>
<td>The academic unit has received Decanal approval for additional resources required for this course.</td>
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</table>

| **Overlap with Existing Courses:** | This course will provide a strong basis for students going on to take quite a few upper level courses offered by the History Department: Gender, Race and Science; African American History to 1865; African American History from 1865 to the Present; Aboriginal Peoples of the Great Lakes from 1500 to 1830; Aboriginal Peoples of the Great Lakes from 1815 to the Present; America in the 1960s; Gender, Sexuality and Black Liberation from Black Power to #BlackLivesMatter. It will also be useful for students taking the following courses in the Sociology Department: Sociology of Race and Ethnicity; Race Class and Gender; Gender, Race, Class and the Politics of Medicine. And for students taking the following courses in the Political Science Department: Race, Conflict and Politics in the Americas; Privilege and Race in Global Perspective; Topics in Comparative Politics: Race. |

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

| **Estimated Enrolment:** | 30 |

| **Instructor:** | Prof. Michael Wayne |
3 New Courses:

**WDW197H1: Jane Austen on Film**

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

In the 21st century, Jane Austen’s early 19th-century novels of love and marriage are increasingly experienced through retellings and updatings in theatrical and made-for-television movies. The course will examine highlights from the last 25 years of Austen adaptations for what they can tell us about relationships in our time, including how Austen’s stories are rewritten to please a modern audience. Films in the course will include works from 1995 to 2016 (from 1995, Clueless, Austen’s Emma retold as a Hollywood high school comedy and starring Alicia Silverstone; and Sense and Sensibility, for which Emma Thompson’s screenplay won an Academy Award; and from 2016, the Hallmark Channel’s Unleashing Mr. Darcy, Austen’s Pride and Prejudice transferred to the present-day dog show circuit; and writer/director Whit Stillman’s Love and Friendship, the first-ever film version of Austen’s Lady Susan).

**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:**

In accordance with recommendations from the First-Year Foundations Council and the Committee on Teaching & Learning, CCR199H1 Jane Austen’s Pride and Prejudice in Her Time and Ours being brought into the FYF category and now carry the WDW unit-specific designators, instead of the CCR breadth designator.

**Consultation:**

N/A. See rationale.

**Resources:**

Stipend funding (as per the usual 199 arrangement with the Dean's office).

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

**Overlap with Existing Courses:**
### WDW198H1: There and Back Again: Exploring Tolkien

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

#### Description:
Since the mid-twentieth century, J.R.R. Tolkien’s *The Hobbit* and *The Lord of the Rings* have become classics of children’s and fantasy literature. In this course, we read Tolkien’s *The Lord of the Rings* and investigate the world-building and imagined history that lies behind the books. We trace how Tolkien’s own life experience informed his work—his experience as a soldier of the Great War and a civilian during World War Two; as a scholar of medieval language and literature, and of fairy tales; as a Catholic thinker; and as a lover of nature and the past. We also survey the afterlife of the novels in fantasy, film, and the popular imagination.

#### 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:
In accordance with recommendations from the First-Year Foundations Council and the Committee on Teaching & Learning, CCR199H1 There and Back Again: Exploring Tolkien is being brought into the FYF category and now carry the WDW unit-specific designators, instead of the CCR breadth designator.

#### Consultation:
N/A. See rationale.

#### Resources:

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N/A. See rationale.

Programs of Study for Which This Course Might be Suitable:
- n/a

Estimated Enrolment:
- maximum of 30

Instructor:
- Theresa Moritz, Associate Professor, Teaching Stream

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Woodsworth College
Stipend funding (as per the usual 199 arrangement with the Dean’s office).

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

**Overlap with Existing Courses:**
N/A. See rationale.

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

**Estimated Enrolment:**
Maximum of 30

**Instructor:**
Alexandra Bolintineanu, Assistant Professor, Teaching Stream or W. Brock MacDonald, Associate Professor, Teaching Stream

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**WDW199H1: Indigenous Knowledge and Storytelling in Toronto**

**Contact Hours:**
- **Tutorial:** 12 / **Seminar:** 24

**Description:**
The land now known as Toronto has a 13,000+ year old history of Indigenous presence that is still unfolding. This history is inscribed in the land – it is visible in the geographical features, place names, and contemporary urban form of the city and is represented through stories (oral and written) told by diverse members of Toronto’s Indigenous community. This course engages with stories of Indigenous history and presence in Toronto through a selection of Indigenous literary works about Toronto, Indigenous guest speakers, and a series of experiential Indigenous storytelling tours of significant locations across the city. Students will be introduced to Indigenous worldviews and ways of knowing and will learn why storytelling remains a significant and culturally-appropriate means for keeping and sharing land-based Indigenous Knowledge. Students will gain a deeper appreciation of the city as a traditional Indigenous territory and will reflect on their own relationships and responsibilities within these lands.

**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:** notably; **Other:** extensively;
<table>
<thead>
<tr>
<th>Nature of &quot;Other&quot; Experiential Learning:</th>
<th>Fieldwork</th>
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<tbody>
<tr>
<td><strong>Rationale:</strong></td>
<td>In accordance with recommendations from the First-Year Foundations Council and the Committee on Teaching &amp; Learning, CCR199H1 Indigenous Knowledge and Storytelling in Toronto is being brought into the FYF category and will carry the WDW unit-specific designators, instead of the CCR breadth designator.</td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
<td>N/A. See rationale.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Stipend funding (as per the usual 199 arrangement with the Dean's office).</td>
</tr>
<tr>
<td><strong>Budget Implications:</strong></td>
<td>The academic unit has received Decanal approval for additional resources required for this course.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td>N/A. See rationale.</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>Maximum of 30</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Jon Johnson, Assistant Professor, Teaching Stream</td>
</tr>
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